

Award ID: 0801465  
Project Characteristics

PI: Phillips, Colin - Reporting Year: 2012

NSF directorates:

Biological Sciences  
Computer and Information Science and Engineering  
Social, Behavioral, and Economic Sciences

Did you support any IGERT trainees during the current project year?

Yes

Considering the IGERT trainees as a group, how do they compare with graduate students you usually see in terms of their academic/research potential?

Somewhat better than our usual graduate students

How do trainees in your program earn their doctoral degrees?

Trainees earn their degrees from traditional single-discipline departments.

Trainees earn their degrees from multidisciplinary/interdisciplinary programs, centers, or units other than IGERT.

Other (certificates, etc.) : Neuroscience & Cognitive Science Certificate Program

Does your IGERT project include undergraduate involvement?

No

If yes, were NSF IGERT funds used for undergraduate involvement?

Does your IGERT project include postdoctoral involvement?

No

If yes, were NSF IGERT funds used for postdoctorate involvement?

Indicate the amount of funds from the current year of IGERT support that will be carried over to the next year.

Total funds carried over to the next year: 598087

If carryover funds are entered (i.e., greater than 0), please provide an explanation for these funds:

Project funds are spent at a steady pace and the amount carried over amount will be used to cover a 6th year of the project, via a no-cost extension. The reasons for the carry-over funds are: 1) we had planned 36 student-years to be funded by 2012 and funded 31 to-date; the full stipend budget will be spent through the Y6 no-cost extension. 2) some non-stipend participant support carry-over reflects savings in the tuition and miscellaneous categories; this support is being used to continue to support trainees' research expenditures as they proceed from fellowship years to dissertation stage; this is especially useful, as many of the research skills and projects developed during the 2-year fellowship period are deployed in the following 2 years.

Participant support costs carried over to the next year: 395964

Stipends carried over to the next year: 191752

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Research Achievements

PI: Phillips, Colin - Reporting Year: 2012

First achievement:

Our efforts to provide students with computational modeling skills to enhance their experimental research has begun to yield concrete results in this year of the project. This was a major objective of our IGERT. In 2009-10 we

made new faculty appointments to support this goal, and this allowed us to offer new foundational courses in computational modeling in 2010-2011. Now, in 2012 we see a sharp change in students' use of computational models in support of their experimental studies. Annie Gagliardi and Yakov Kronrod have written papers on learning models that will be presented at the 2012 Cognitive Science Society conference. Pedro Alcocer has written a paper on computational models of memory access that will appear in the journal Topics in Cognitive Science. Many other students are now using computational tools in ways that would not have been possible in our program two years ago.

Second achievement:

Our efforts to provide students with computational modeling skills to enhance their experimental research has begun to yield concrete results in this year of the project. This was a major objective of our IGERT. In 2009-10 we made new faculty appointments to support this goal, and this allowed us to offer new foundational courses in computational modeling in 2010-2011. Now, in 2012 we see a sharp change in students' use of computational models in support of their experimental studies. Annie Gagliardi and Yakov Kronrod have written papers on learning models that will be presented at the 2012 Cognitive Science Society conference. Pedro Alcocer has written a paper on computational models of memory access that will appear in the journal Topics in Cognitive Science. Many other students are now using computational tools in ways that would not have been possible in our program two years ago.

Third achievement:

A team of students has been combining linguistic, psychological, and quantitative skills to investigate how linguistic information is encoded and accessed in memory, using the interpretation of pronouns as a model system. Dave Kush, Shevaun Lewis, Dan Parker, and Sol Lago have tested comprehenders' use of content-addressable vs. structure-guided access mechanisms. Predictions for this work are informed by Parker's computational modeling studies. Sol Lago and Wing Yee Chow have used novel quantitative tools to investigate whether pronoun interpretation reactivates word form information in addition to word meaning information. Their results received the best student paper award at the leading psycholinguistics conference in 2011.

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Education Achievements

PI: Phillips, Colin - Reporting Year: 2012

First achievement:

A leading goal of the past two years has been to strengthen training and research opportunities for students in computational modeling. This year a group of new faculty in 3 departments has made this a reality. Naomi Feldman (Linguistics) has started regular computational psycholinguistics lab meetings, attended by around 12 students from Linguistics and Computer Science. Jordan Boyd-Graber (iSchool) serves as rotation advisor for IGERT students Maria Sol Lago and Pedro Alcocer, and he leads the Computational Linguistics and Information Processing meetings that are attended by students from all involved departments. Hal Daumé (Computer Science), Boyd-Graber and Feldman will teach a cross-departmental computational linguistics IGERT seminar in Spring 2013. Students are now more comfortable moving between these 3 departments, and plans are underway to restructure the relevant components of the computer science curriculum to make them more suitable for a cross-department audience.

Second achievement:

In response to feedback from students and our advisory board, we instituted a successful new student reporting system this year. Students maintain a record of their activities in research, training, outreach, and career development, and this serves as the basis for semesterly meetings with advisors, and regular written feedback. These reports provide students with clearer guidelines on what is expected at different stages of their PhDs, and

draws their attention to training elements that are highly valued. For example, it lays out clear expectations for the elements of a successful research rotation, including (i) building new skills, (ii) interacting with new research communities, and (iii) developing specific research products. Faculty members meet as a group to review student progress. This also helps faculty to understand what a wider range of students are doing. This process has greatly improved communication in the program.

Third achievement:

An IGERT seminar on Input and Outcomes in Language Acquisition, examining the relative contributions of the learner and the environment in first language acquisition, was co-taught by Meredith Rowe (Human Development) and Jeff Lidz (Linguistics). The course aims to bridge two traditions in the study of language learning that rarely connect. One tradition aims to explain the uniform success in learners' mastery of specific linguistic constructions. The other is motivated by evidence from education research that children's language learning outcomes, as reflected in coarse-grained measures, are profoundly impacted by input and socioeconomic status. A mark of the success of this course is that participation was 3 times greater than the number of registered students, including students and faculty from 6 departments.

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Trainee Achievements

PI: Phillips, Colin - Reporting Year: 2012

First achievement:

Students have begun to successfully apply for jobs, and the benefits of their interdisciplinary training have been apparent. Based on her work combining fieldwork, psychological experimentation, and computational modeling, Annie Gagliardi was offered a tenure-track faculty position. She declined the position to take an NSF postdoc award at Harvard that will allow her to further develop her fieldwork and experimentation on understudied languages. Pedro Alcocer secured an industry position in computational research. Pedro's main background is in linguistics and cognitive neuroscience, but his interdisciplinary computational training made him particularly attractive to employers. Brian Dillon started a tenure-track faculty position at the U of Massachusetts, where he is at the heart of efforts to build interdisciplinary connections of the kind that he helped to create as an IGERT trainee. Akira Omaki started a tenure-track position at Johns Hopkins with similar goals.

Second achievement:

Many students won awards related to their interdisciplinary training. Erika Hussey was an award winner in the IGERT student poster/talk competition, and both she and Wing Yee Chow won dissertation fellowships for their research. Sol Lago and Wing Yee Chow won a best paper award at the leading psycholinguistics conference in 2011. Shevaun Lewis was recognized with the graduate student service award from our division at the University of Maryland, in recognition of her role in building student leadership in the IGERT program.

Third achievement:

In addition to the many professional presentations and papers that IGERT students authored, this year saw a sharp increase in student leadership in outreach activities, with many students participating in events with high school, middle school, and elementary school students, or presenting their work in public settings. One thing that we have consistently learned is that outreach activities are very beneficial for students' interdisciplinary training, because talking to a non-academic audience calls on similar skills to talking to a diverse scientific audience.

### First Barrier

#### Issue/challenge:

At the beginning of our IGERT program we assumed that students would uniformly recognize program goals, benefits, and expectations. We expected the program to establish 'values' that students would adopt by being exposed to good models, based on seeing similar processes happen in individual groups and departments. We found that this did not scale up to a community that spans many different departments and scientific traditions/cultures. Student understanding of expectations turned out to be varied, they also were unsure of whether they were making good progress, and faculty understanding of the expectations on their advisees and cross-dept mentees was even more uneven. We learned through focus groups and discussions during our 2011 Advisory Board meeting that students and faculty were unsure of IGERT program requirements and even less of research rotation requirements. Other students simply wanted more direct feedback on their progress.

#### Response:

We made this issue our top priority for 2011-2012. The approach was threefold: 1) creating an online progress report that students maintain and that serves as a basis for discussions with advisors and program leaders; 2) requiring students' advisors to review the document with the student, and 3) organizing an annual faculty meeting to discuss student progress. This has greatly improved awareness and implementation of program expectation and values. It has helped to strengthen some student-advisor relationships. It has also helped to highlight student needs that we would not otherwise have been aware of. For example, Susan Teubner-Rhodes (Psychology) expressed concern about her limited teaching experience. We responded by creating a pilot interdisciplinary seminar for advanced undergraduates, offered as a cross-listed course between Psychology and Linguistics. This is the first course that these departments have jointly offered, and Susan will be the first instructor.

### Second Barrier

#### Issue/challenge:

The program has faced a long-standing and not entirely inaccurate perception that the College of Arts and Humanities (ARHU) at large, and the Linguistics Department, in particular, are the drivers of the Language Science initiative at the University of Maryland. This is a natural consequence of the IGERT program being housed in the Linguistics department and the program administration residing in the same department. Also, ARHU made substantial financial commitments to allow international students to participate in IGERT activities; this allowed more ARHU students to participate in the program, but further fueled the perception of imbalance. A change in reality and in perception had to occur through out the institution in order to encourage broad 'ownership' of the Language Science initiative that has grown out of IGERT.

#### Response:

We addressed this challenge on several fronts. First, regular presentations clarified to students and faculty the goal of broadening the program and ensuring long-term sustainability. Students showed initiative by fundraising for Language Science-related activities. Language Science Day 2011 was funded by non-IGERT funds from 10 departments and 2 research centers. Students created an umbrella organization for language science students, which is eligible to apply for institutional support. New faculty appointed in 6 departments have shown strong interest in collaboration and co-teaching. This has greatly broadened participation. The university's new President visited Linguistics in 2011 and learned about the Language Science initiative. Thanks to this and to our advisory board's annual discussions with deans and administrators, the initiative is now poised to change from a grass-roots effort to a major institutional research priority.

### Third Barrier

#### Issue/challenge:

The goals of our program are not only to train a specific group of students, but also to lead to sustainable institutional change, and to serve as a model for interdisciplinary language science. This goal is also relevant for ensuring broad buy-in from faculty and administrators. Our advisory board recommended that we redouble our

efforts in 'branding' our efforts under the heading of Language Science. Building awareness has been an ongoing challenge, and there are still many things that we need to do better, but progress has been made on a number of fronts.

Response:  
The goals of our program are not only to train a specific group of students, but also to lead to sustainable institutional change, and to serve as a model for interdisciplinary language science. This goal is also relevant for ensuring broad buy-in from faculty and administrators. Our advisory board recommended that we redouble our efforts in 'branding' our efforts under the heading of Language Science. Building awareness has been an ongoing challenge, and there are still many things that we need to do better, but progress has been made on a number of fronts.

