MONDAY 20TH JULY 2015

Session | Start | Time |
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A - LT3 | 10:00 | |
B - LT4 | 10:00 | |
C - LT5 | 10:00 | |
D - PLT | 10:00 | |

15 minutes changeover

Session 1: 10:15 - 11:30

10:15 IA Chair: Sotaro Kita
Paul Vogt, J. Douglas Martin
Cultural differences in infants' non-verbal communication and vocabulary development.
Intervention for children with word-finding difficulties: a Randomized Controlled Trial and case series study.
Céline Hervé, Ludovica Serracino
Tomoko Tatsuno, Julian Pine, Ben Ambridge
Children’s bidirectional defaulting in the acquisition of Japanese verb inflection.

10:40 Session 1: Poster session 1
Suzanne Vogt, Christina Kaszuba
Impact of iconic gestures on word learning in children with specific language impairment.
Michelle McGibbon, Jane Herbert, Julian Pine, Danielle Matthews
Is RCT to test the causal role of caregiver contingent talk in the language learning of high and low SES infants.
Karin Keller
The second language trajectories modulated by temporal characteristics?
Filip Smulik, Adam Kil
Imagery affects the acquisition of noun and verb inflections in English and Czech.

11:05 Elena Lieven, Sabine Stoll
What does speech add to points and vice versa in three cultures.
Intervention on comprehension and production of complex language for adolescents with developmental language impairments.
Ferni Sanzuela, Anna Redon
Effectiveness in multilingual acquisition.
Dittie Boeg Thomsen
Case contextualized: Kindergarteners integrate formal and contextual cues to comprehend subject-first clauses.

11:30 - 12:00 Coffee break

Session 2: 12:00 - 1:15

12:00 2A Chair: Anna Cunningham
Eliana Mastrantuono, David Saldana Sage, Isabel Rodriguez Ortiz
Eye movements during sign-supported speech comprehension by deaf adolescents.
Chantal Mayer-Critenden, Elin Thordardottir, Marion Robillard, Roxanne Belanger, Michelle Minor-Curtis
Minority language learners with language impairments: The case of French and English in Ontario, Canada.
Nina Niggemann, Christina Kaszubka, Ulrike Domahs
 lexical processing during the third year of life – an ERP study.
Evan Kidd, Joanne Arciuli
A domain-general capacity for statistical learning independently predicts children’s comprehension of specific syntactic structures.

12:25 Session 2: Poster session 2
Alexandra MacAsweeney, Fiona Kyle, Margaret Harris, Charles Holmes, Hannah Pimperton
The relationship between speechreading, phonological awareness and reading proficiency in deaf children.
Kamila Polišenská, Shula Chait
Is nonword repetition the answer to bilingual assessment?
Simon Snape, Andrea Krotz
The role of inhibition in structural alignment.
Amy Biddiss, Ben Ambridge, Julian Pine, Caroline Rowland
Innate movement or semantic prototypes?
Evidence from production priming of passives.

12:50 3A Chair: Helen Broadmore
Julia Carroll, Helen Broadmore
Predicting reading comprehension: the roles of phonological and morphological knowledge in typical and atypical readers.
Anja Starke
Selective mutism in bilingual children: Effects of sensory, language skills and parental cultural adaptation.
Tomas Engelthaler, Thomas T. Hills
Shape bias in early word learning: Feature distinctiveness predicts age of acquisition.
Akiko Okuno, Thea Cameron-Faulkner, Anna Theakston
How does the world look to you?

Poster session: 11:15 - 13:45

13:15 - 13:45 Buffet lunch
Poster session 1

14:45 3B Chair: Tamar Keven-Portnoy
Hannah Pimpton, Elizabeth Walker
Zoe Hopkins, Nicola Yuill, Bill Keller
Semantic alignment in children with autism.
Sharon Armony-Lotem, Sarah H. Ben-Ovod
 lexical knowledge and ethnonational identity among Hebrew-speaking children from Amharic-speaking families.
Michelle Davis, Thea Cameron-Faulkner, Anna Theakston
Exploring patterns in tag question production: A multiple correspondence analysis of form and function.

Session 3: 14:45 - 16:00

15:10 Session 3: Poster session 3
Gillian Clark, Jarrad A. G. Lom
Children with specific language impairment can implicitly learn second-order but not first-order sequences.
Rebecca Kam, Nicole Porter, Lisa Rumney, Kristelle Hudry
The impact of bilateral exposure on verbal and non-verbal communication skills of children with Autism Spectrum Disorders.
Katarzyna Mlekoszewa, Joanna Kotel, Magdalena Kowalska, Eva Haman, Zofia Wodarczyk
 vocabulary size of Polish migrant children living in the UK.
Vivek Vihman, Elena Lysen, Anna Theakston
Something from nothing: What do children learn from omitted arguments in the input?

15:35 Marta Caia, Irene Rojas, Sara Murphy, Sonia Marques
Simultaneous influence of linguistic variables, vocabulary levels and exposure on early word learning: Fast mapping in Spanish typically-developing and late talking children.
Rikke Vang Christensen, Elisabeth Engberg-Pedersen
Salient content and characters’ mental states in narratives told by Danish children with autism: Language impairment, or typical development.
Krispa M. Prakova, Simonsen, Swajna Sebastian, Padmasree Venkat Ramanan
Language-child interaction in typically developing children and children with autism: A study from South India.
Wenchun Yang, Angel Chiu, Evan Kidd
Revisiting the acquisition of relative clauses in Mandarin-speaking children: Universal versus typological perspectives.

16:00 - 16:30 Coffee break

Keynote: 16:30 - 17:30
Julie Dockrell:
The role of oral language skills in supporting written text generation: Evidence from children with Language Learning difficulties

From homesign to sign language: Creating language in the manual modality
Susan Goldin-Meadow: