



Prof. Dr. Barbara Höhle ◊ University Potsdam

- Full Professor for Psycholinguistics/Language Acquisition, University Potsdam, Cognitive Science, Linguistics Department
- Director Babylab Universität Potsdam
- Scientific Director Center for Applied Patholinguistics, Potsdam
- Dean of the Faculty of Human Sciences, University Potsdam

Contact

University Potsdam
Faculty of Human Sciences
Cognitive Science
Department Linguistics

Telephone: +49 (0) 331 977 2948
Telefax: +49 (0) 331 977 2095
E-Mail: hoehle@uni-potsdam.de
Homepage: <http://www.barbara-hoehle.de>
Karl-Liebknecht-Straße 24-25
DE-14476 Potsdam



QR-vCard

Curriculum Vitae

Educational background

- 2004 Habilitation, Freie Universität Berlin
- 1992 Dissertation, Dr. phil. Freie Universität Berlin
- 1986 Magister Artium, Linguistics, Psychology, Social Science, Technical University Berlin

Professional Career

- 2004-present Full Professor for Psycholinguistics/Language Acquisition, University Potsdam, Cognitive Science, Linguistics Department
- 2004 Full Professor for Clinical Linguistics, Phillips-Universität, Marburg
- 1995-2001 Assistant Professor Language Acquisition, University Potsdam
- 1995 Director Babylab Universität Potsdam Post Doc, Berlin-Brandenburg Academy of Science
- 1994-1995 Post-Doc, Department for Psychology, Freie Universität Berlin
- 1989-1996 Lecturer, School for Speech and Language Disorders, Freie Universität Berlin
- 1987-1993 Lecturer and Research Assistant, Department for German Language, Freie Universität Berlin
- 1985-1987 Research Assistant, Max-Planck-Institute for Psycholinguistics, Nijmegen

Fellowships and Personal Grants

- 2009 Elizabeth and Robert Knight Distinguished Visiting Lecturer, University of Manitoba, Canada
- 2001.2003 Habilitation Grant, German Science Foundation (DFG)
- 2001 Visiting Scholar Johns Hopkins University, Baltimore, US

Other current Professional Functions

- Director Babylab Universität Potsdam
- Scientific Director Center for Applied Patholinguistics, Potsdam
- Dean of the Faculty of Human Sciences, University Potsdam (2015-present)

Projects

2015-2019 Coordinator **Marie Skłodowska-Curie International Training Network *PredictAble***, European Commission Horizon 2020.

2015-2018 Coordinator **DFG Research Unit *Crossing the borders: Language cognition and the brain in early human development***, (FOR 2253).

2015-2018 PI (co PI Gudrun Schwarzer, Univ. Giessen) ***Perceptual narrowing in speech and face processing***. DFG, FOR 2253.

2015-2018 PI (co PIs Angela Friederici, MPI Leipzig; Isabell Wartenburger, Univ. Potsdam) ***The sensitive period for associative learning of non-adjacent dependencies in verbal and non-verbal behavior***. DFG, FOR 2253.

2014-2017 PI (co PI Isabell Wartenburger, Univ. Potsdam) ***Ich sehe was was du nicht siehst: Common ground and contrastive information in children's and adult's reference resolution***. DFG Priority Programme "XPrag.de: New Pragmatic Theories based on Experimental Evidence".

2014-2017 PI (co PI Ranka Bijeljic-Babic, Univ Paris Descartes) ***Multilevel prosodic processing in a crosslinguistic perspective***, Jointly funded by DFG and ANR.

2012-2019 Coordinator of ***Erasmus Mundus Joint International Doctorate Language and Brain*** Funded by European Commission.

2011-2015 PI (co PI Flavia Adani, Univ Potsdam) ***L1 acquisition of linguistic means for marking information structure: prosodic, syntactic and lexical aspects***, Collaborative Research Group Information Structure, DFG SFB 632, C3.

2010-2013 PI (co PI Thierry Nazzi, Univ Paris Descartes), ***Crosslinguistic vestigations on the development of rhythmic preferences in German and French infants***, Jointly funded by DFG and ANR.

2010-2013 PI (co PIs Hubert Truckenbrodt, ZAS Berlin; Isabelle Wartenburger, Univ. Potsdam), ***Development of prosodic competence in early first language acquisition: Behavioral and neurophysiological investigations***, DFG, SPP 1234.

2007-2011 PI, ***Means of focus marking in normal and disordered language acquisition***, Collaborative Research Group Information Structure, DFG SFB 632, C3.

