Language Fest 2021

We encourage attendees to leave cameras on during the event!

Schedule of Events

2:00 - 2:10  Welcome and opening remarks
            Erika Skoe, Department of Speech, Language and Hearing Sciences
2:10-2:50   Data blitz
            Hosted by Noelle Wig, Department of Speech, Language and Hearing Sciences
2:50-3:00   Overview of Gathertown session: posters, photos, crossword game, giveaway
3:00        Gather in Gathertown for Poster Session
3:00-4:00   Poster presentations
            Email UconnLangfest@gmail.com or hop into the Zoom room for technical problems/questions
4:00        Crossword sweepstakes
            Hosted by Jen Mozeiko, Department of Speech, Language and Hearing Sciences
4:10        Closing remarks
            Erika Skoe, Department of Speech, Language and Hearing Sciences
-4:45       Gathertown will remain open until 4:45

UConn Language Fest 2021 is Supported funded by the Connecticut Institute for the Brain and Cognitive Sciences.

Language Fest Organizing Committee
Cynthia Boo, Louisa Sutting, Kara Vlahcevic, Amanda Wadams, Noelle Wig, Crystal Mills
Erika Skoe (faculty), Jen Mozeiko (faculty)
Poster Session Presentations
(* indicates participation in the Data Blitz)

Poster Session A - 3:00 - 3:30pm

1) * Comparisons between in-home and laboratory-based auditory brainstem response testing
   Ashley Parker5,8,11, Candace Slack11, Erika Skoe1,5,8,11

2) * Deaf children’s number mapping skills: Later language exposure, not deafness, explains delays
   Kristin Walker3, Emily Carrigan15, Marie Coppola2,7,8,9,11

3) * Cues to Cues: Parents’ Speech Disambiguates between Conflicting Socio-Perceptual Cues to Reference
   Miranda Long9, Elizabeth Quinn9, Suanda H. Sumarga9

4) * Effect of a Writing Treatment on Written and Spoken Discourse
   Casey Martin11, Louisa Suting11, Jennifer Mozeiko11

5) * Evaluating the efficacy of a self administered, independent based, intensive treatment on Tactus Therapy with People with aphasia (PWA)
   Shivani Padhi10, Jennifer Mozeiko11

6) * Effects of Acoustic and Contextual Cues on Mandarin Speech Recognition by American Learners of Mandarin
   Kaidi Chen1,24

7) * Reexamining the left-ear/right-hemisphere advantage for using phonetic cues in talker identification
   Lee A. Drown1,8,11, Betsy Philip10, Alexander L. Francis14, Rachel Theodore6,11

8) * In the Right Neighborhood: Semantic Coherence in Parents’ Ambiguous Naming Events
   Sara C. Johnson9, Tiffany Schalla9, Sumarga H. Suanda9

9) Online emotion diffusion during the Arab Spring
   Qi Xia1,5, Megan Chiovaro9, Leah Windsor25, Alexandra Paxton5,9

10) Effects of Language Experience on Spontaneous Counting as an Augmentative Tool for Mapping
    Caroline Hebert1,5,9,11, Kristin Walker9, Emily Carrigan15, Marie Coppola2,7,8,9,11

11) Say that again: Quantifying patterns of grammatical production for children with ASD using recurrence analysis
    Amanda Mankovich9, Kacie Wittke11, Jessica Blume4,11, Ann Mastergeorge12, Alexandra Paxton5,9, Letitia Naigles1,5,8,9

12) Predicting Language in Children with ASD Using Spontaneous Language Samples and Standardized Language Measures
    Rebecca Thomas9, Kacie Wittke11, Jessica Blume4,11, Ann Mastergeorge12, Letitia Naigles1,5,8,9
13) Relationship Between Cardinal Principle Mastery and Approximation Development in Hearing and Deaf/Hard of Hearing Children
Meghan Shaw6,9, Kristin Walker9, Stacee Santos16, Marie Coppola2,7,8,9,11

14) A cautionary tale about the importance of taking individual differences into account when examining whether tDCS can enhance cognitive control
Sydney Darling9, Keisha Alexander9, Eiling Yee5,8,9