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Outreach Activities

PI: Phillips, Colin - Reporting Year: 2012

Outreach Activity 1

Title:  
AAAS 2012 symposium in Vancouver by Nan Bernstein-Ratner  
Name of media outlet or organization for which outreach was done:  
American Association for the Advancement of Science

Date of activity:  
02/18/2012

Type of activity:  
Media

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:  
Nan Bernstein Ratner led a AAAS symposium on "Late children at risk worldwide" on the theme of identifying children at risk for language disorders, in any language of the world.

Outreach Activity 2

Title:  
Amy Weinberg's leadership in connecting basic science to policy and national security priorities  
Name of media outlet or organization for which outreach was done:  
US Government & Dept of Defense

Date of activity:  
05/18/2012

Type of activity:  
Government

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:  
IGERT Co-PI Amy Weinberg, Deputy Director of the Center for Advanced Study of Language, organized "Enlighten", a conference bringing together scientists and policy-makers with an interest in language science. One among numerous similar activities.

### Outreach Activity 3

Title:  
Berwyn Heights Elementary STEM Fair  
Name of media outlet or organization for which outreach was done:  
Berwyn Heights Elementary School Science Fair

Date of activity:

12/08/2011

Type of activity:

K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Multiple volunteers from multiple Language science departments volunteered as judges at the science fair for 3rd, 4th, and 5th grade. This was the first annual involvement for IGERT in this event.

### Outreach Activity 4

Title:  
Berwyn Heights Elementary STEM Fair  
Name of media outlet or organization for which outreach was done:  
Berwyn Heights Elementary School Science Fair

Date of activity:

12/08/2011

Type of activity:

K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Multiple volunteers from multiple Language science departments volunteered as judges at the science fair for 3rd, 4th, and 5th grade. This was the first annual involvement for IGERT in this event.

### Outreach Activity 5

Title:  
Colin Phillips' public science talk in Abu Dhabi  
Name of media outlet or organization for which outreach was done:  
NYU Abu Dhabi MEG Center

Date of activity:

04/23/2012

Type of activity:

Other: Opening of Research Center

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Invited talk at the opening of the NYU Abu Dhabi MEG Center: Colin Phillips (LING) "Linguistic Illusions: where you see them, where you don't"

### Outreach Activity 6

Title:  
Development Discovery Night - Infant Network Event for Families  
Name of media outlet or organization for which outreach was done:  
The Infant and Child Studies Consortium

Date of activity:

05/18/2012

Type of activity:

Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

IGERT Students Megan Sutton and Kate Harrigan organize an outreach event to present the language science research involving children carried out at UMD. The participants are parents of the children who are subjects of studies through the infant labs.

Outreach Activity 7

Title:

Field Trip for 80 High School Students

Name of media outlet or organization for which outreach was done:

Northwood High School, Silver Spring, MD

Date of activity:

02/24/2012

Type of activity:

K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

15 IGERT participants led a morning-long series of hands-on activities for 80 AP-Psychology students from Northwood High School, a local school with a very diverse student population.

Outreach Activity 8

Title:

Lecture at Northwood Highschool

Name of media outlet or organization for which outreach was done:

Northwood High School, Silver Spring, MD

Date of activity:

01/26/2012

Type of activity:

K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Professor Jeff Lidz and IGERT students Yakov Kronrod and Susan Teubner-Rhodes visited Northwood HS and delivered a 3-part talk on Structure in Language, Child Language Acquisition, and Language in the Brain to 90 students.

Outreach Activity 9

Title:

Lectures at Montgomery Blair Highschool

Name of media outlet or organization for which outreach was done:

Local Highschool in Silver Spring MD

Date of activity:

12/20/2011

Type of activity:

K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Yakov Kronrod visited to hold the first of many interactive discussions on an overview of modern linguistic

inquiry. This was the kickoff event by a UMD IGERT member at Montgomery Blair High School and started what we see as a long-term collaboration

Outreach Activity 10

Title:  
Maryland Day Community Outreach  
Name of media outlet or organization for which outreach was done:

General Public  
Date of activity:  
04/28/2012

Type of activity:  
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:  
This is the first annual Cognitive, Neuro, and Language Science Maryland Day tent. 13 varied outreach events are taking place engaging the public as a coherent, unified, and strong body representing many groups, departments, and centers.

Outreach Activity 11

Title:  
Meet the Scientist: Rochelle Newman (HESP) "Babies' Making Sense of Sounds"  
Name of media outlet or organization for which outreach was done:

General Public in DC  
Date of activity:  
04/28/2012

Type of activity:  
Informal Science

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:  
Meet the scientist public event in Washington DC part of the USA Science & Engineering Festival. IGERT professor Rochelle Newman is giving a talk at this event.

Outreach Activity 12

Title:  
Mike Long's work with CASA de Maryland  
Name of media outlet or organization for which outreach was done:

CASA de Maryland  
Date of activity:  
01/01/2012

Type of activity:  
Other: Adult education

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:  
IGERT co-PI Mike Long and his students developed curricula for English language programs for Hispanic immigrants through CASA de Maryland.

Outreach Activity 13

Title:

Philosophy/Language Science Outreach at Kenmoor Middle School

Name of media outlet or organization for which outreach was done:

Kenmoor Middle School

Date of activity:

09/01/2011

Type of activity:

K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

IGERT members integrated themselves into the Philosophy Outreach Club that had been started the year before by the UMD Philosophy Department . Outreach at the middle school is a combination of weekly lunch philosophy circles and monthly visits to mul

Outreach Activity 14

Title:

University Park Career Day

Name of media outlet or organization for which outreach was done:

University Park, MD

Date of activity:

05/16/2012

Type of activity:

K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Several students will take part in the event. It will involve talking about careers as scientists to elementary school kids. This will also be the first year that the Language Science community is involved with this program.

Outreach Activity 15

Title:

University Park Elementary School Science Fair

Name of media outlet or organization for which outreach was done:

University Park Elementary

Date of activity:

02/01/2012

Type of activity:

K-12

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Several Language Science students volunteered as judges for the science fair. This was the first year that IGERT had gotten involved in working with this school.

Outreach Activity 16

Title:

VL2 workshop on EEG and MEG by Wing Yee Chow and Sol Lago

Name of media outlet or organization for which outreach was done:

Visual Language and Learning (VL2) Science of Learning Center

Date of activity:

09/01/2011

Type of activity:

Other: Research collaboration

Briefly describe this activity, including the type of the activity and the names of individuals within IGERT who were involved:

Wing Yee Chow and Sol Lago taught a two-hour workshop on EEG and MEG to a group of fourteen students in the NSF-funded Visual Language and Learning (VL2) Science of Learning Center at Gallaudet University. The students came from 9 universities.

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NSF Highlights

PI: Phillips, Colin - Reporting Year: 2012

NSF Highlights 1

Title:

Uncovering predictors of language learning speed in two-year olds

If a video is associated with the Highlight, please provide a URL link to the video:

<http://ling.umd.edu/labs/acquisition/stimuli/PRC.mp4>

Primary Strategic Goal:

Discovery: Foster research that will advance the frontiers of knowledge, emphasizing areas of greatest opportunity and potential benefit and establishing the Nation as a global leader in fundamental transformational science and engineering.

Secondary Strategic Goal:

Learning: Cultivate a world-class, broadly inclusive science and engineering workforce and expand the scientific literacy of all citizens.

Describe the achievement / result that is the Highlight:

Recent research in child language acquisition has utilized fine-grained measures of processing abilities to better characterize the underlying knowledge that children use to interpret sentences. New findings by Megan Sutton and her colleagues at the University of Maryland demonstrate that individual differences in syntactic processing speed predict individual differences in pronoun interpretation. These results support the view that pronoun interpretation is driven in large measure by syntactic factors. Not only do 2½ year-old children interpret sentences containing pronouns in the same manner that adults do, but the grammatical knowledge that leads to these interpretations is the same as adults' as well. Sutton is a trainee in Maryland's "Biological and Computational Foundations of Language Diversity" program, which is supported by NSF's Integrative Graduate Education and Research Traineeship (IGERT) program. By integrating methodological and analytical techniques that span the fields of linguistics, psychology, and human development, her research is some of the first to use measures of individual differences in sentence processing to uncover the nature of young children's syntactic development. Sentences often present ambiguities. For example, the sentence "While she was in the garage, Jane fixed the car" can have multiple interpretations, depending on whether the pronoun 'she' refers to Jane or to another woman. Interestingly, the same range of possible interpretations is not available for the seemingly similar sentence "She was in the garage while Jane fixed the car," which requires the pronoun to refer to someone other than Jane. The origins of this asymmetry have played a critical role in linguistic theory since the late 1960s, with research revealing cross-linguistic uniformity in this dimension and acquisition at least by age 3. Using data from children's eye-movements while they hear such sentences, Sutton and her colleagues have shown that by the age of 30 months, children's interpretations are adult-like. By exploring the time course of these eye movements and comparing with lexical and syntactic measures of processing speed, they have demonstrated the role of syntax,

over and above lexical processing, in driving children's interpretations of pronouns. This finding supports the continuity of linguistic representations across development. This work has several important implications. First, it demonstrates that is possible to correlate individual differences across several tasks in order to reason about the mental computations involved in sentence understanding. Second, it helps to establish that even infant's linguistic representations share fundamental properties with adults'. Finally, because this work depends on measures of individual differences, it is possible to link syntactic development with features of the environment or features of the child's extra-linguistic cognition that might be determinative of the observed variability. Ultimately, this work paves the way for understanding the origins of individual differences in normal and abnormal language development.

How does this activity address the primary and secondary NSF Strategic Goals you indicated above?

Discovery: this work advances our understanding of critical milestones in language development in young children. Learning: this research was made possible through cross-training of PhD students in multiple scientific fields, including Linguistics, Human Development, and Psychology.

Images Uploaded

Image 1 information

Image Title:

Children's differences in word processing (left) predict syntactic abilities (right)

Does NSF have permission to use this image?

Yes

Image credits:

Jeffrey Lidz

Description of image:

Image 2 information

Image Title:

Toddlers' gaze patterns reveal sophisticated sentence comprehension abilities

Does NSF have permission to use this image?

Yes

Image credits:

Jeffrey Lidz

Description of image:

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IGERT Project Features - Trainee Preparation in Multidisciplinary/Interdisciplinary Research

PI: Phillips, Colin - Reporting Year: 2012

Practice 1

Efforts towards long-term sustainability of our program, and establishing our theme as a major research strength of the university, have been a key factor in the success of the program. Institutional commitment impacts faculty commitment, which in turn affects the breadth and depth of support for students who engage in ambitious and

'risky' interdisciplinary training. Our goal from the outset has been to use the IGERT program as a seed for a broader, long-term initiative in language science. As it has become clearer that this initiative is taking off, commitment to the goals of the IGERT program has grown. Faculty now regard this as a long-term investment, rather than simply a short-term way of securing extra student funding. Also, the institution's commitment to the broader efforts has supported many new faculty hires, which have also benefited student training.

