

Schedule of Events

All talks will take place in Oak 101

Refreshments and lunch will be served outside Oak 101

Poster sessions will be held throughout the first floor of the North Wing of Oak

- 9:00 - 10:00 Coffee, Registration & Poster Setup
- 10:00 - 10:15 Opening Remarks
- Erika Skoe**, University of Connecticut, Department of
 Speech, Language and Hearing Science, and **Jon Sprouse**,
 University of Connecticut, Department of Linguistics
- 10:15 - 11:15 **Invited Talk AM, Jill Hoover, University of Massachusetts
Amherst, Department of Communication Disorders**
*“What can lexical competition effects tell us about childhood
language impairment?”*
- 11:15 - 11:30 Data Blitz AM
- 11:30 - 12:30 Poster Session AM
- 12:15 - 1:15 **Lunch (delivered at the end of Poster Session AM)**
- 1:15 - 1:30 Data Blitz PM
- 1:30 - 2:30 Poster Session PM; Coffee & Afternoon Snacks
- 2:30 - 3:30 **Invited Talk PM, Eleonora Rossi, California State
Polytechnic University, Pomona, Department of
Psychology and Sociology**
*“The dynamics of learning and using two languages:
Investigating second language acquisition, and its
consequences for the mind and the brain”*
- 3:30 - 3:45 Closing Remarks

UConn Language Fest is funded by the Connecticut Institute for the Brain and
Cognitive Science.

Language Fest Organizing Committee

Faculty Advisors: Erika Skoe, Jon Sprouse

Students: Ashley Parker, Yanina Prystauka, Elizabeth Simmons

AM Poster Session Presentations

(* indicates participation in the AM Data-Blitz)

1. Attentional shifting in children with SLI: Meta-analysis
Yara Aljahlan¹⁰, Tammie Spaulding^{10,12,13}
2. False photograph and false belief understanding in deaf Peruvian children
Camilla Baronas⁹, Deanna Gagne¹⁵, Sara Goico²⁸, Emily Carrigan⁹, Marie Coppola^{5,9,12,13}
3. Dynamic updating of phonetic beliefs in people with aphasia
David Busel¹⁰, David Saltzman¹⁰, Kathrin Rothermich²², Emily Myers^{9,10,12,13,24}
4. Accommodations in language assessment for English language learners
Dandan Chen³
5. Wayfinding and storytelling after TBI: Links in executive dysfunction
Nicole Cruse^{10,12,13}, Carl Coelho^{2,10,12,13}
6. Gender-based mistreatment in organizations
Suresh Dasari³⁰
7. Neural representation of finding familiarity in foreign contexts*
Kristen Fagan¹⁰, Kaleigh Constantine¹⁰, Christine Cammisa¹⁰, Adrian Garcia-Sierra^{10,12,13}
8. Perceptual ratings of informativeness and efficiency of discourse in people with chronic and mild aphasia
Allison Finn¹⁰, Jennifer Mozeiko^{10,13}
9. Training manipulations and individual aptitude affect non-native speech sound learning
Alyssa Finuoli¹⁰, Madison Perriolat¹⁰, Pamela Fuhrmeister^{10,12,13}, Emily Myers^{9,10,12,13,24}
10. Are newborns' cry melodies shaped by their native language? Probably not
Gwen Gustafson⁹, Sarah Sanborn²⁰, Hung-Chu Lin³¹, James Green⁹
11. Understanding "thunder" is more difficult than "rainbow" when performing a concurrent auditory task
Roisin Healy⁹, Jonathan Serino¹, Jenna Lee⁹, Emma Dzialo^{9,24}, Charles Davis^{9,12,13}, Gitte Joergensen^{9,12,13}, Eiling Yee^{9,12,13}
12. LIWCing into TED: An analysis of psychology presenters
Shu Jiang⁹, Nairan Ramirez-Esparza⁹