15) Joint Attention and Theory of Mind in Children with Autism
Lisa Tecoulesco9, Letitia Naigles1,5,8,9

16) ** What Surfing Farmers and squirrels have in common: neural network dynamics predict eye movements in the visual world paradigm
Gerry Altmann5,9, Forrest Davis17, Gitte Joergensen5,9
NOTE: ** Data Blitz only

Poster Session B - 3:30 - 4:00pm

17) How Prior Experience Shape Accent Adaptation
Xinming Zhou1, Christopher Heffner13, Emily Myers3,5,8,9,11

18) The role of language in object tracking: Evidence from deaf, hard-of-hearing, and typically hearing children
Madeline Quam5,9, Emily Carrigan15, Kristin Walker9, Anna Shusterman23, Marie Coppola2,7,8,9,11

19) Information Sources for Noun Learning from Children’s Picture Books: The Level of Categorization Matters
Georgia Capobianco2,4,9, Marissa Ciccarini2,4, Sara C. Johnson9, Sumarga H. Suanda9

20) The Relationship Between Specific Musical Experience and Non-Native Speech Sound Learning
Matthew Phillips9,11, Emily Myers3,5,8,9,11

21) Linking brain structure and function with reading
Meaghan Perdue3,5,8,9, Kenneth Pugh3,9, Nicole Landi3,5,8,9

22) Should we wave, ask, run, steal? Categorizing aliens by teens with typical development or ASD
Juandiego Carmona9, Riccardo Fusaroli19, Ethan Weed19, Khanvy Nguyen1, Letitia Naigles1,5,8,9

23) Does object interaction change the goal of eye movements?
Anika Veeraraghav1, Gitte Joergensen5,9, Gerry Altmann5,9

24) Investigating Reading and Language Phenotypes through FOXP2 Genetic Variants
Katie Hooker7,9, Meaghan Perdue3,5,8,9, Elena Grigorenko3,18, Nicole Landi3,5,8,9

25) A graded role for the visual system in perceptual simulation during language processing?
Charles Davis5,8,9, Nathan Lautz4, Eiling Yee5,8,9

26) Gesture Variability during Narrative Production in 5-7-Year-Olds: A Comparison of Children
Khanvy Nguyen1, Manya Jyotishi22, Letitia Naigles1,5,8,9

27) Correlates of math anxiety in Deaf and Hard of Hearing college students
Akriti Mishra9, Kristin Walker9, Clifton Langdon9, Marie Coppola2,7,8,9,11
28) The Embodiment of Manipulable Object Concepts and Autism-Spectrum Characteristics
    Shaina Selvaraju, Charles Davis, Eiling Yee

29) Effect of presentation contrast, ear, and hand manipulations on phoneme perception
    Calli Smith & Adrian Garcia-Sierra

30) Acceptability Judgments: A first step into the interaction between bilinguals' two grammars in sentence processing
    Rachel Cieplak, Jessica Power, Noelle Wig, Adrian Garcia-Sierra

31) Is abstractness associated with ideological polarization?
    Qi Xia, Charles Davis, Eiling Yee

32) Difficulties with personal pronouns for school-aged children with ASD and ADHD in a virtual reality task
    Cynthia Boo, Nancy McIntyre, Peter Mundy, Letitia Naigles

Affiliation List
1. University of Connecticut - Cognitive Science Program
2. University of Connecticut – Communications
3. University of Connecticut – Haskins Laboratories
5. University of Connecticut – Institute for the Brain and Cognitive Sciences
6. University of Connecticut – Linguistics
7. University of Connecticut – Molecular and Cell Biology
8. University of Connecticut – Neurobiology of Language Program
9. University of Connecticut – Psychological Sciences
10. University of Connecticut – Physiology & Neurobiology
12. Texas Tech University
13. University at Buffalo
14. Purdue University
15. University of North Carolina at Greensboro
16. Boston College
17. Cornell University
18. University of Houston
19. Aarhus University
20. University of Central Florida
21. University of California, Davis
22. Applied Survey Research
23. Wesleyan University
24. University of Connecticut – Literatures, Cultures, and Languages
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