Measure 1

Group feedback

Approval for public use: Yes

Practice 2

Most students receive regular mentoring from their academic advisors, but closer investigation revealed that practices vary widely, even within the same department. Additionally, students expressed uncertainty about their individual standing in the IGERT program. As a response we designed an online self-assessment system that students update each semester, and that serves as the basis for focused discussions with advisors and rotation mentors, and for written feedback from program faculty. Students lead this process, and hence play a more active role in their own assessment. This process has greatly facilitated student-faculty dialog in many cases, raising topics that otherwise might not be discussed. (Incidentally, it makes the NSF reporting easier for students, as the NSF survey responses are a subpart of the students' self-assessment.)

Measure 2

Group feedback

Approval for public use: Yes

Practice 3

Interdisciplinary student training is greatly facilitated by having students work together in cross-department teams. This is important because (i) it forces students to get to know one another better, and (ii) it allows students to feel that they have a unique contribution. We have used this to good effect in three settings. In courses, cross-department student teams work on projects that rely on combined skills, as in a course by Hal Daumé (Computer Science) that brought together CS and Linguistics students. In program organization, students greatly benefit from participation in student leadership teams. In outreach activities, students benefit from working together to design presentations for broader audiences.

Measure 3

Group feedback

Approval for public use:

<b>Mark the following components of multidisciplinary/interdisciplinary research preparation that apply to the majority of IGERT trainees involved in your project during this reporting period.</b>	<b>Response</b>
Trainees undertook formal coursework/training in research methods, practices, and instrumentation in their primary discipline equivalent to traditional graduate students.	Yes
Trainees had practical, hands-on laboratory and/or field experience in conducting research across the breadth of disciplines in the IGERT program.	Yes
Trainees undertook formal coursework/training across the breadth of disciplines encompassed by the IGERT project.	Yes
Trainees undertook formal coursework/training in both the ethical conduct of research and ethical conduct related to the themes encompassed by your IGERT project.	Yes
Other preparation to conduct high-quality research. :	No
No components of Trainee Preparation in Multidisciplinary/Interdisciplinary Research applied during this reporting period.	No

Award ID: 0801465  
 IGERT Project Features - Trainee Preparation in Professional Skills  
 PI: Phillips, Colin - Reporting Year: 2012

**Briefly describe up to three formal training activities (e.g. coursework, workshop, professional speaker) for preparing IGERT trainees to effectively communicate science to general audiences.**

**Activity 1**

All IGERT students give at least one presentation per year to a cross-department speaker series, organized by the students. Most students also give presentations to a broad audience as a part of the annual Language Science Day (September), and most also lead some activities in our annual Winter Storm two-week workshop.

Approval for public use: Yes

**Activity 2**

All IGERT students are involved in one or more outreach activities. In most instances this gives students the opportunity to present their work to a high school students or to a general public audience. Students find these activities highly rewarding. The main high school events are accompanied by evaluation activities in which students discuss what did and did not work well in getting high schoolers engaged in their science.

Approval for public use: Yes

**Activity 3**

All IGERT students must write an initial research proposal and regular progress reports that explain the overall goals of their work and their recent progress to an interdisciplinary audience.

Approval for public use: Yes

<b>Mark the following components of professional skills development that apply to the majority of IGERT trainees involved in your project during this reporting period.</b>	<b>Response</b>
Trainees undertook coursework/training that included regular faculty critique of and feedback on professional writing.	Yes
Trainees authored, submitted, or published research papers in refereed journals.	Yes
Trainees undertook coursework/training (e.g., brown bags, seminars) that included regular critique of and feedback on professional speaking/presentation skills.	Yes
Trainees made presentations at academic/scientific professional conferences or meetings.	Yes
Trainees presented results from their IGERT project to professional, nonacademic audiences (e.g., industry, government).	Yes
Trainees undertook coursework/training to develop media-based or information technology-based communication skills.	No
Trainees produced multimedia materials, Web sites, or other cyber-enabled tools to communicate the results of their IGERT activities to external audiences.	Yes
Trainees used multimedia materials, Web sites, or other cyber-enabled tools as part of their interdisciplinary scientific training and collaboration.	Yes
Trainees received training in team-building and project management skills.	No

Trainees received training in effective time and task management.	Yes
Trainees <b>participated as members of teams</b> engaged in joint research, education, and/or outreach efforts.	Yes
Trainees <b>led teams</b> engaged in research, education, and/or outreach efforts.	Yes
Other preparation in professional skills development. : Series of 4 career development workshops, including a presentation on non-academic careers in science policy.	Yes
No components of Trainee Preparation in Professional Skills applied during this reporting period.	No

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IGERT Project Features - Trainee Preparation for STEM Careers

PI: Phillips, Colin - Reporting Year: 2012

**Mark the following components that apply to the majority of IGERT trainees involved in your project during this reporting period. Response**

Trainees received training or instruction (e.g., courses, workshops) in effective teaching practices.	No
Trainees developed and presented course and/or curriculum materials.	No
Trainees served as mentors to others (e.g., graduate students, undergraduates, laboratory technicians).	Yes
Trainees received training/mentoring in grant proposal preparation.	Yes
Trainees authored/coauthored and submitted grant proposals.	Yes
Trainees received training/instruction on the interaction between academic research and industrial technical requirements.	No
Trainees received training/instruction for applying their research to address public policy concerns or issues.	No
Trainees had internships (off-campus, research, educational, and/or work experiences) in nonacademic settings (e.g., industry, government).	No
Trainees had professional interactions other than internships with nonacademic employers (e.g. industry, government) in order to learn about career opportunities and requirements.	Yes
Trainees communicated, worked, or collaborated with scientists of other nationalities.	Yes
Other preparation for careers in academia. : Trainees took on active leadership roles in the program, learning and demonstrating skills that would help them in their future academic careers.	Yes
Other preparation for nonacademic careers (e.g., industry, government). : Trainees had the opportunity to learn about working in a non-academic environment through a Winter Storm panel on translational research.	Yes
No components of Trainee Preparation for STEM Careers applied during this reporting period.	No

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**Do you have an overall, active plan with a specific set of goals and timelines for the recruitment and retention of trainees, including specifics for broadening participation of groups underrepresented in science and engineering?**

Yes

**Regardless of your response to the previous question, please describe up to three of the promising tactics and results for recruiting qualified trainees to your IGERT project during this reporting period.**

**Tactic 1**

We found that individual mentoring and pairing of students with the faculty and student mentors that can best help their career development is conducive to success in recruiting and retaining all students, including those from underrepresented minorities. Providing students with strong role model mentors can be very effective, and co-mentoring has added value, including cross-department mentoring.

**Result 1**

Two of our new IGERT fellows in 2012 benefited from cross-department co-mentoring. 1) Rachael Richardson - advisors: Bill Idsardi and Naomi Feldman (Linguistics) and Carol Espy-Wilson (Electrical Engineering). 2) Katie Leech - advisors Meredith Rowe (Human Development), Jeff Lidz (Linguistics), and Yi Ting Huang (Hearing and Speech).

Approval for public use: Yes

**Tactic 2**

Cross-department engagement in recruiting is attractive to top students.

**Result 2**

Collaboration between Hearing & Speech and Linguistics allowed us to recruit a student who was courted by institutions with far deeper pockets and greater cachet.

Approval for public use: Yes

**Tactic 3**

Students choose graduate education programs based not only on the department's ranking but also based on the student's perceived chances for success in that education program and prospects for successful employment upon graduation. More generally, students need career mentoring, and it needs to be tailored to individual needs.

**Result 3**

Engagement with individual career goals has helped students to secure attractive positions, such as Pedro Alcocer's placement in industry, in a company that that will value his combined talents in linguistics and computation.

Approval for public use: Yes

**Please describe the extent to which each of the following practices have been productive for recruiting trainees overall to your IGERT project during this reporting period.**

**Response**

Relationships with NSF programs that can provide an undergraduate pool of potential IGERT trainees (e.g., REUs, NSF Centers)

NA

Relationships with faculty and programs at other academic institutions

Productive

Use of recruiting resources on your campus (e.g., career service office, graduate studies office)

Somewhat productive

Collaboration with other IGERT projects on recruitment	NA
Use of professional meetings, conferences, associations to communicate with, reach out to, and market to potential IGERT Trainees	Productive
Other : IGERT students forming personal connections through their rotations and collaborations in other departments.	Productive

**Please describe the extent to which each of the following practices have been productive for recruiting underrepresented minority and women trainees to your IGERT project during this reporting period.**

	<b>Underrepresented Minorities</b>	<b>Women</b>
Relationships with NSF programs that specifically focus on broadening participation of underrepresented minorities or women in STEM (e.g., LSAMP, AGEP, TCUP, or ADVANCE)	NA	Not productive
Use of resources on your campus (e.g., academic advancement programs, offices for campus diversity, or minority and women's student groups)	Not productive	Not productive
Interaction with professional associations, organizations, or committees serving underrepresented minority communities or women (e.g., National Action Council for Minorities in Engineering, Society of Women Engineers, committees in professional societies focused on minority communities and women)	NA	NA
Bridge programs for entering graduate students	Productive	Productive
Mentoring or advising arrangements that take advantage of underrepresented minorities or women faculty or graduate students on campus	Productive	Productive
Relationships with faculty and programs at minority-serving academic institutions (e.g., historically black colleges and universities, Hispanic-serving institutions, or tribal colleges)	NA	NA
Collaboration with other IGERT projects on recruitment	NA	NA
Other : Student interactions with visiting faculty/speakers.	Productive	Productive

Award ID: 0801465

IGERT Project Features - International Opportunities

PI: Phillips, Colin - Reporting Year: 2012

**According to NSF records, this project does not have explicit funding for an international component.**

**Training Experience/Component 1**

Giovanna Morini spent two months conducting research in Singapore, supported by an NSF EAPSI award. One project examined effects of dialects on word identification, and two other projects examined infants' segmentation abilities across dialects & adult voice discrimination abilities. This trip required Giovanna to learn to work in a very unfamiliar linguistic and cultural setting.

**Training Experience/Component 2**

Ann Gagliardi continued her series of studies at the University of Tromsø, Norway on children's learning of noun classes. The task of developing and carrying out experiments with children in a less familiar language, and in a setting where participant availability cannot be taken for granted, develops skills that are useful in many kinds of cross-language research.

**Training Experience/Component 3**

Dave Kush conducted 'lab fieldwork' in Delhi, India on Hindi language comprehension. The task of running experiments in India is substantially more demanding than it is to carry out the same studies in our lab in the US.

**Research/Educational Achievement 1**

Susan Teubner-Rhodes' research on Catalan-Spanish bilinguals in Barcelona led to conference presentations, with journal articles in preparation. The same is the case for Dave Kush's research in India.

**Research/Educational Achievement 2**

Ann Gagliardi's many international experiences helped her to secure a tenure-track job offer (declined) and an NSF postdoc award that she will use to conduct research at Harvard on the learning of Mayan languages of Central America.

