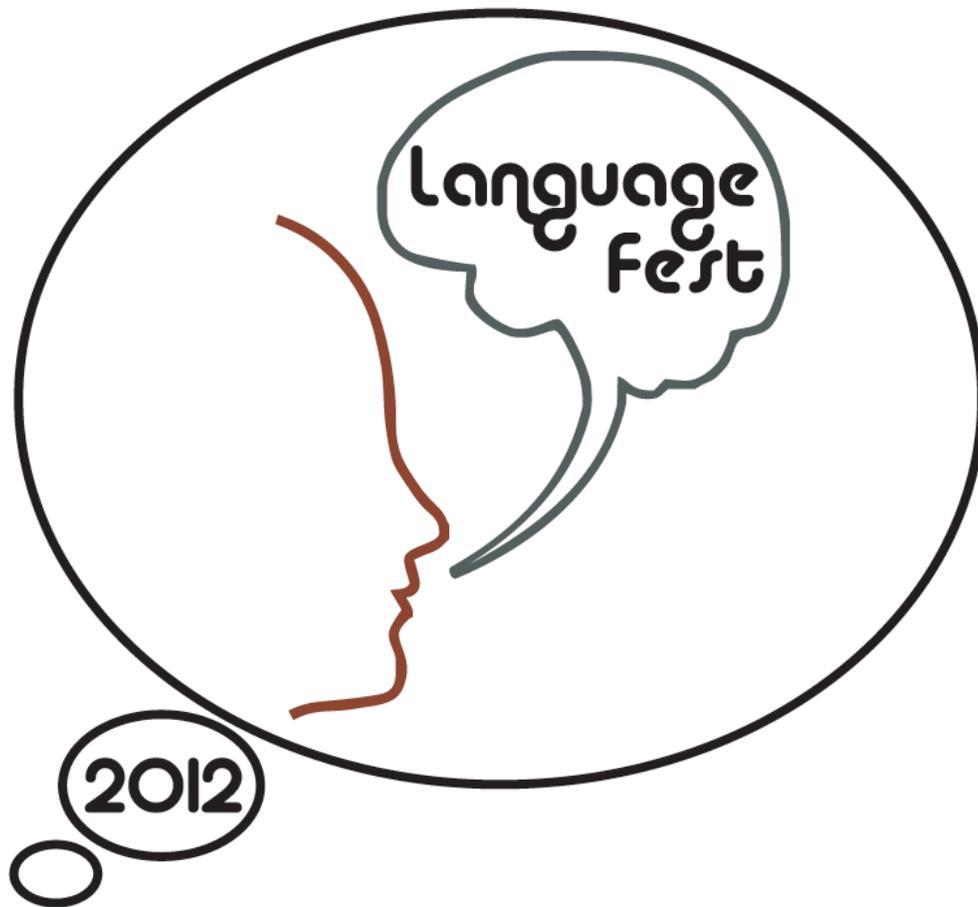


*The Cognitive Science Program presents:*  
*The Third Annual*  
*UConn Language Fest*



*Monday, April 16*  
*1:00 – 5:30pm*  
*UConn Rome Ballroom,*  
*Lewis B. Rome Commons*

*For more information go to: <http://www.cogsci.uconn.edu/languagefest/>*

# *Bilingualism in Print, Sign, Sound, and Brain*

## **1:00pm-1:15pm Introduction**

Co-Organizers and MCs:

*Marie Coppola*, Departments of Psychology and Linguistics, Cognitive Science Program

*Emily Myers*, Departments of Communication Sciences and Psychology, Cognitive Science Program,  
Haskins Laboratories

## **1:15pm-2:30pm Invited Speakers & Discussion**

“The Neurocircuitry of Literacy Acquisition”

*Ken Pugh*, Department of Psychology, Cognitive Science Program, Haskins Laboratories, Yale  
University Department of Linguistics, Yale University School of Medicine Diagnostic Radiology

“The Development of Bimodal Bilingualism”

*Diane Lillo-Martin*, Department of Linguistics, Cognitive Science Program, Haskins Laboratories

