

Language Proficiency and Cognitive Processes

101. Cohen, C. The effect of language experiences on oral proficiency in the bilingual child's two languages.
102. Marian, V., Blumenfeld, H., Kaushanskaya, M., & Rabin, A. Self-reported language profiles as a window into language acquisition.
103. Vidal, N. S., Garrido-Nag, K., Tessel, C. A., Datta, H., & Shafer, V. L. Can a language background questionnaire predict language use and standard language scores?
104. White, E., & Genesee, F., White, L., & Steinhauer, K. Brain signatures of late second language acquisition: An ERP study.
105. Yang, S., Park, S., & Lust, B. Relating bilingualism and language proficiency in executive attention: Comparison of children and adults.
106. Colozzo, P., Marcoux, C., & Johnston, J. R. Memory strategies in bilingual children: More evidence for a cognitive advantage.
107. Marcoux, C., Colozzo, P., & Johnston, J. R. The cognitive advantage in bilingualism: Attention and working memory.
108. Altman, C., Schrauf, R. W., & Walters, J. Crossovers and codeswitching in the investigation of bilingual autobiographical memory.
109. Sheng, L., McGregor, K. K., & Marian, V. Cognitive flexibility in bilingual children.
110. Tare, M., & Gelman, S. Young children's understanding of language choice.
111. Simard, D., & Fortier, V. Metasyntactic ability among submersion and French native elementary school children: How different is it?
112. Alhuqbani, M. An investigation of bilingual children's metalinguistic awareness in two typologically unrelated languages.
113. Kapetangianni, K., & Shatz, M. Early awareness of language in an emerging bilingual.
114. Vaid, J., Chen, H. C., Rao, C., & Manzano, I. Joke detection: Is there a bilingual and/or brokering advantage?
115. Lee, K. O., & Lee, H. R. The effects of bilingualism on children's theory of mind development.

Lexical and Syntactic Development

116. Libben, M., McInnis, T., & Titone, D. When is gossip doesn't spread: Semantic constraint effects on interlingual homograph activation.
117. Barriere, I., Frenkell, S., Ellis, G., Sput, M., Hirth, L., Lubinsky, H., Schapiro, M., Rosenfeld, E., Bencheboum, R., Rosenberg, C., & Eisner, H. Lexical and morphosyntactic development in Yiddish-English infants and toddlers.
118. De Houwer, A., Bornstein, M. H., & Putnick, D. L. Bilingual infants know more words: A monolingual-bilingual comparison of lexical development at 13 months using the CDI.
119. Mattock, K., Polka, L., & Rvachew, S. Are bilingual infants more efficient word learners?
120. Bhagwat, J., & Casasola, M. Infants' ability to discriminate between languages in a word-object mapping task: Evidence from 8-, 13-, and 17-month-olds.
121. Miccio, A. W., Arnold Carpenter, E., Scheffner Hammer, C., & Scarpino, S. Acquisition of Spanish and English fricatives by bilingual children.

122. Yip, V., & Matthews, S. Development of Wh-interrogatives in Cantonese-English bilingual children.
123. Satterfield, T., Riolo, R., & Khalil, H. A computational approach to examining linguistic development dynamically in early bilinguals.
124. Auza, A., Hernández, A., & Reyes, I. A reaction time analysis of nouns and adjectives: Contrasting monolingual and bilingual children from two linguistic environments.
125. Gottardo, A., Faroga, I., & Mueller, J. First and second language vocabulary knowledge: Relations across languages and within languages across time.
126. Fennell, C., Byers-Heinlein, K., & Werker, J. A comprehensive analysis of bilingual infants' use of phonetic detail in words.
127. Erdos, C., Genesee, F., Crago, M., & Debas, K. Does bilingual input decelerate the acquisition of grammatical schemas?
128. Gagarina, N., Armon-Lotem, S., & Gupol, O. Inflectional verb errors in the acquisition of Russian by bilingual and monolingual children.
129. Karandashev, V. Cognitive representations of English verb tenses in second language acquisition.
130. Golberg, H., Paradis, J., & Crago, M. Lexical development of children learning English as a second language: Timeframe and sources of individual differences.
131. Sorenson, T., & Paradis, J. Input and the acquisition of morphology in ESL children.
132. Ziegler, G. Acquisitional processes at a crossroads- or does the development of a foreign language in young learners in language border regions equate the weaker language in early bilinguals?
133. Foursha, C. D., Austin, J. B., & Van de Walle, G. A. Cross-linguistic influence in early, balanced, adult bilinguals.