**Research/Educational Achievement 3**

**Is international participation required for all trainees involved in your IGERT project?**

No

**Did one or more trainees from your IGERT project engage in an international experience through the project during this reporting period?**

Yes

**Specific International Experiences - Experience Detail 1**

**Country:**

India

**Trainees involved:**

Dave Kush

**Which of the following international actions or work in this country involved trainees? Response**

- Trainees attended conferences/workshops. No
- Trainees undertook coursework/training. No
- Trainees worked, conducted research/field work, or interned in industrial settings. No
- Trainees worked, conducted research/field work, or interned in academic settings. Yes
- Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations). No
- Other international actions/work. No

**Specific International Experiences - Experience Detail 2**

**Country:**

Korea, South

**Trainees involved:**

Sunyoung Lee-Ellis

**Which of the following international actions or work in this country involved trainees? Response**

- Trainees attended conferences/workshops. Yes
- Trainees undertook coursework/training. No

Trainees worked, conducted research/field work, or interned in industrial settings.	No
Trainees worked, conducted research/field work, or interned in academic settings.	No
Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations).	No
Other international actions/work.	No

### Specific International Experiences - Experience Detail 3

**Country:**

Singapore

**Trainees involved:**

Giovanna Morini

**Which of the following international actions or work in this country involved trainees? Response**

Trainees attended conferences/workshops.	No
Trainees undertook coursework/training.	Yes
Trainees worked, conducted research/field work, or interned in industrial settings.	No
Trainees worked, conducted research/field work, or interned in academic settings.	Yes
Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations).	No
Other international actions/work.	No

### Specific International Experiences - Experience Detail 4

**Country:**

France

**Trainees involved:**

Susan Teubner-Rhodes

**Which of the following international actions or work in this country involved trainees? Response**

Trainees attended conferences/workshops.	Yes
Trainees undertook coursework/training.	No
Trainees worked, conducted research/field work, or interned in industrial settings.	No
Trainees worked, conducted research/field work, or interned in academic settings.	No
Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations).	No
Other international actions/work.	No

### Specific International Experiences - Experience Detail 5

**Country:**

Germany

**Trainees involved:**

Dave Kush  
Daniel Parker  
Megan Sutton

**Which of the following international actions or work in this country involved trainees? Response**

Trainees attended conferences/workshops.	Yes
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Trainees undertook coursework/training.	No
Trainees worked, conducted research/field work, or interned in industrial settings.	No
Trainees worked, conducted research/field work, or interned in academic settings.	No
Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations).	No
Other international actions/work.	No

### Specific International Experiences - Experience Detail 6

**Country:**

Norway

**Trainees involved:**

Ann Gagliardi

Candise Lin

<b>Which of the following international actions or work in this country involved trainees?</b>	<b>Response</b>
Trainees attended conferences/workshops.	Yes
Trainees undertook coursework/training.	No
Trainees worked, conducted research/field work, or interned in industrial settings.	No
Trainees worked, conducted research/field work, or interned in academic settings.	Yes
Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations).	No
Other international actions/work.	No

### Specific International Experiences - Experience Detail 7

**Country:**

Spain

**Trainees involved:**

Susan Teubner-Rhodes

<b>Which of the following international actions or work in this country involved trainees?</b>	<b>Response</b>
Trainees attended conferences/workshops.	No
Trainees undertook coursework/training.	No
Trainees worked, conducted research/field work, or interned in industrial settings.	No
Trainees worked, conducted research/field work, or interned in academic settings.	Yes
Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations).	No
Other international actions/work.	No

### Specific International Experiences - Experience Detail 8

**Country:**

United Kingdom

**Trainees involved:**

Ann Gagliardi

Candise Lin

<b>Which of the following international actions or work in this country involved trainees?</b>	<b>Response</b>
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Trainees attended conferences/workshops.	Yes
Trainees undertook coursework/training.	No
Trainees worked, conducted research/field work, or interned in industrial settings.	No
Trainees worked, conducted research/field work, or interned in academic settings.	No
Trainees worked, conducted research/field work, or interned in other settings (e.g., national laboratories, nongovernmental organizations).	No
Other international actions/work.	No

Award ID: 0801465  
 IGERT Project Features - Partnerships/Collaborations  
 PI: Phillips, Colin - Reporting Year: 2012

**Were there active partnerships/collaborations outside of your university through your IGERT project during this reporting period?**

Yes

**Academic Partner 1**

**Active Status**

Yes

**Partner Name**

Gallaudet University

**Type of partner**

- Ph.D.-granting institution
- Minority-serving institution

**Funding arrangement for this partner**

Partner provides funding to the IGERT project specifically for IGERT Trainees in any way (e.g., internships, travel, training).

Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

**Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

**Activities for this partner/institution**

Maryland student So-one Hwang has partnered with deaf students and faculty from Gallaudet to form a project team that is investigating the perception of time-reversed sign language (speakers watch videos of signers in which successive chunks of 100ms, 200ms etc. of video are played backwards; the results are strikingly comprehensible). This provides a powerful tool for understanding the temporal integration windows for language perception. The U of Maryland sponsored a 3-day seminar in November 2009 by prominent sign language researcher Karen Emmorey, which attracted a broad audience of deaf and hearing researchers, and exposed Maryland language experts to current sign language research. Gallaudet students have participated in multiple IGERT events, including Winter Storm and outreach activities. PI Colin Phillips has joined the advisory board of Gallaudet's NSF VL2 Science of Learning Center.

### **Academic Partner 2**

#### **Active Status**

Yes

#### **Partner Name**

Northwood High School

#### **Type of partner**

K-12 institution

#### **Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

#### **Activities for this partner/institution**

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

#### **Activities for this partner/institution**

Our program's partnership with Northwood High School continues to expand and improve. NHS is a local school that has a 70% minority student population. IGERT co-PI Jeff Lidz made a presentation to around 150 students at NHS. Around 90 NHS students visited the U of Maryland for a half-day series of interactive workshops. The high school students gained exposure to a college experience, which is new for many of them, and learn valuable lessons about the link between research data and research conclusions. The IGERT students who led the 10 concurrent activities gained a broader perspective on the science that they are already engaged in, and learned how to get non-experts excited about research. This year's event benefited from an ongoing formative assessment process. In addition, this year IGERT students participated in visits to NHS to give presentations to students as a part of the AP Psychology curriculum. Students on both sides continue to find the partnership to be energizing.

### **Academic Partner 3**

#### **Active Status**

Yes

#### **Partner Name**

IGERT programs at Johns Hopkins U & UPenn

#### **Type of partner**

Ph.D.-granting institution

#### **Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

### **Activities for this partner/institution**

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

### **Activities for this partner/institution**

There are 3 IGERT programs in the mid-Atlantic region with a focus on different aspects of language science. As a part of our Winter Storm workshop we held a 1-day "I-95 Summit" on the learning of sound systems, that brought together faculty and students from the three IGERT programs who work on related problems from different perspectives.

### **Academic Partner 4**

#### **Active Status**

Yes

#### **Partner Name**

Beijing Normal University

#### **Type of partner**

Ph.D.-granting institution

Foreign-based institution

#### **Funding arrangement for this partner**

Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

### **Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

### **Activities for this partner/institution**

Two of the lab groups that participate in our IGERT program sent students to Beijing Normal University for summer research projects, leading to a number of research presentations and papers.

### **Academic Partner 5**

#### **Active Status**

Yes

#### **Partner Name**

Federal University of Rio de Janeiro

#### **Type of partner**

Ph.D.-granting institution

Foreign-based institution

#### **Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

### **Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

### **Activities for this partner/institution**

Our partnership with UFRJ led to a research visit by graduate student Pedro Alcocer and undergraduate assistant Chris O'Brien, which generated useful results and has already led to conference presentations.

### **Academic Partner 6**

#### **Active Status**

Yes

#### **Partner Name**

Hiroshima University

#### **Type of partner**

Ph.D.-granting institution

Foreign-based institution

#### **Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

### **Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

### **Activities for this partner/institution**

(i) Research in Hiroshima by U of Maryland students led to conference presentations. (ii) The existing partnership between the Maryland and Hiroshima groups helped the Hiroshima group to secure reciprocal funding from the Japanese counterpart of NSF to support research visits to the US. (iii) The Maryland group is assisting their Hiroshima colleagues in establishing a new US-style PhD program in "Resilience of Mind and Brain".

### **Academic Partner 7**

#### **Active Status**

Yes

#### **Partner Name**

University of Tromsø

#### **Type of partner**

Ph.D.-granting institution

Foreign-based institution

#### **Funding arrangement for this partner**

Other :Partial support from partnership between Norwegian Science Foundation and NSF's Graduate Research Fellowship program

### **Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

**Activities for this partner/institution**

IGERT trainee Annie Gagliardi has spent two summers conducting fieldwork on language development in Dagestan, Russia, but the environment there has become too dangerous for her to return. As a result, we developed a new partnership with the University of Tromsø, in the far north of Norway, which hosts a national center of excellence in language and has one of Europe's leading language research groups. The outcome to-date of this partnership is that Gagliardi has secured a supplemental award through NSF's Graduate Research Fellowship program, which this year started a new partnership with the Norwegian Science Foundation. This award will allow Gagliardi to spend part of Fall 2010 working in the lab of Prof Marit Westergaard in Tromsø.

**Academic Partner 8**

**Active Status**

Yes

**Partner Name**

University of Potsdam

**Type of partner**

Ph.D.-granting institution

Foreign-based institution

**Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

**Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

**Activities for this partner/institution**

Brian Dillon completed the computational modeling research for his dissertation through working with Prof. Shraavan Vasisht and his students for a month in 2011. In 2012 a group of IGERT students and graduates participated in a joint workshop at Potsdam to debate memory access mechanisms in language comprehension.

**Academic Partner 9**

**Active Status**

Yes

**Partner Name**

University of Barcelona

**Type of partner**

Ph.D.-granting institution

**Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

**Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

**Activities for this partner/institution**

Susan Teubner-Rhodes implemented studies on bilingual language processing (Spanish/Catalan) in collaboration with U of Barcelona faculty and researchers from the Center for Advanced Study of Language at the U of Maryland. This led to multiple joint presentations.

**Academic Partner 10**

**Active Status**

Yes

**Partner Name**

Montgomery-Blair High School

**Type of partner**

K-12 institution

**Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

**Activities for this partner/institution**

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Activities for this partner/institution**

IGERT students and faculty partnered with high school students who were forming a new linguistics club, arranging speaker visits at the school and student visits to university labs.

**Academic Partner 11**

**Active Status**

Yes

**Partner Name**

Kenmoor Middle School

**Type of partner**

K-12 institution

**Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

**Activities for this partner/institution**

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Activities for this partner/institution**

IGERT students led events designed to train middle school students in critical thinking and scientific reasoning skills.

**Academic Partner 12**

### **Active Status**

Yes

### **Partner Name**

National University of Singapore

#### **Type of partner**

Ph.D.-granting institution

Foreign-based institution

#### **Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

#### **Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Internships:** IGERT Trainees work in a partner's facilities specifically as interns.