"Phonological Processes in Foreign Accent"

*Carol Fowler*, Department of Psychology, Cognitive Science Program, Haskins Laboratories

Discussant:

*Jay Rueckl*, Department of Psychology, Cognitive Science Program, Haskins Laboratories

## **2:30pm-4:30pm Poster sessions**

<b>First Session</b>	<b>(Odd Numbered Posters)</b>	<b>2:30pm-3:30pm</b>
<b>Second Session</b>	<b>(Even Numbered Posters)</b>	<b>3:30pm-4:30pm</b>

*Hors d'oeuvres will be served*

This event is sponsored by the UConn Cognitive Science Program with generous support from the Psychology Department, the Philosophy Department, the Linguistics Department, the Communication Disorders Department, and the Neag School of Education, and the College of Liberal Arts and Sciences.

*Language Fest is designed to allow a broad cross-section of language researchers at UConn to acquaint one another and the general community with their work. It is intended to support constructive feedback and new collaboration. The event is free and open to the public.*

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See [www.cogsci.uconn.edu](http://www.cogsci.uconn.edu) for more info

## Poster Program

1. Student Perceptions of Humor in Foreign Language Middle School Classrooms  
*Manuela Wagner<sup>7</sup>, Mary Yakimowski<sup>3</sup>, Eduardo Urios-Aparisi<sup>7</sup>*
2. Gender Agreement with Disagreeable Noun Phrases  
*Ana Bastos-Gee<sup>2,7</sup>*
3. The ORCA Project: Online Research and Comprehension Assessment  
*Cheryl Burlingame<sup>1,3</sup>, Don Leu<sup>1,3</sup>, Elena Forzani<sup>1,3</sup>, Clint Kennedy<sup>1,3</sup>*
4. Promoting Effective Questioning in Classrooms: A Study of Teacher Questioning and Follow-Up Behaviors  
*Ashley Ruegg<sup>3</sup>, Cindy Massicotte<sup>3</sup>, Catherine Little<sup>3</sup>*
5. The Role of Cognates in the Vocabulary Development of Spanish-English Bilingual Kindergarteners  
*Sharon Ware<sup>3</sup>*
6. Project EVI: Investigating the Effects of Early Vocabulary Intervention for At-Risk Kindergarteners  
*Ashley Oldham<sup>3</sup>, Mari Cuticelli<sup>3</sup>, Sharon Ware<sup>3</sup>, Michael Coyne<sup>3</sup>*
7. Identifying Classes of Learners: What Can Mastery Tests Tell Us About Different Types of Word Learners?  
*Glen Davenport<sup>3</sup>, Sabina Neugebauer<sup>3</sup>, Ashley Oldham<sup>3</sup>, Michael Coyne<sup>3</sup>*
8. It's Elementary, My Dear Watson!  
*Beata Moskal<sup>2</sup>*
9. Frozen at the Edge of the English TNP  
*Aida Talic<sup>2</sup>*
10. So Perfect(ive): On distribution of Perfect Aspect in Serbian  
*Neda Todorovic<sup>2</sup>*
11. Asymmetries Between Both and All  
*Shen Zheng<sup>2</sup>*
12. Bridging Theory and Practice: Italian and English Articles in L2 Classroom  
*Jelena Runic<sup>2</sup>, Marija Runic<sup>15</sup>*
13. How Children Acquire Meanings for Natural Number Words: Learning to Count is Not Enough for a Semantic Induction  
*Kathryn Davidson<sup>2</sup>*
14. Synthetic Compounding and Inflectional Morphology  
*Gisli Hardarson<sup>2</sup>*