Phonological Awareness and Literacy

134. Cortes, S., Lleo, C., & Benet, A. Phonological variability due to Spanish influence on the Catalan spoken in two districts of Barcelona.
135. Fitneva, S. A., Christiansen, M. H., & Monaghan, P. Language-learning experience and children's use of phonology to infer grammatical categories.
136. Silva, R., & Clahsen, H. Processing the past tense: Differences in L1 and L2.
137. Yuen, Y. W. S., & Wade-Woolley, L. Levels of phonological awareness in Chinese ESL children.
138. Ramirez, G., Farnia, F., & Geva, E. The independent contribution of listening to reading in primary school bilingual and monolingual learners.
139. Zhao, J., & Marinova-Todd, S. H. Phonological awareness in Mandarin-English bilingual children.
140. Kovelman, I., Berens, M. S., & Petitto, L. A. Teaching reading to young bilinguals: Is whole word or phonics the answer?
141. Weiss, D., & Gerfen, C. Statistical word segmentation in a bilingual environment.
142. Lempert, H., Rudchenko, A., & Marcelino, J. The influence of animacy on English subject-verb agreement in Chinese-English bilinguals.
143. Chiang, P-Y., & Rvachew, S. Vocabulary skills and phonological awareness in English-French bilingual children.
144. Grant, A., Gottardo, A., & Geva, E. Levels of phonological awareness and reading: The role of first language.

145. Chen, X., Xu, Y., & Ku, Y-M. Development of phonological awareness in Cantonese children learning to read Mandarin.

Reading and Writing

146. Mila, S., Share, D. L., & Leikin, M. Reading acquisition in English (L3) among Russian-speaking (L1) children: Bi-literate bilingualism versus mono-literate bilingualism.
147. Luo, Y., Chen, X., & Zhang, J. The relationship between visual skills and Chinese reading in monolingual and bilingual children.
148. Deacon, H., Wade-Woolley, L., & Nickerson, D. The transfer of reading-related skills across languages in French immersion children.
149. Blackwell, I., Metelitsa, Y., Zaretsky, E., & Haynes, C. Russian-English bilingual children's story retells: Narrative and syntactic analysis.
150. Kyradji, H., & Ainscow, M. A cross-linguistic exploratory study of English-Greek reading development.
151. Mueller, J., & Gottardo, A. English and Spanish predictors of word reading and reading comprehension in Spanish-speaking children in Grade Two.
152. Kim, H-R., & Johnson, C. Cultural influence on Korean-English bilingual children's writing.
153. Lawrence, J., Zaller, C., & Daigle, E. Referent accessibility and coherence in bilingual student writing.
154. Zaretsky, E., & Bar-Shalom, E. Bilingual narratives: How children preserve the meaning in two languages.