#### **Activities for this partner/institution**

Giovanna Morini (Hearing & Speech Sciences) conducted research on language learning in bilingual infants at NUS, in connection with an NSF EAPSI award.

### **Academic Partner 13**

#### **Active Status**

Yes

#### **Partner Name**

South China Normal University

#### **Type of partner**

Ph.D.-granting institution

Foreign-based institution

#### **Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

#### **Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

#### **Activities for this partner/institution**

Wing Yee Chow (Linguistics) spearheaded a new partnership with Prof. Suiping Wang (Psychology, SCNU), using event-related brain potentials and eye-tracking methods to investigate language comprehension. This led to multiple joint presentations, and further studies to be carried out in 2012.

### **Academic Partner 14**

#### **Active Status**

Yes

**Partner Name**

Brigham Young University

**Type of partner**

Ph.D.-granting institution

**Funding arrangement for this partner**

No funding/direct financial interaction is involved in this partnership.

**Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

**Activities for this partner/institution**

Prof. Kira Gor (Second Language Acquisition) partnered with Prof. Grant Lundberg (Germanic & Slavic, BYU) for studies on advanced English-speaking learners of Russian. BYU has strong programs for advanced foreign language learning, serving students who are preparing to be LDS missionaries. Two IGERT students traveled to Salt Lake City to conduct experiments at BYU.

**Government Partner 1**

**Active Status**

Yes

**Partner Name**

National Institutes of Health

**Type of government agency**

U.S. Federal **laboratory or research facility**

**Funding arrangement for this partner**

Partner provides funding to the IGERT project specifically for IGERT Trainees in any way (e.g., internships, travel, training).

Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

**Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

**Activities for this partner/institution**

IGERT affiliate Nuria Abdulsabur has completed functional MRI brain imaging studies on language comprehension. IGERT trainee Joshua Riley has been able to use this partnership as the basis for a lab rotation involving research on stuttering and 'foreign accent syndrome'.

## **Government Partner 2**

### **Active Status**

Yes

### **Partner Name**

Center for Advanced Study of Language

### **Type of government agency**

U.S. Federal **laboratory or research facility**

### **Funding arrangement for this partner**

Partner provides funding to the IGERT project for research, curriculum, or other project activities, but not directly for trainees.

Other :CASL provides research supervision and financial support for projects involving IGERT trainees. It also provides partial funding and research supervision for some IGERT Associate students who are full participants in our program.

### **Activities for this partner/institution**

**Facilities:** IGERT trainees use a partner organization's facilities for project activities.

**Collaborative Research/Teaching:** Partner organization's personnel work with IGERT project staff on collaborative research/teaching.

**Personnel Exchange:** IGERT Trainees and/or partner organization personnel use each other's facilities or work at each other's sites on an ad hoc or as-needed basis.

**Internships:** IGERT Trainees work in a partner's facilities specifically as interns.

### **Activities for this partner/institution**

Links between our IGERT project and CASL: (i) A research project involving two IGERT students (Erika Hussey, Susan Teubner-Rhodes) and faculty from Psychology (Michael Dougherty) and CASL (Jared Novick) led to a research presentation at an international psycholinguistics conference. (ii) CASL played a key role in securing new faculty with language expertise for the Dept of Psychology, by co-sponsoring an appointment for Dr Robert Slevc (Rice University). This will enhance the participation of both CASL and Psychology in our program's future efforts. (iii) CASL's support has enabled the establishment of the new Maryland Neuroimaging Center, which will expand brain imaging opportunities for IGERT participants. The center is funded in part by an NSF Major Research Instrumentation award, on which 3 of the 5 co-PIs are IGERT faculty. (iv) CASL has co-sponsored a number of IGERT-led events, including the now annual fall Language Science Day, and community outreach through Maryland Day.

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IGERT Project Features - Project Evaluation

PI: Phillips, Colin - Reporting Year: 2012

Do you have an overall plan with milestones and timelines for measuring progress toward attaining key IGERT project goals?

Yes

If your IGERT project paid for professional evaluation services external to the IGERT institution or used expertise internal to your institution to aid in the evaluation process, please share contact information.

Organization/individual name

Sharon La Voy

Address

Office of Institutional Research, Planning and Assessment, 1101 Mitchell Building, College Park, MD 20742

E-mail address

slavoy@umd.edu

Phone

3014053828

Web site

www.irpa.umd.edu

Was this an external evaluation service provider?

No

Please describe a key insight, and your response to it (if any), that has been identified through assessment and evaluation during this reporting period.

Insight/Learning

During the current reporting period we have carried out three assessment activities: a focus group regarding the students' research rotations, a Winter Storm workshop survey, and a best interdisciplinary teaching practices survey. The report from the research rotations focus group revealed uncertainty among students (and advisors, alike) regarding the precise requirements of a rotation and also, regarding the way the rotation should align with the student's general research plans.

Response

We addressed the issue by drafting clear guidelines including required meetings with the faculty and rotation advisors, and regular updates on progress. Students are reminded of these guidelines when they complete twice-yearly self-assessments (begun in December 2011), and must then discuss the document with their advisor(s). This ensures that all parties involved are aware of the requirements, have shared expectations, and that the rotation does not conflict with any plans the student and their academic advisor have otherwise developed. Additionally, the IGERT program coordinator is available to meet with students to discuss their rotation plans, as needed.

Award ID: 0801465

IGERT Project Features - Institutional Impacts

PI: Phillips, Colin - Reporting Year: 2012

<b>Please consider your responses to the following in light of changes/impacts that have occurred in your institution as a result of your IGERT project during this reporting period.</b>	<b>Response</b>
The institution(s) involved in your IGERT project has/have been successful in obtaining large-scale Federal grants (e.g., STC, ERC, MRSEC).	No
Interdisciplinary/multidisciplinary courses have been developed for IGERT Trainees and Associates.	Yes
Interdisciplinary/multidisciplinary courses are being delivered to IGERT Trainees and Associates.	Yes
Interdisciplinary/multidisciplinary courses that have been developed for IGERT are being delivered to non-IGERT students.	Yes

New certificate or degree programs have been developed and are available on the IGERT campus(es).	No
Department curriculum or policy changes took place to emphasize or require interdisciplinary/multidisciplinary preparation for all graduate students.	Yes
Institutional changes that support and encourage team multidisciplinary/interdisciplinary course development and teaching have occurred.	Yes
Institutional changes that support and encourage team-based graduate student learning and assessment have occurred.	Yes
Institutional changes that support and encourage graduate students to gain laboratory and research experiences across disciplines have occurred.	Yes
Institutional changes incorporating improved recruitment and retention policies and practices for underrepresented groups and women based on IGERT have occurred.	No
Other : Interdisciplinary/multidisciplinary courses have been developed and taught by IGERT trainees and associates.	Yes

Please describe a demonstrable institutional change (if any) that has occurred during this reporting period due to IGERT

This year the IGERT program has served as a catalyst for several important institutional changes at the University of Maryland. Advocacy by the IGERT's external advisory board, and a series of faculty presentations to senior administrators on the broader prospects for an interdisciplinary science of language have been very effective.. The university is now interested in establishing Language Science as one of its primary research emphases. The team leading IGERT has been invited by the Vice President for Research to apply for official status as a Campus Research Initiative, with associated funding for planning new initiatives. Institutional change has also been visible in the growth in co-taught courses, and the first cross-department senior seminar, led by an IGERT student. Deans have also put much support behind an effort to make a series of high profile faculty appointments in IGERT-related areas, as part of a university wide 'cluster hire' competition.

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Comments

PI: Phillips, Colin - Reporting Year: 2012

No data has been entered.

Printed: May 02, 2012

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Publications, Patents, and Presentations

PI: Phillips, Colin - Reporting Year: 2012

## Journal Articles in Refereed Publications

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## **Books**

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Reyna, V. F., Chapman, S. B., Dougherty, M. R., & Confrey, J. (2012). *The Adolescent Brain*. Editors: Reyna, V. F., Chapman, S. B., Dougherty, M., & Confrey, J. American Psychological Association, Washington DC.

## **Book Chapters**

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Atkins, S. M., Bunting, M. F., Bolger, D. J., & Dougherty, M. R. (2012). Training the adolescent brain: Neural plasticity and the acquisition of cognitive abilities. In V. F. Reyna, S. B. Chapman, M. R. Dougherty & J. Confrey (Eds.), *The adolescent brain: Learning, reasoning, and decision making* (211-241). Washington, DC: American Psychological Association.

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## **Conference Publications**

Agarwal, A., & Daume III, H. (2011). Generative kernels for exponential families. *Conference on Artificial Intelligence and Statistics (AI-Stats)*.

Anand, P., King, J., Boyd-Graber, J., Wagner, E., Martell, C., Oard, D., & Resnik, P. (2011). Believe me -- We can do this! Annotating persuasive acts in blog text. *AAAI Workshop on Computational Models of Natural Argument*.

Daume III, H. and Jagarlamudi, J. (2011). Domain adaptation for machine translation by mining unseen words. *Association for Computational Linguistics*.

Eidelman, V., Hollingshead, K. and Resnik, P. (2011). Noisy SMS machine translation in low-density languages. *Workshop on Machine Translation (WMT)*.

Gagnon, M., & Wellwood, A. (2011). Distributivity and modality: Where each may go, every canÖt follow. In *Proceedings of Semantics and Linguistic Theory (SALT) 21*. New Brunswick, NJ: Rutgers.

Goyal, A., & Daume III, H. (2011). Approximate scalable bounded space sketch for large data NLP. *Empirical Methods in Natural Language Processing (EMNLP)*.

Goyal, A., & Daume III, H. (2011). Lossy Conservative Update (LCU) sketch: Succinct approximate count storage. *Conference on Artificial Intelligence (AAAI)*.

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Harbison, J. I., Atkins, S. M., & Dougherty, M. R. (2011). N-back training task performance: Analysis and model. *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (pp. 120 - 125). Boston MA: Cognitive Science Society.

Hu, C., Resnik, P., \*Kronrod, Y., Eidelman, V., Buzek, O., & Bederson, B. B. (2011, July). The value of monolingual crowdsourcing in a real-world translation scenario: Simulation using Haitian Creole emergency SMS messages. *EMNLP 2011 Sixth Workshop on Statistical Machine Translation*.

Hu, Y., Boyd-Graber, J., & Satinoff, B. (2011). Interactive topic modeling. Association for Computational Linguistics.

Jagarlamudi, J., Daume III, H., & Udupa, R. (2011). From bilingual dictionaries to interlingual document representations. Association for Computational Linguistics.

Jagarlamudi, J., Udupa, R., Daume III, H. and Bhole, A. (2011). Improving bilingual projections via sparse covariance matrices. Empirical Methods in Natural Language Processing (EMNLP).

Jiang, J., Rai, P., & Daume III, H. (2011). Message-passing for approximate MAP inference with latent variables. Conference on Neural Information Processing Systems (NIPS).

Kumar, A., & Daume III, H. (2011). A co-training approach for Multiview Spectral Clustering. International Conference on Machine Learning (ICML).