13. Categories of word comprehension in toddlers with ASD or typical development: An extension of Beckage, Smith, and Hills (2009)
Sara Kover⁹, Letitia Naigles^{2,9,12,13}
14. Absolute pitch in different tone-language-speaking populations*
Yiping Liu⁹, Edward Large^{9,12,13}
15. Disentangling auditory and linguistic factors of bilingual speech perception in noise
Ashley Parker^{10,12,13}, Erica Scarpati¹², Erika Skoe^{2,10,12,13}
16. Non-verbal reasoning skills in hearing and Deaf with cochlear implants*
Grace Pelletier⁹, Jessica Contreras^{9,12,13}, Marie Coppola^{5,9,12,13}
17. Examining brain structure correlates of reading acquisition
Meaghan Perdue^{9,12,24}, Nicole Landi^{9,12,13,24}
18. Does having a language impairment matter?: A pilot study investigating the nonverbal and verbal contributions of the accused to the perception of their guilt*
Melissa Purdy^{4,10}, Audra Blewitt¹⁰, Tammie Spaulding^{10,12,13}
19. Modifying implicit Theory of Mind stimuli for use with an eye-tracker in rural Nicaragua
Samantha Richards¹⁰, Deanna Gagne¹⁵, Marie Coppola^{5,9,12,13}
20. An exploratory fixation-related fMRI study of text reading in poor comprehenders*
Kayleigh Ryherd^{9,12,24}, Andrew Jahn²⁴, Clinton Johns²⁴, John Hale²¹, Julie Van Dyke²⁴, Nicole Landi^{9,12,13,24}
21. Does attention to shape increase the activation of shape information in the sensorimotor cortices?
Sarina Shafiqyan-Rad⁸, Elizabeth Musz^{2,9}, Gitte Joergensen^{9,12,13}, Eiling Yee^{9,12,13}
22. Self-organized parsing predicts encoding interference slowdowns in agreement attraction contexts
Garrett Smith^{9,12,13}, Julie Franck²⁷, Whitney Tabor^{9,12,13,24}
23. The role of context and imagination in learning concepts
Brandon Strom^{2,9}, Charles Davis^{9,12,13}, Eiling Yee^{9,12,13}

24. Linking auditory processing and lexical representation via phonological discrimination
Vivi Tecoulesco^{9,12,13}, *Erika Skoe*^{2,10,12,13}, *Letitia Naigles*^{2,9,12,13}
25. The effect of idiomatic language in the processing of events*
Katrina Turick^{2,9}, *Yanina Prystauka*^{9,12,13}, *Zachary Ekves*^{9,12,13}, *Gerry Altmann*^{9,12,13}
26. Invitation to EEG: An Introduction to the Cognitive Science Shared Electrophysiology Resource Laboratory (CSSERL)
Charles Wasserman^{9,12,13}, *Roeland Hancock*^{9,11,12}, *Yi Wei*^{9,12,13}, *Yanina Prystauka*^{9,12,13}, *Andre Lindsey*^{10,12,13}, *Hannah Morrow*^{9,12,13}, *Karl Lerud*^{9,12,13}, *James S. Magnuson*^{9,12,13}
27. Strong effects of fundamental frequency on formant measurements: Data from the Buckeye Corpus
D.H. Whalen^{23,24}, *Wei-Rong Chen*²⁴, *Mark Tiede*²⁴

PM Poster Session Presentations

(* indicates participation in the PM Data-Blitz)

1. The impact of manipulating attentional shifting demands on preschool children with specific language impairment
Yara Aljahlan¹⁰, Tammie Spaulding^{10,12,13}
2. Language exposure and counting abilities*
Alyssa Barzach⁹, Jessica Contreras^{9,12,13}, Emily Carrigan⁹, Marie Coppola^{5,9,12,13}
3. Looking into my (green) eyes may make you think of cucumbers
Abigail Campbell⁹, David Bachoy^{8,9}, Gitte Joergensen^{9,12,13}, Eiling Yee^{9,12,13}
4. Benign vs. destructive variability in speech production: an uncontrolled manifold approach
Wei-Rong Chen²⁴, Elliot Saltzman^{15,24}, Hosung Nam^{24,25}, Jaekoo Kang^{19,24}
5. Encoding of episodic context in abstract and concrete concepts
Charles Davis^{9,12,13}, Pedro Paz-Alonso¹⁴, Gerry Altmann^{9,12,13}, Eiling Yee^{9,12,13}
6. It's Electric!: The effects of tDCS on stress
Sneha Dontha⁹, Hannah Morrow^{9,12,13}, Eiling Yee^{9,12,13}
7. On a native note: Brain responses to speech sounds in different phonetic contexts*
Gianna Duncan¹⁰, Sarah Polcaro¹⁰, Allison Tozzi¹⁰, Tayla Duntz¹⁰, Adrian Garcia-Sierra^{10,12,13}
8. Instantiating new objects into the discourse: The role of hippocampus and prefrontal cortex
Zachary Ekves^{9,12,13}, Pedro Paz-Alonso¹⁴, Nicholas Hindy³², Sarah Soloman³³, Gerry Altmann^{9,12,13}
9. The relationship between the language difficulty of driving manuals and failure rates on the learner's permit knowledge test
Kaitlyn Flint¹⁰, Tammie Spaulding^{10,12,13}
10. Interaction between category learning systems across language ability
Alex Gutierrez⁹, Joanna Mallary⁹, Manahil Shaikh⁹, Kayleigh Ryherd^{9,12,24}, Nicole Landi^{9,12,13,24}
11. College Chinese bilingual students' creativity and emotions in introductory English writing classes*
Mihyun Han³