15. A Pilot Study on Acquisition of a Pro-Dop Language and Parameter Setting in Language Acquisition: Noun-Noun Compounds and Verb-Particle Constructions  
*Vanessa Petroj<sup>2</sup>*
16. A Parametric Dependency-Based Grammar Predicts Syllable Type Acquisition  
*Alex Vaxman<sup>2</sup>*
17. Does D Give Children the Correct Semantics of Possessives?  
*Safet Berisa<sup>2</sup>*
18. Effects of Local and Global Speech Planning Factors on Children's Production of Grammatical Morphemes  
*Rachel Theodore<sup>1 4 6 8</sup>*
19. Discriminant Analysis of Narrative Discourse Measures in Traumatic Brain Injury  
*Karen Le<sup>4</sup>, Carl Coelho<sup>4</sup>, Jennifer Mozeiko<sup>4</sup>*
20. A Comparison of Intensity Dosage for Constraint Induced Language Therapy in Aphasia: A Reanalysis  
*Jennifer Mozeiko<sup>4</sup>, Emily Myers<sup>1 4 8 9</sup>, Carl Coelho<sup>4</sup>*
21. An fMRI Study of Lexically-Induced Perceptual Learning for Speech  
*Laura Mesite<sup>6 9</sup>, Emily Myers<sup>1 4 8 9</sup>*
22. Phonetic Accommodation in Spanish-English and Korean-English Bilinguals  
*Stephen Tobin<sup>1 8</sup>*
23. Further Explorations of Talker-Specific Learning Effects: The First Steps  
*Alexis Johns<sup>1 8</sup>, Emily Myers<sup>1 4 8 9</sup>, James Magnuson<sup>1 8</sup>*
24. The Influence of Word Form on the Acquisition of Meaning: An Adult Word Learning Study  
*Karen Aicher<sup>1 8</sup>, Jay Rueckl<sup>1 6 8</sup>*
25. Not Capacity but Quality: A Speed-Accuracy Tradeoff Study of Poor Readers' Memory Mechanisms  
*Clinton Johns<sup>1 8</sup>, Julie Van Dyke<sup>8 16</sup>*
26. Mirror Recursion Learning in the Box Prediction Artificial Grammar Paradigm  
*Emily Szkudlarek<sup>1</sup>, Pyeong Whan Cho<sup>1 6 8</sup>, Whitney Tabor<sup>1 6 8</sup>*
27. Investigating Statistical Learning of Non-Adjacent Dependencies in Children with Autism Spectrum Disorders and Typically Developing Children  
*Anthony Goodwin<sup>1</sup>, Letitia Naigles<sup>1 6</sup>*
28. Mothers Do Not Drive Structure in Adult Homesign Systems: Evidence From Comprehension  
*Emily Carrigan<sup>1</sup>, Marie Coppola<sup>1 2 6</sup>*
29. Do Children with ASD Use Imitation to Acquire Negation Markers?  
*Christian Navarro-Torres<sup>1</sup>, Andrea Tovar<sup>1</sup>, Deborah Fein<sup>1</sup>, Letitia Naigles<sup>1 6</sup>*