Kumar, A., Rai, P. and Daume III, H. (2011). Co-regularized Multi-view Spectral Clustering. Conference on Neural Information Processing Systems (NIPS).

\*Kush, D. (2011). Height-relative determination of (non-root) modal flavor: Evidence from Hindi. Proceedings of SALT 21, 413-425.

Lidz, J. (2011). Parser-grammar interactions in the acquisition of syntax. Proceedings of Tokyo Conference on Psycholinguistics.

Lukyanchenko, A., and Gor, K. (2011). Perceptual correlates of phonological representations in heritage speakers and L2 learners. Proceedings of the 35th Annual Boston University Conference on Language Development. Somerville, MA: Cascadilla Press.

Lukyanchenko, A., Idsardi, W. J., and Jiang, N. (2011). Opening your ears: The role of L1 in processing of nonnative prosodic contrasts. In G. Granena, J. Koeth, \*Lee-Ellis, S., Lukyanchenko, A., G. Prieto Botana, & E. Rhoades (Eds.), Selected proceedings of the 2010 Second Language Research Forum (pp. 50-62). Somerville, MA: Cascadilla Proceedings Project.

\*Monner, D., & Reggia, J. (2011). Systematically grounding language through vision in a deep recurrent neural network. In J. Schmidhuber, K. Thorison & M. Looks (Eds.), Proceedings of the Fourth International Conference on Artificial General Intelligence (AGI-11) (pp. 112-121). Springer Verlag.

\*Monner, D., & Reggia, J. (2011). Towards a biologically inspired question-answering neural architecture. In A. Samsonovich & K. Johannsdottir (Eds.), Proceedings of the Second International Conference on Biologically-Inspired Cognitive Architectures (pp. 243-248). IOP Press.

Oh, H., Gentili, R., Reggia, J., & Contreras-Vidal, J. (2011). Learning of spatial

relationships between observed and imitated actions. Proceedings of the IEEE Engineering in Medicine and Biology Conference, Boston, 4183-6.

Rai, P., & Daume III, H. Beam search based MAP estimates for the Indian Buffet Process. (2011). International Conference on Machine Learning (ICML).

Saha, A., Rai, P., Daume III, H. and Venkatasubramanian, S. (2011). Online learning of multiple tasks and their relationships. Conference on Artificial Intelligence and Statistics (AI-Stats).

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Trivedi, A., Rai, P., Daume III, H. and DuVall, S. L. (2011). Leveraging social bookmarks from partially tagged corpus for improved webpage clustering. *ACM Transactions on Intelligent Systems and Technology*.

Yang, Y., Teo, C. L., Daume III, H. and Aloimonos, Y. (2011). Corpus-guided sentence generation of natural images. *Empirical Methods in Natural Language Processing (EMNLP)*.

Zhai, K., Boyd-Graber, J., Asadi, N., & Alkhouja, M. (2012). Mr. LDA: A flexible large scale topic modeling package using variational inference in MapReduce. *ACM International Conference on World Wide Web*.

## **Conference Presentations**

Anderson, A., \*Lin, C. Y., & Wang, M. (2011, June). Sensitivity to novel linguistic stress among children with and without dyslexia. Oral presentation given at the 8th British Dyslexia Association International Conference, Harrogate, United Kingdom.

Atkins, S. M., Bolger, D. J., Bunting, M. F., & Dougherty, M. R. (2011). Greater efficiency in the inferior parietal lobe following Visual Spatial Working Memory Training. Association for Psychological Science. Washington, DC, USA.

Atkins, S. M., Bolger, D. J., Dougherty, M. R., & Bunting, M. F. (2011). Neural plasticity following visual spatial working memory training. Workshop on Cognitive and Working Memory Training, College Park, MD, USA.

Atkins, S. M., Harbison, J. I., & Dougherty, M. R. (2011, November). N-back assessment performance: Analysis and model. Annual Meeting of the Psychonomic Society. Seattle, Washington.

Beier, J. S., Over, H., & Carpenter, M. (2011, October). Young children help others to achieve their social goals. Poster session presented at the meeting of the Cognitive Development Society, Philadelphia, PA.

Bernstein Ratner, N., & Shenker, R. (2011, November). Problem-solving language concerns that impede fluency therapy progress. Workshop at American Speech, Language and Hearing Association Annual Convention, San Diego.

Bernstein Ratner, N., Dale, P., Hoff, E., & Rescorla, L. (2012, February). Late talkers in any language: Finding children at risk world-wide. American Association for the Advancement of Science, Vancouver.

Boyd-Graber, J. Linguistic Resource Creation in a Web 2.0 World. NSF Workshop on Collaborative Annotation, 2011.

Cacic, K., Riggins, T., Buckingham-Howes, S., Scaletti, L., Salmeron, B. J., Black, M. M. (2012, April). Memory ability and hippocampal volume in adolescents with prenatal poly-drug exposure. NIH Spring Post-baccalaureate Research Festival, Bethesda.

Chacn, D., & Wellwood, A. (2012, March). A superlative puzzle for Boskovic's NP/DP parameter. Paper presented at the Languages With and Without Articles (LWWA) workshop at CNRS in Paris.

Chatterjee, M., Newman, R., \*Morini, G., & Eisenberg, D. (2011, July). Toddler's recognition of noise-vocoded speech. Poster presented at the International Association for Child Language Conference, Montreal, CA.

Chernigovskaya, T., Gor, K., Medvedev, S. (2011, October). Past Tense Debate: Brain-imaging study of the Russian verbal inflection. Slavic Cognitive Linguistics Conference, American University, Washington, DC.

Chow, W. Y., Phillips, C., & Wang, S. (2012, April). Wait a second: Eliminating the Òsemantic illusionÓ in role-reversed sentences. Poster presented at the 19th Annual Cognitive Neuroscience Society meeting, Chicago, IL.

Chow, W. Y., Phillips, C., & Wang, S. (2012, March). Turning the 'Dumb N400' into the 'Smart N400': What role-reversed sentences tell us about the time-course of

predictions. Talk at the 25th Annual CUNY Conference on Human Sentence Processing, CUNY Graduate Center, New York.

Davelaar, E. J., Yu, E., Harbison, J. I., \*Hussey, E., & Dougherty, M. R. (2012, April). A rational analysis of memory search termination. Talk presented at the 12th International Conference on Cognitive Modeling, Berlin, DE.

DeKeyser, R. (2011, June). Differential age effects within and across linguistic domains. International Symposium on Bilingualism, University of Oslo, Norway.

DeKeyser, R. (2011, September). The interaction between individual differences and other variables provides an exceptional window into the nature of language learning processes. Guiora Round Table, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.

DeKeyser, R. (2012, April). Age effects in language learning: Controversial, but crucial to understand. Currents in Language Learning Symposium, University of Michigan, Ann Arbor.

DeKeyser, R., \*Monner, D., Hwang, S. O., \*Morini, G., & Vatz, K. (2011, July). Qualitative differences in second language memory as a function of late learning. Talk presented at the International Association for Child Language Conference, Montreal, CA.

Dillon, B. (2012, March). Ungrammatical interpretations of reflexive anaphors: online or offline interference. Poster presented at the 25th annual CUNY Human Sentence Processing Conference, CUNY Graduate Center, New York.

Dillon, B., Mishler, A., Sloggett, S., & Phillips, C. (2012). Contrasting cues to subjecthood: Comparing verbal agreement and reflexive anaphors. Poster presented at the Context and Episodic Memory Symposium.

Dougherty, M., & Thomas R. P. (2011, July). Robust decision making in a monotone world. Advanced Summer Institute on Cognitive Science (ASIC), Caldes de Boi, Spain.

Drummond, A. (2011, October). Single output syntax. Talk given at The Minimalist Program: Quo Vadis, Universitt Potsdam.

Dunbar, E., Dillon, B., & Idsardi, W. J. (2012, March). Learning phonetic categories by learning allophony and vice versa. Talk at GLOW 35 (Generative Linguistics in the Old World), Potsdam, Germany.

Eaton, C., & Bernstein Ratner, N. (2011, November). Speech sound discrimination in infants at risk for phonological disorder. American Speech, Language and Hearing Association Annual Convention, San Diego.

Faroqi-Shah, Y. (2011, November). Body part representations in action verb processing and naming: What happens in aphasia? Society for the Neurobiology of Language Conference, Annapolis, MD.

Faroqi-Shah, Y., Baughman, S., & Karimina, N. (2012, May). Verb-noun differences in bilinguals. Maryland Speech Language and Hearing Association's Annual Convention, Timonium, MD.

\*Gagliardi, A. (2012, January). Distinguishing input from intake in Tsez noun class acquisition. Talk given at the LSA annual meeting, Portland, OR.

\*Gagliardi, A., & Lidz, J. (2011, November). The power of the prior: Asymmetries in word-learning vs. word-class-learning. Poster Session at Boston University Conference on Language Development, Boston, MA.

\*Gagliardi, A., Feldman, N., & Lidz, J. (2012, January). Modeling uncertainty in novel noun classification in Tsez. Paper presented at the workshop on Psychocomputational Models of Human Language Acquisition, Portland, OR.

\*Gagliardi, A., \*Sutton, M., \*Harrigan, K., Mease, T., & Lidz, J. (2012, March). Now you see it, now you don't: Advantages and pitfalls of in-depth analysis of preferential looking data. Talk at Georgetown University Round Table on Languages and Linguistics (GURT).

Gor, K., & Jackson, S. (2011, June). Morphological Decomposition and Second Language Proficiency. 7th International Morphological Processing Conference, Donostia-San Sebastian, Spain.

Gor, K., Cook, S., Lukyanchenko, A., & Solovyeva, K. (2011, October). Under pressure: What choice of experimental task reveals about L2 morphosyntax. Poster presented at the Second Language Research Forum, Ames, Iowa.

Harbison, J. I., Atkins, S., & Dougherty, M. R. (2011, July). N-back training task performance: Analysis and model. Cognitive Science, Boston, MA.

He, A. X., & Lidz, J. (2011, November). Mapping intransitive verbs onto self-propelled Actions. Poster presentation at Boston University Conference of Language Development. Boston.

Hu, C., Bederson, B. B., Resnik, P., & \*Kronrod, Y. (2011). MonoTrans2: A new human computation system to support monolingual translation. CHI.

Huang, Y., & Snedeker, J. (2011, November). Processing and prediction in pragmatic inferencing: Understanding task-dependent effects in the generation of scalar implicatures. Poster presented at the 36th Boston University Conference on Language Development, Boston, MA.

Huang, Y., Hopfinger, J., & Gordon, P. (2011, November). Does the N400 reflect lexical access, integration, or both? Poster presented at the 2011 Neurobiology of Language Conference, Annapolis, MD.

\*Hussey, E. K., \*Teubner-Rhodes, S. E., Harbison, J. I., Dougherty, M. R., Bunting, M. F.,

& Novick, J. M. (2011, August). Clearing the garden-path: Improving sentence processing through executive control training. Talk presented at the First International Workshop on Cognitive and Working Memory Training, College Park, MD

Idsardi, W. J. J. (2011, August). What can we do with neurolinguistics? (some background). Paper presented at the Workshop on Augmentative and Alternative Communication and Linguistics, Carnegie Mellon University, Pittsburgh, PA.