2006-2009 PI ***Characterizing human language by structural complexity***, EU FP7, ERC, NEST 028395 CHLaSC.

2003-2007 PI (co PI Jürgen Weissenborn), ***Means of focus marking in normal and disordered language acquisition***, Collaborative Research Group Information Structure, DFG SFB 632, C3.

2005-2008 PI (co PI Elisabeth Walch, Hospital for Pediatrics, Charité Berlin) ***Speech perception in preterm infants***, DFG.

2005-2007 PI, ***The development of word segmentation skills in Turkish and German learning infants***, DFG.

2003-2004 PI (co PI Jürgen Weissenborn), ***The development of language processing in normal***

developing and language impaired children, DFG.

2000.2003 PI (co PI Jürgen Weissenborn) ***The development of language processing in normal developing and language impaired children***, DFG, FOR 381/1-1 and 1-2.

2001.2003 PI, ***Form and function of grammatical morphemes in early language acquisition***, DFG.

2000.2003 PI (co PI Jürgen Weissenborn) ***Grammatical morphology in language acquisition***, DFG.

Publications

Peer reviewed journals

Tamási, K., McKean C., Gafos, A., Fritzsche, T. & **Höhle, B.** (2017) Pupillometry registers toddlers' sensitivity to degrees of mispronunciation. *Journal of Experimental Child Psychology*, 153, 140-148.

Boll-Avetisyan, N., Bhatara, A., Unger, A., Nazzi, T. & **Höhle, B.** (2016) Effects of experience with L2 and music on rhythmic grouping by French listeners. *Bilingualism: Language and Cognition* 19, 971-986.

Bhatara, A., Boll-Avetisyan, N., Agus, T., **Höhle, B.** & Nazzi, T. (2016) Language experience affects grouping of musical instrument sounds. *Cognitive Science* 40, 1816-1830.

Abboub, N., Boll-Avetisyan, N., Bhatara, A., **Höhle, B.** & Nazzi, T. (2016) An exploration of rhythmic grouping of speech sequences by French and German-learning infants. *Frontiers in Human Neuroscience*. 10:292.

Holzgreffe-Lang, J., Wellmann, C., Petrone, C., Råling, R., Truckenbrodt, H., **Höhle, B.** & Wartenburger, I. (2016) How pitch and final lengthening cue boundary perception in German: Converging evidence from ERPs and prosodic judgements. *Language, Cognition, and Neuroscience*, 31, 904-920.

Höhle, B., Fritzsche, T., & Müller, A. (2016) Children's comprehension of sentences with focus particles and cognitive control: An eyetracking study with German-learning 4-year olds. *PLoS ONE*.

Bijeljac-Babic R., **Höhle, B.** & Nazzi, T. (2016) Early prosodic acquisition in bilingual infants: the case of the perceptual trochaic bias. *Frontiers in Psychology*.

Bhatara, A., Boll-Avetisyan, N., Agus, T., **Höhle, B.** & Nazzi, T. (2016) Language experience affects grouping of musical instrument sounds. *Cognitive Science* 40, 1816-1830..

Boll-Avetisyan, N., Bhatara, A., Unger, A., Nazzi, T. & **Höhle, B.** (2016) Effects of experience with L2 and music on rhythmic grouping by French listeners. *Bilingualism: Language and Cognition* 19, 971-986.

Linnik, A., Bastiaanse, R., & **Höhle, B.** (2016) Discourse production in aphasia: a current review of theoretical and methodological challenges. *Aphasiology*, 30, 765-800.

Höhle, B., Pauen, S., Hesse, V., & Weissenborn, J. (2014) Discrimination of rhythmic pattern at 4 months and language performance at 5 years: A longitudinal analysis of data from German-learning children. *Language Learning*, 64, 141-164.

Brandt-Kobebe, O., & **Höhle, B.** (2014) The detection of subject-verb agreement violations by German-speaking children: An eye-tracking study. *Lingua*, 144, 7-20.

Höhle, B., Hörnig, R., Weskott, T., Knauf, S. & Krüger, A. (2014) Effects of focus and definiteness on children's word order: Evidence from German 5-year-olds' reproductions of double object constructions. *Journal of Child Language*, 41, 780-810.

Bhatara, A., Boll-Avetisyan, N., Unger, A., Nazzi, T. & **Höhle, B.** (2013) Native language affects rhythmic grouping. *Journal of the Acoustic Society of America* 134, 3828-3843.