30. Vocabulary Composition in Toddlers with ASD: The Longitudinal Development of a Productive Verb Lexicon  
*Letitia Naigles<sup>1,6</sup>, Carley Gilman<sup>14</sup>, Julia Parish-Morris<sup>14</sup>, Deborah Fein<sup>1</sup>*
31. Emergence of Lexicons in Family-Based Homesign Systems in Nicaragua  
*Russell Richie<sup>1</sup>, Julia Fanghella<sup>1,2</sup>, Marie Coppola<sup>1,2,6</sup>*
32. Dense Recordings of Naturalistic Interactions Reveal Both Typical and Atypical Speech in One Child with ASD  
*Iris Chin<sup>1</sup>, Devin Rubin<sup>1</sup>, Andrea Tovar<sup>1</sup>, Soroush Vosoughi<sup>17</sup>, Michelle Cheng<sup>1</sup>, Emily Portzeba<sup>1</sup>, Matthew S. Goodwin<sup>17</sup>, Deb Roy<sup>17</sup>, Letitia Naigles<sup>1,6</sup>*
33. A First Look at Growth Trajectories in Language of Children with ASD  
*Emma Kelty<sup>1</sup>, Letitia Naigles<sup>1,6</sup>*
34. Early Joint Attention Predicts Children's Subsequent Performance on Preferential Looking Tasks  
*Jinhee Park<sup>1</sup>, Saime Tek<sup>18</sup>, Deborah Fein<sup>1</sup>, Letitia Naigles<sup>1,6</sup>*
35. Baseline Measures of Joint Attention and Parental Input in Pre-Implantation Deaf Children  
*Nicole Depowski<sup>1</sup>, Heather Bortfeld<sup>1,8</sup>, John Oghalai<sup>13</sup>*
36. Developmental Changes in Joint Attention in Typically Developing Children and Children with Autism Spectrum Disorders  
*Kimberly Ellison<sup>1</sup>*
37. *WHO* Chased the Bird? Narrative Cohesion in an Emerging Language  
*Deanna Gagne<sup>1</sup>, Marie Coppola<sup>1,2,6</sup>, Ann Senghas<sup>19</sup>*
38. Longitudinal Changes in Pronoun Reversal in Children with Autism Spectrum Disorder and Typically Developing Children  
*Michelle Cheng<sup>1</sup>, Neha Khetrapal<sup>20</sup>, Katherine Demuth<sup>20</sup>, Letitia Naigles<sup>1,6</sup>, Deborah Fein<sup>1</sup>*
39. The Behavioral Effects of Knockdown of Kiaa0319, A Candidate Dyslexia Susceptibility Gene: Differential Effects on Rapid Auditory Processing and Working Memory in Rodents  
*Caitlin Szalkowski<sup>1</sup>, Christopher Fiondella<sup>5</sup>, Ashley Norris<sup>1</sup>, Donghu Truong<sup>1</sup>, Joseph LoTurco<sup>5</sup>, Glen Rosen<sup>21</sup>, Holly Fitch<sup>1</sup>*
40. Reversible MCAO in Mice as a Potential Model for "Aphasia-like" Deficits: Understanding the Human Stroke Phenotype  
*Donghu Truong<sup>1</sup>, Venugopal Venna<sup>11</sup>, Louise McCullough<sup>11</sup>, Roslyn Holly Fitch<sup>1</sup>*
41. Language-Specific Tuning of Audiovisual Integration in Early Development  
*Barbara Gruenbaum<sup>1</sup>, Kathleen E. Shaw<sup>1</sup>, Nicole Depowski<sup>1</sup>, Heather Bortfeld<sup>1,8</sup>*
42. General and Specific Predictors of Understanding Tense/Aspect in Young Children with ASD  
*Andrea Tovar<sup>1</sup>, Deborah Fein<sup>1</sup>, Letitia Naigles<sup>1,6</sup>*
43. Animal, Aminal, Animal: The Phoneme Transposition Effect  
*Anish Kurian<sup>1,8</sup>, Jingjing Zhao<sup>1,8</sup>, James Magnuson<sup>1,6,8</sup>, Jay Rueckl<sup>1,6,8</sup>*

44. The Development of Idiosyncratic Patterns of Allomorphy in the Italian Preterite: Linguistic Changes as a Window on the Form of Linguistic Competence  
*Andrea Calabrese*<sup>2</sup>
45. Speech Production and Perception in Children with Velopharyngeal and Palatal Defects  
*Stephen Tobin*<sup>1 8</sup>
46. Auditory Event-Related Potentials in Children with Language Impairment  
*Sergey Kornilov*<sup>1 8 12</sup>, *Nicole Landi*<sup>8 12</sup>, *Shin-Yi Fang*<sup>1</sup>, *Natalia Rakhlin*<sup>12</sup>, *Elena L. Grigorenko*<sup>8 12</sup>, *James S. Magnuson*<sup>1 6 8</sup>
47. Language Interaction between Parents of Children with Down Syndrome and Parents of Typically Developing Children  
*Katherine Berlepsch*<sup>4</sup>
48. Relationships between Metamemory and Executive Function in TBI Survivors  
*Deborah Lanza Brom*<sup>4</sup>, *Pradeep Ramanathan*<sup>4</sup>, *Mary R. T. Kennedy*<sup>10</sup>

#### **Affiliation List**

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