Idsardi, W. J. J. (2011, December). The form of stress generalizations. Paper presented at the StressTyp2 Workshop, University of Connecticut, Storrs, CT.

Idsardi, W. J. J. (2011, September). Phonetic information encoded in an early auditory response. Paper presented at the meeting of the European Society for Cognitive Psychology, San Sebastian, Spain.

Idsardi, W. J. J. (2012, January). The neural representation of segments and features. Paper presented at the CUNY Phonology Forum, The Graduate Center, The City University of New York, New York, NY.

Jackson, A., & Bolger, D. J. (2011, July). Neural correlates of word learning from context. Paper presented at the 18th Annual Meeting of the Society for the Scientific Study of Reading, St. Pete, FL.

Jackson, A., & Bolger, D. J. (2011, November). Word learning from context: Accuracy and reaction time in judgments of congruency. Paper presented at the 3rd Annual Neurobiology of Language Conference, Annapolis, MD, USA.

Jenkins, J. III, Idsardi, W. J., Simon, J. Z., & Poeppel, D. (2011, November). Psychophysical and physiological studies of synthetic vowel harmonic structure. Poster presented at the Neurobiology of Language Conference, Annapolis, MD.

Kan, I. P., \*Teubner-Rhodes, S. E., Drummey, A. B., & Novick, J. M. (2011, November). Conflict adaptation across tasks: Evidence for domain-general cognitive control. Spoken presentation at Psychonomics, Seattle.

\*Kush, D., Lidz, J., & Phillips, C. (2012, January). Processing bound variable anaphora: Implications for memory encoding and retrieval. Talk at the Linguistic Society of America meeting, Portland, Oregon.

\*Kush, D., Lidz, J., & Phillips, C. (2012, March). Interference-insensitive local anaphora resolution: Evidence from Hindi reciprocals. Poster at the 25th Annual CUNY Conference on Human Sentence Processing. CUNY Graduate Center, New York.

\*Kush, D., Lidz, J., & Phillips, C. (2012, March). On-line use of relational structural information in processing anaphora: Evidence from English and Hindi. Talk at the GLOW Satellite Workshop Timing and Grammar, Universitt Potsdam, Germany.

\*Kush, D., Lidz, J., & Phillips, C. (2012, March). Online use of relational structural information in processing bound variable pronouns. Poster at the 25th Annual CUNY Conference on Human Sentence Processing. CUNY Graduate Center, New York.

Langdon, C., Hwang, S.-O., Pucci, C., Idsardi, W. J., Mathur, G. (2011, November). Age-of-acquisition effects on temporal integration windows: Evidence from non-native sign language processing. Poster presented at the Neurobiology of Language Conference, Annapolis, MD.

Lasnik, H. (2011). Another look at island repair by deletion. Islands in Contemporary Linguistic Theory, University of the Basque Country.

Lasnik, H. (2011). The notion of derivations in linguistics: Syntax. 50 Years of Linguistics at MIT, MIT.

Lau, E., Burns, S., & Kuperberg, G. R. (2011). fMRI effects of masked semantic priming. Annual Meeting of the Society for Psychophysiological Research.

Lau, E., Burns, S., Gramfort, A., Delaney-Busch, N., Fields, E. C., Fanucci, K., Holcomb, P. J., & Kuperberg, G. R. (2011). Using multimodal imaging to distinguish active prediction from passive priming. Annual Meeting of the Society for Psychophysiological Research and Annual Neurobiology of Language Conference.

Lau, E., Gramfort, A., Burns, S., Delaney-Busch, N., Fields, E., Fanucci, K., Holcomb, P., Hamalainen, M., & Kuperberg, G. R. (2012). Localizing N400 effects of prediction with simultaneous EEG-MEG. Annual Meeting of the Cognitive Neuroscience Society.

\*Lee-Ellis, S., Idsardi, W. J., & Phillips, C. (2011, October). Effects of early exposure vs. language dominance in speech perception by Korean heritage speakers. Talk at the 21st Japanese/Korean Linguistics conference, Seoul National University, Seoul, Korea.

Lewis, S., & Phillips, C. (2011, September). Computing scalar implicatures is cost-free in supportive contexts. Poster presented at Architectures and Mechanisms for Language Processing (AMLaP), Paris, France.

Lewis, S., & Phillips, C. (2012, March). Fast stuff and slow stuff: Is a unified theory desirable? Invited talk: 25th Annual CUNY Conference on Human Sentence Processing, CUNY Graduate Center, New York.

Lewis, S., Chow, W. Y., & Phillips, C. (2012, March). Structural constraints on pronoun resolution: Distinguishing early and late sensitivity to illicit antecedents. Talk at the workshop on Timing of Grammar at the 35th Generative Linguistics in the Old World (GLOW) Colloquium, Potsdam, Germany.

Lewis, S., Hacquard, V., & Lidz, J. (2012, April). The pragmatics of belief reports in development. Talk at the 30th West Coast Conference on Formal Linguistics (WCCFL), Santa Cruz, CA.

Lewis, S., Hacquard, V., & Lidz, J. (2012, May). The semantics and pragmatics of belief reports in preschoolers. Talk at Semantics and Linguistic Theory (SALT) 22, Chicago, IL.

Lewis, S., Larson, B., & \*Kush, D. (2012, March). What and when can you fill a gap with something? Talk given at the 25th CUNY Human Sentence Processing Conference. New York, NY.

Li, C., \*Lin, C. Y., Jiang, N., & Wang, M. (2011, November). Segment and Tone Processing in Chinese and English Context among Chinese-English Bilinguals. Poster presented at the 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Lidz, J. (2011, September). Interface transparency. Euro XPrag Workshop, Scuola Normale Superiore, Pisa, Italy.

Lidz, J. (2012, April). On competence and performance, mostly. West Coast Conference on Formal Linguistics. University of California, Santa Cruz.

\*Lin, C. Y., Wang, M., & Xu, Y. (2011, July). Stress sensitivity in Mandarin-English and Korean-English bilinguals: Sequence recall and lexical decision. Poster presented at the 18th Annual Meeting for the Society for the Scientific Study of Reading, St. Pete Beach, Florida.

\*Lin, C. Y., Wang, M., & Xu, Y. (2011, June). Stress sensitivity in Mandarin-English and Korean-English bilinguals. Poster presented at the 8th International Symposium on Bilingualism, Oslo, Norway.

Lin, K., & Bolger, D. J. (2011, July). Representation of letters and words in the brain. Poster presented at the 18th Annual Meeting of the Society for the Scientific Study of Reading, St. Pete, FL.

Long, M. H. (2011, July). SLA and LCTL curriculum options. Plenary presentation for the Korean LEARN conference, University of Hawai'i, Honolulu, HI.

Long, M. H. (2011, September). Age differences, aptitudes, and ultimate L2 attainment. Plenary address presented at the EUROSLA (European Second Language Acquisition) conference, Stockholm, Sweden.

Long, M. H. (2011, September). The native speaker in SLA research -- still alive, still needed. Invited panel presentation for the Language Learning Round Table, Stockholm University, Sweden.

Long, M. H. (2012, December). La hipotesis de la interacion, atencion a la forma, y ensenanza por tareas: Teoria y practica. (The interaction hypothesis, focus on form, and task-based language teaching: Theory and practice). Plenary address, ELE conference, Barcelona, Spain.

Long, M. H. (2012, February). Focus on form and Task-Based Language Teaching.

Invited presentation for Five Colleges Language Consortium conference. Mt. Holyoake College, MA.

Long, M. H. (2012, February). Theory-driven ISLA research -- from lab to classroom, and if necessary, back again. Plenary presentation for conference on Second Language Classroom Research. Frederick-Schiller-Universitat Jena, Germany.

Lukyanchenko, A. (2011, October). Word stress in Russian and the perceptual advantages that it brings with it. Paper presented at the Slavic Cognitive Linguistics Conference (SCLC), Washington, DC, USA.

Lukyanchenko, A., and Gor, K. (2011, October). The (un)importance of neighborhood size for lexical access in native, heritage, and L2 speakers. Paper presented at the Second Language Research Forum (SLRF), Ames, Iowa, USA.

Lukyanchenko, A., and Jiang, N. (2011, September). The role of L1 transfer and the Explicit/Implicit interface in the acquisition of the English definite article. Paper presented at the 21st Annual Conference of the European Second Language Association (EUROSLA), Stockholm, Sweden.

Lukyanchenko, A., Cook, S., Solovyeva, E., & Gor, K. (2011, October). Under pressure: What choice of experimental task reveals about L2 morphosyntax. Poster presented at the Second Language Research Forum, University of Iowa

Miller, A., Dougherty, L., Newman, R., Bernstein Ratner, N., & Blankenship, S. (2011, November). Does maternal depression affect how children benefit from child-directed speech? American Speech, Language and Hearing Association Annual Convention, San Diego.

\*Monner, D., Hwang, S-O., \*Morini, G., Vatz, K., & DeKeyser, R. (2011, July). Qualitative differences in second language memory as a function of late learning. International Association for the Study of Child Language, L'Universit du Qubec Montral, Canada.

Newman, R. S. (2011, October). Infants' early perceptual abilities and how these relate to later language outcomes. Invited talk, George Washington University.

Newman, R. S. (2012, March). Infants' comprehension of speech in the presence of noise. Invited talk, Boston University.

Newman, R., Bernstein Ratner, N., & McColgan, K. (2011, July). Maternal speech to children, and its relation to later language skills. Poster presented at the International Association for Child Language Conference.

Nutile, L., \*Teubner-Rhodes, S., Drummey, A. B., Krupa, L., Novick, J. M., & Kan, I. P. (2011, June). Conflict adaptation across tasks: Evidence for domain-general cognitive control. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Nutile, L., \*Teubner-Rhodes, S., Drummey, A. B., Krupa, L., Novick, J. M., & Kan, I. P. (2011, November). Conflict adaptation across tasks: Evidence for domain-general cognitive control. Paper presented at the 52nd Annual Meeting of the Psychonomics Society, Seattle, WA.

Omaki, A. (February, 2012). From input to intake: Cross-linguistic investigations of parser and grammar development. Invited paper presented at the 7th International Workshop on Theoretical East Asian Linguistics, Hiroshima University, Hiroshima, Japan.

Omaki, A., & Nakao, C. (2011, November). Acceptability asymmetry and interpretive symmetry between subject and object resumptive pronouns in English. Paper presented at Islands in Contemporary Linguistic Theory, Vitoria, Spain.

Omaki, A., Lassotta, R., & Franck, J. (2011, September). Sentence revision difficulties in French-speaking children and adults: Evidence from wh-questions with filled gaps. Poster presented at AMLaP 2011, Paris, France.

Orita, N. (2011, June). Ewe children's understanding of the complements of want, say and think (a pilot study). 42nd Annual Conference on African Linguistics. University of Maryland.