12. The impact of web-based video annotated feedback on oral speaking proficiency and speaking self-efficacy for English language acquisition students
*Ryan Hatcher*³
13. Good learners are good learners: reliability in phonetic learning
Christopher Heffner^{10,13}, *Emily Myers*^{9,10,12,13,24}
14. Analyzing stories in 5-7 year-old typical children and children with autism
Manya Jyotishi^{2,9,13}, *Silvia Duque*⁹, *Madeline Eldredge*⁹, *Alexis Higgins*⁹, *Caleigh Jacobson*⁹, *Anneliese Lapidés*⁹, *Christina Su*⁹, *Letitia Naigles*^{2,9,12,13}
15. How individual difference measures inform event processing in monolingual and early and late bilingual speakers
Marina Lajoie^{2,12}, *Kori Citrin*⁹, *Lukas Kyc*⁹, *Thomas Pietruszewski*⁹, *Kyra Krass*^{9,12,13}, *Gitte Joergensen*^{9,12,13}, *Cloe Zeidan*¹⁸, *Megan Zirnstein*²⁹, *Gerry Altmann*^{9,12,13}, *Eleonora Rossi*¹⁸
16. Brain-behavior relationships in implicit learning of non-native phonetic categories*
Sahil Luthra^{9,12,13}, *Pamela Fuhrmeister*^{10,12,13}, *Peter Molfese*²⁶, *Sarah Guediche*¹⁴, *Sheila Blumstein*¹⁷, *Emily Myers*^{9,10,12,13,24}
17. Musicians and Noise: Exposure, Perception, and Tolerance
*Helena Sun*¹⁰, *Erika Skoe*^{2,10,12,13}
18. Examining factors related to cortical asymmetry of the planum temporale and reading skills
Joshua Mednick^{8,9}, *Arun Narikatte*^{7,9}, *Hannah Lavoie*⁹, *Meaghan Perdue*^{9,12,24}, *Nicole Landi*^{9,12,13,24}
19. Comprehending events on the fly: Inhibition and selection during sentence processing
Yanina Prystauka^{9,12,13}, *Zachary Ekves*^{9,12,13}, *Gerry Altmann*^{9,12,13}
20. Relationship between perspective taking success and language in Peruvian Deaf children
*Jillian Raso*⁹, *Deanna Gagne*¹⁵, *Sara Goico*²⁸, *Emily Carrigan*⁹, *Marie Coppola*^{5,9,12,13}
21. Effects of hearing acuity on recall of expository prose
Heidi Sarles-Whittlesey^{16,24}, *Eriko Atagi*¹⁶, *Emily Cohen*¹⁶, *Arthur Wingfield*¹⁶

22. Vocabulary comprehension: Does timing of language exposure matter?*
Bryne-Marie Sidney⁹, Jessica Contreras^{9,12,13}, Emily Carrigan⁹, Marie Coppola^{5,9,12,13}
23. Relationships between measures of early language comprehension and auditory brainstem responses in typical children and children with ASD
Kathryn Stevens⁸, Vivi Tecoulesco^{9,12,13}, Erika Skoe^{2,10,12,13}, Letitia Naigles^{2,9,12,13}
24. Working memory in Peruvian Deaf children
Corine Sylvain^{9,10}, Deanna Gagne¹⁵, Sara Goico²⁸, Emily Carrigan⁹, Marie Coppola^{5,9,12,13}
25. Sensitivity to gestural timing in a dyadic imitation task*
Mark Tiede²⁴, Christine Mooshammer²⁴, Dolly Goldenberg²⁴
26. Examining self-perception of language and cognition in persons with aphasia
Amanda Wadams^{10,13}, Jennifer Mozeiko^{10,13}
27. Unwinding the Rope Model: A closer look at contributions to reading comprehension
Victoria Whaley³, Devin Kearns³
28. The role of frontal brain areas in bilinguals' speech perception between different language contexts*
Noelle Wig¹⁰, Alondra Marmolejos¹⁰, Katherine Sabo¹⁰, Adrian Garcia-Sierra^{10,12,13}

Affiliation List

1. University of Connecticut Biological Sciences
2. University of Connecticut Cognitive Science Program
3. University of Connecticut Educational Psychology
4. University of Connecticut Human Development and Family Studies
5. University of Connecticut Linguistics
6. University of Connecticut Mathematics
7. University of Connecticut Molecular and Cell Biology
8. University of Connecticut Physiology and Neurobiology
9. University of Connecticut Psychological Sciences
10. University of Connecticut Speech, Language, and Hearing Sciences
11. University of Connecticut Brain Imaging Research Center
12. University of Connecticut IGERT/NBL Program
13. Connecticut Institute for the Brain and Cognitive Sciences
14. Basque Center on Cognition, Brain and Language
15. Boston University
16. Brandeis University
17. Brown University
18. California State Polytechnic University, Pomona
19. City University of New York
20. Clemson University
21. Cornell University
22. East Carolina University
23. The Graduate Center, CUNY
24. Haskins Laboratories
25. Korea University
26. National Institutes of Health
27. Université de Genève
28. University of California - San Diego
29. University of California, Riverside
30. University of Hartford
31. University of Louisiana at Lafayette
32. University of Louisville
33. University of Pennsylvania
34. Wesleyan University