Oral and Auditory Processing

155. Datta, H., Hisagi, M., Wroblewski, M., Vidal, N., Garrido-Nag, K., & Shafer, V. L. Vowel perception in bilingual adults and children: Electrophysiological measures.
156. MacLeod, A. A. N., & Stoel-Gammon, C. Building profiles of bilingual speakers: The production and perception of VOT and high vowels in Canadian English and Canadian French.
157. Almeida, L. The acquisition of word-medial codas by a French-Portuguese bilingual child.
158. de Korsak, K. Talking on the edge: Children playing with two languages and language development.
159. Friesen, M., Gottardo, A., & Faroga, I. Oral language development in preschoolers learning English as a second language (ESL).
160. Nguyen-Hoan, M., & Taft, M. Auditory processing deficits in native-like L2 speakers.
161. Chernobilsky, E., & McCune, L. Comparing the stories told by bilingual and monolingual six year olds: What can be said about their language development?
162. Gamez, P. B., & Levine, S. C. Spanish and English oral language and pre-literacy skills in ESL students: The role of English instruction.
163. Silven, M., Kouvo, A., Haapakoski, M., Lähteenmäki, V., Voeten, M., Conboy, B., & Kuhl, K. Early speech perception and vocabulary growth in bilingual infants exposed to Finnish and Russian.

164. Perez-Leroux, A., Pirvulescu, M., Roberge, Y., Belzil, I., & Thomas, D. Default retention hypothesis: Object omission in simultaneous bilingual acquisition of French and English.
165. Lee, S-Y., & Lee, K-O. Comprehension of relative clauses without case markers in Korean by Korean-Chinese bilingual children and Korean monolingual children: How to resolve ambiguity.
166. Kim, H-S. Sentence processing differences in bilingual and monolingual learners of Korean.
167. Cebrian, J. L1 and L2 vowel categorization by bilinguals and monolinguals: A perception study.
168. Brasileiro, I., Escudero, P., & Kager, R. Language mode and speech perception in bilingual children.
169. Woldford, T. Dialect differences and decoding: More evidence of the bilingual advantage.
170. Campbell, K. J., & Marinova-Todd, S. L2 oral proficiency of Chinese-English bilingual children.
171. Polka, L., Molnar, M., Sundara, M., Valji, A., & Mattock, K. Speech perception development in bilingual infants.
172. Eng, N., & Commisso, C. Perception of novel speech stimuli by bilingual and monolingual children.
173. Lee, S. Vowel production of English-Korean bilingual children.

POSTER SESSION II

SATURDAY MAY 6, 11:45am to 2:00pm

Language Acquisition in Immigrant Populations

201. Szuber, A. Native Polish-speaking adolescent immigrants' exposure to and the use of English.
202. Itziar, A., & Itziar, I. Immigrant children and L2 acquisition: The case of Basque.
203. Pessoa, S. An ethnographic portrait of biliteracy development and educational experiences of Uruguayan immigrant adolescents.
204. Stavans, A., & Olshtain, E. Literacy patterns in bilingual Ethiopian immigrant families.
205. Klein, E. C., Martohardjono, G., Curinga, R., Garrison, L., Kam, X-N., & Raña, R. Becoming literate in a multilingual setting: Challenges facing the student with low native language literacy.
206. Akinci, M-A. Becoming bilingual in an immigrant context: The case of Turkish children in France.
207. Oh, J. S. Raising bilingual children: Factors in maintaining a heritage language.
208. Jia, G., Aaronson, D., Popivker, Z., & Chen, J. Heritage language maintenance among Chinese-, Spanish-, and Russian-speaking immigrants in the U.S.
209. Geren, J. C., & Kemp, C. L. Does L1 always influence acquisition of L2? Evidence from international adoption.
210. Wong, Y-F. L., & Leung, C-S. S. Linguistic and education needs of newly arrived children in Hong Kong.
211. Utecht, D. Is it bilingualism or social context that matters? – Interpreting results from language proficiency tests in German pre-school children with an immigrant background.