\*Parker, D., Lago, S., & Phillips, C. (2012, March). Retrieval interference in the resolution of anaphoric PRO. Poster presented at the 25th annual CUNY Human Sentence Processing Conference, CUNY Graduate Center, New York.

\*Parker, D., Lago, S., & Phillips, C. (2012, March). Retrieval interference in the resolution of anaphoric PRO. Talk at the GLOW Satellite Workshop Timing and Grammar, Universitt Potsdam, Germany.

\*Parker, D., Lago, S., & Phillips, C. (2012). Retrieval interference in the resolution of anaphoric PRO. Invited talk at the workshop Where's c-command? Relational structure in parsing long-distance dependencies. University of Massachusetts, Amherst, MA.

Phillips, C. (2011, December). Don't measure height with a stopwatch: What laboratory linguistics is(n't) good for. Invited talk at the LING-50 conference, MIT, Cambridge, MA.

Phillips, C. (2011, October). Linguistic Illusions: Where you see them, where you don't. Keynote lecture: Linguistics Association of Portugal Annual Meeting, Lisbon, Portugal.

Phillips, C. (2011, September). What is a mental grammar? LAGB Lecture and associated workshop, Linguistics Association of Great Britain Annual Meeting, Manchester, UK.

Phillips, C. (2012, March). Grammatical illusions. Workshop on Reality and Perceptual Illusions, Georgetown University, Washington DC.

Phillips, C. (2012, March). Selective fallibility: a brief survey. Talk at the Workshop on memory mechanisms for structural dependency formation, Universitt Potsdam, Germany.

Phillips, C., & Lewis, S. (2012, March). Fast stuff and slow stuff: Is a unified theory desirable? Invited talk given at the 25th CUNY Human Sentence Processing Conference, New York, NY.

Pietroski, P. (2011, August). I-junctions. International Conference on Language and Value. Beijing Normal University.

Pietroski, P. (2011, August). Meanings as Instructions to Build Concepts. Five Lectures (8 hours), Beihang University (Beijing University of Aeronautics and Astronautics).

Pietroski, P. (2011, June). Discovering what's a priori: Meaning, logical form, and verification. Epistemology of Philosophy Conference, Durham University, UK.

Pietroski, P. (2011). 'I' before 'E': Church, Chomsky, and constrained composition. Conference on Contexts, Perspectives and Relative Truth, Bonn.

Pietroski, P. (2011). Semantics without truth values. Language Research Group, Durham University.

Pietroski, P. (2012, March). 'I' before 'E' in Semantics. Lecture at Spring 2012 Philosophy Colloquium Series, University of Arizona.

Resnik, P. (2011, June). Computer assisted coding and beyond: An academic's adventures with clinical natural language processing in the real world. Invited keynote presentation, Association for Computational Linguistics BioNLP workshop.

Resnik, P. (2011, June). Computer assisted coding and beyond: An academic's adventures with clinical natural language processing in the real world. Invited presentation, National Library of Medicine, Bethesda, MD.

Resnik, P. (2011, November). State of sentiment: Or, an NLP researcher's take on sentiment analysis and where it's headed. Invited keynote presentation, Sentiment Analysis Symposium, San Francisco.

Resnik, P. (2011, November). Translate the world: Toward a unified framework for crowdsourcing translation. Invited presentation, Google Research.

Resnik, P. (2012, March). Language technology, electronic health records, and the clinical narrative. Presentation at South by Southwest Interactive (SXSWi).

Resnik, P. (2012, March). The linguistics of spin: A computational linguist's forays into social science. Invited plenary lecture, Americal Association for Applied Linguistics conference (AAAL 2012), Boston.

Riggins, T., Cacic, K., Salmeron, B. J., Kurup, P., Ross, T. J., Lejuez, C. J., & Black, M. (2012, April). Using the Balloon Analogue Risk Task (BART) to examine neural correlates of risk-taking behavior in adolescents. Cognitive Neuroscience Society, Chicago.

Rowe, M. L. (2011, July). A developmental look at the role of quantity and quality of child-directed-speech in vocabulary development. In M. L. Rowe, P. Uccelli, J. Test, et al. (Chairs), From baby talk to academic language: A festschrift poster symposium in honor of Catherine Snow. Symposium conducted at the Triennial Meeting of the International Association for the Study of Child Language: Montreal, Quebec.

Rowe, M. L. (2011, November). Socio-economic status, caregiver input, and child language development. Paper presented in K. Noble (Chair), Socioeconomic Disparities in Child Neurocognitive Development, The International Society for Developmental Psychobiology, Washington DC.

Rowe, M. L., Silverman, R., & Mullan, B. (2011, July). The role of iconic gestures and pictures in word learning for monolingual and dual-language preschoolers. Paper presented in E. Baker & N. Munro (Chairs), Gestural support for learning in verbal contexts. The triennial meeting for the International Association of the Study of Child Language, Montreal Quebec.

Rowe, M. L., Uccelli, P., Test, J., Proctor, P., Paez, M., & Biancarosa, G. (2011, July). From baby talk to academic language: A festschrift poster symposium in honor of Catherine Snow. Session held at the Triennial Meeting of the International Association for the Study of Child Language: Montreal, Quebec.

Royster, C., Bernstein Ratner, N., Newman, R., McColgan, K. & Tuit, L. (2011, November). Meow or kitty? Mothers' onomatopoeia and children's lexical growth. American Speech, Language and Hearing Association Annual Convention, San Diego.

Salmeron, B. J., Black, M., Cacic, K., Ernst, M., Riggins, T., Schweitzer, J., & Kurup, P. (2011, June). Prenatal drug exposure alters adolescent neural responses in a probabilistic reward/punishment task. Human Brain Mapping, Quebec City, Canada

Sampson, M., Faroqi-Shah, Y. Slevc, L. R., Saxena, S., & McDaniels, R. (2012, May). Music, language and brain damage. Maryland Speech Language and Hearing Association's Annual Convention, Timonium, MD.

Satinoff, B., & Boyd-Graber, J. (2011, July). Trivial classification: What features do humans use for classification?. Workshop on Crowdsourcing Technologies for Language and Cognition Studies.

Schnell-Anzola, B., Rowe, M. L., Pan, B. A., & LeVine, R. A. (2011, July). Does maternal schooling and literacy play the same role in mother-child communication in low-income US and Venezuelan families? In M. L. Rowe, P. Uccelli, & J. Test et al. (Chairs), From baby talk to academic language: A festschrift poster symposium in honor of Catherine Snow. Symposium held at the Triennial Meeting of the International

Association for the Study of Child Language: Montreal, Quebec.

Slevc, L. R., & Martin, R. C. (2011, October). Short-term memory, agrammatism, and syntactic agreement. Talk given at the Academy of Aphasia annual meeting, Montreal, QC, Canada.

Slevc, L. R. (2011, June). Neuroscience for musicians. Invited seminar series at the Exploring the Mind through Music conference, Rice University and Shepherd School of Music, Houston, TX.

Solovyeva, K., Cook, L., Lukyanchenko, A., and Gor, K. (2011, October). Modeling the mental lexicon of Russian learners: Why do words play tricks on them? Paper presented at the Slavic Cognitive Linguistics Conference (SCLC), Washington, DC, USA.

\*Sutton, M., Fetters, M., & Lidz, J. (2011, November). Parsing for Principle C at 30 months. Boston University Conference on Language Development.

\*Sutton, M., Fetters, M., & Lidz, J. (2012, March). Parsing for Principle C at 30 months. Presentation at the Generative Linguistics in the Old World conference, special workshop on The Timing of Grammar, Potsdam, Germany.

Templeton, T., Brown, T., Battacharyya, S., & Boyd-Graber, J. (2011, November). Mining the dispatch under supervision: Using casualty counts to guide topics from the Richmond Daily Dispatch Corpus. Chicago Colloquium on Digital Humanities and Computer Science, Chicago, IL.

\*Teubner-Rhodes, S. E., Mishler, A., Corbett, R., Barrachina, L. A., Sanz-Torrent, M., Trueswell, J. C., & Novick, J. M. (2011, November). The bilingual advantage: Conflict monitoring, cognitive control, and garden-path recovery. Poster presented at the 52nd Annual Meeting of the Psychonomics Society, Seattle, WA.

\*Teubner-Rhodes, S. E., Mishler, A., Corbett, R., Barrachina, L. A., Sanz-Torrent, M., Trueswell, J. C., & Novick, J. M. (2011, September). The bilingual advantage: Conflict monitoring, cognitive control, and garden-path recovery. Paper presented at the Seventeenth Annual Conference on Architectures and Mechanisms for Language Processing, Paris, France.

\*Teubner-Rhodes, S. E., Mishler, A., Corbett, R., Barrachina, L. A., Sanz-Torrent, M., Trueswell, J. C., & Novick, J. M. (2011, September). The bilingual advantage: Conflict monitoring, cognitive control, and garden-path recovery. Poster presented at Workshop on Bilingualism: Neurolinguistic and Psycholinguistic Perspectives, Aix-en-Provence, France.

\*Teubner-Rhodes, S. E., Mishler, A., Corbett, R., Barrachina, L. A., Sanz-Torrent, M., Trueswell, J. C., & Novick, J. M. (2012, March). The bilingual advantage: Conflict monitoring, cognitive control, and garden-path recovery. Poster presented at the 25th Annual CUNY Conference on Human Sentence Processing, New York, NY.

Trueswell, J., Hafri, A., Kaufmann, D., & Lidz, J. (2011, November). Development of parsing ability interacts with grammar learning: Evidence from Tagalog and Kannada. Boston University Conference on Language Development.

Wellwood, A., Halberda, J., Pietroski, P., & Lidz, J. (2012, January). When to quantify: Syntactic cues in the acquisition of novel superlatives. Presentation at Linguistics Society of America, Portland, OR.

Wellwood, A., Odic, D., Pietroski, P., Halberda, J., & Lidz, J. (2012, April). Meaning more or most: Evidence from 3-and-a-half year-olds. The Chicago Linguistics Society annual meeting.

Wellwood, A., Vogel, C., Ritchie, B., Dudley, R., & Bennett, E. (2012, February). Events and their causes: A transparency issue. Poster presented at the Mid-Atlantic Colloquium for Studies in Meaning (MACSIM) II, University of Maryland.

Wijnen, F., Bernstein Ratner, N., Steinberg, M., McKee, C., McDaniel, D., Garrett, M., Rispoli M., & Hadley, P. (2011, July). Fluency as a marker of expressive language development skill in children. Symposium. International Association for the Study of Child Language, Montreal.

Williams, A. (2012, May). Null complement anaphors as definite descriptions. *Semantics and Linguistic Theory*, Chicago, IL.

Williams, V., & Riggins, T. (2012, May). Age-related differences in memory for emotional context. Annual meeting of the Association for Psychological Science, Chicago, IL.

Yu, E., \*Hussey, E., Dougherty, M., Harbison, J. I., & Davelaar, E. J. (2012, April). Is termination of memory search rational? Talk presented at the 52nd Annual Experimental Approach to Psychology Meeting (Tagung experimentell arbeitender Psychologen), Mannheim, DE.

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