Language Interventions and Special Populations

212. Fernandez, M. Forced bilingualism and its impact on identity and self-concept.
213. Tsybina, I., & Eriks-Brophy, A. Bilingual vocabulary acquisition: Implications for language interventions.
214. Proctor, A. Spanish dialects in speech and language assessment.
215. Fish, S., Hoffmeister, R., & Williams McVey, R. Bilingualism in two modalities: The relationship between L1 vocabulary in ASL and L2 reading abilities in English in Deaf children.
216. Armon-Lotem, S., Fine, J., Adam, G., Saiegh-Haddad, S., Blass, A., Harel, E., & Walters, J. Verb inflection as indicators of bilingual SLI: Task effects and cross-linguistic differences.
217. Siegal, M., Meristo, M., Falkman, K. W., Hjelmquist, E., Tedoldi, M., & Surian, L. Language access and mentalizing abilities: Evidence from bilingually and orally instructed deaf children in Estonia, Sweden and Italy.
218. Schwartz-Bechet, B. Bilingualism and the implications for acquisition for children with an intellectual impairment.
219. Chase, K., & Johnston, J. Language sampling in the assessment of ESL children.
220. Hovsepian, A. Cognitive impairment and learning two languages.
221. Ndlovu, K., & Geva, E. Writing ability in children who speak English as a second language and have a learning disability.
222. Yaqub, C., Mayette, A. M., Lin-Causarano, P-N., & de Valenzuela, J. S. Dilemmas in assessing language proficiency of English language learners receiving special education services.
223. Jacobson, P., & Tsouris, E. Narrative samples in Spanish and English from bilingual school-aged children with typical and atypical language development.
224. Daigle, D., & Parisot, A-M. Correlations between Quebec Sign Language and French in the context of a bilingual approach.
225. Bélanger, N., & Berthiaume, R. The role of morphological information in the process of learning to read in deaf children.
226. Samson, J. Bilingualism is not a handicapping condition.

Socialization and the Home Environment

227. Kato, M. Bilingual language socialization among Japanese mothers in New York City.
228. Olmedo, I. Children as language brokers and interpreters.
229. Mueller Gathercole, V. C., Thomas, E. M., Deuchar, M., & Williams, E. Bilingual language transmission: Lessons from Wales.
230. Chumak-Horbatsch, R. "Mmmmm... I like English!": Linguistic behaviors of Ukrainian-English bilingual children.
231. Mayo, A. Y., Leseman, P. P. M., & Scheele, A. F. The effect of informal family stimulation on developing language skills of monolingual and bilingual pre-schoolers in the Netherlands.
232. Mettwie, L., van Hout, R., & Housen, A. Bilingual vs. monolingual homes: The effect on attitudinal and motivational dispositions.
233. Fialkowska, M. A. Whose influence is better and why? Sociological consequences of family bilingualism.

234. Adelman Reyes, S. Identity, childhood, and bilingualism: Continuing the parent as researcher tradition in child language theorizing.
235. López, L. M., & Tapanes, V., & Páez, M. M. Becoming bilingual in the United States: Home and school support.

Language Programmes

236. Alipanahi, F., Parvini Sani, L., & Parvini Sani, H. Teacher, children and computers.
237. Brovetto, C., Brian, N., & Geymonat, J. Literacy development in Portuguese-Spanish bilingual children.
238. Faroga, I., & Gottardo, A. A phonological awareness training program for ESL and English native speaking preschoolers.
239. Lin, P-Y., & Liao, S-T. Long-term effect of early L2 learning in a formal instructional environment study II.
240. Driagina, V. Conceptual development of late bilinguals in immersion programs.
241. Hammer, C., Miccio, A., Lawrence, F., & Davison, M. The Spanish and English development of bilingual children who attended Head Start.
242. Matera, C. Project WRITE! Benefits of developmental writing instruction for bilingual Head Start children.
243. Zecker, L. B., Schutz, K., & Barbour, K. Teaching writing in a dual language kindergarten classroom.
244. Janssens, S., Housen, A., Van Mensel, L., & Pierrard, M. The development of bilingualism in Dutch-medium schools in Brussels: A longitudinal study.
245. Papp, S., & Hoskins, S. Development of a Bilingual Support Inventory to maintain minority languages in the UK.
246. Jean, M., & Geva, E. A comparison of the Root Word Vocabulary knowledge of English-as-a-second language and English-as-a-first language upper elementary-aged children.