- Holzgrefe, J., Wellmann, C., Petrone, C., Truckenbrodt, H., **Höhle, B.** & Wartenburger, I. (2013) Brain response to prosodic boundary cues depends on boundary position. *Frontiers in Language Sciences*.
- Ott, S., & **Höhle, B.** (2013) Verb inflection in German-learning children with typical and atypical language acquisition: the impact of subsyllabic frequencies. *Journal of Child Language* 40, 169-192. DOI:
- Wellmann, C., Holzgrefe, J., Truckenbrodt, H., Wartenburger, I. & **Höhle, B.** (2012) How each prosodic boundary cue matters: Evidence from German infants. *Frontiers in Language Sciences*.
- Bijeljac-Babic R, Serres J, **Höhle B**, Nazzi T (2012) Effect of Bilingualism on Lexical Stress Pattern Discrimination in French-Learning Infants. *PLoS ONE* 7(2).
- Berger, F. & **Höhle, B.** (2012) Restrictions on addition: Children's interpretation of the focus particles *auch* ('also') and *nur* ('only') in German. *Journal of Child Language*, 39, 383-410.
- Brandt-Kobele, O.-C. & **Höhle, B.** (2010) What asymmetries within comprehension reveal about asymmetries between comprehension and production: The case of verb inflection in language acquisition. *Lingua*, 120, 1910-1925.
- Müller, A., **Höhle, B.**, Schmitz, M. & Weissenborn, J. (2009) Information structural constraints on children's early language production: The acquisition of the focus particle *auch* (also) in German learning 12-to-36-month olds. *First Language*, 29, 373-399.
- Höhle, B., Bijeljac-Babic, R., Herold, B., Weissenborn, J. & Nazzi, T. (2009) Language specific prosodic preferences during the first year of life: Evidence from German and French infants. *Infant Behavior and Development*, 32, 262-274.
- Höhle, B., Berger, F., Müller, A., Schmitz, M. & Weissenborn, J. (2009). Focus particles in children's language: Production and comprehension of *auch* ,also' in German learners from 1 year to 4 years of age. *Language Acquisition*, 16, 36-66.
- Höhle, B. (2009) Bootstrapping mechanisms in first language acquisition. *Linguistics*, 47, 359-382.
- Höhle, B., Wang, H. & Mintz, T. (2008) Syntactic categorization of new words: Distributional and morphological cues to form class. *International Journal of Psychology* 43, 177.
- Herold, B., **Höhle, B.**, Walch, E., Weber, T. & Obladen, M. (2008) Impaired word stress pattern discrimination in very low-birth weight infants during the first 6 months of life. *Developmental Medicine and Child Neurology*, 50, 678-683.
- Höhle, B., van de Vijver, R. & Weissenborn, J. (2006) Word processing at 19 months and its relation to language performance at 30 months: A retrospective analysis of data from German learning children. *Advances in Speech and Language Pathology* 8, 356-363.
- Ott, S., van de Vijver, R. & **Höhle, B.** (2006) Phonotactic knowledge in German children with specific language impairment: Evidence from the production of complex onsets. *Advances in Speech and Language Pathology* 8, 323-334.
- Höhle, B., Schmitz, M., Santelmann, L. M. & Weissenborn, J. (2006) The recognition of discontinuous verbal dependencies by German 19-month-olds: Evidence for lexical and structural influences on children's early processing capacities. *Language Learning and Development* 2, 277-300.

Höhle, B. (2005) Der Einstieg in die Grammatik: Spracherwerb während des ersten Lebensjahres. *Forum Logopädie* 6, 16-21.

Höhle, B., Weissenborn, J., Kiefer, D., Schulz, A. & Schmitz M. (2004) Functional elements in infants' speech processing: The role of determiners in the syntactic categorization of lexical elements. *Infancy* 5 (3), 341-353.

Höhle, B. (2004) Sprachwahrnehmung und Spracherwerb im ersten Lebensjahr. *Stimme - Sprache - Gehör* 27, 1-6.

Höhle, B. & Weissenborn, J. (2003) German-learning infants' ability to detect unstressed closed-class elements in continuous speech. *Developmental Science* 6, 122-127.

Höhle, B., Kelter, S., Höhle, B. & Merdian, G. (1989) Bahnung und Interferenz bei der Bildbenennung von Aphasikern. *Neurolinguistik* 3, 35-55.

Kelter, S., Grötzbach, H., Freiheit, R., **Höhle, B.**, Wutzig, S. & Diesch, E. (1984) Object identification: The mental representation of physical and conceptual attributes. *Memory and Cognition* 12, 123-133.

Book Chapters

Höhle, B., Berger, F. & Sauermann, A. (2016) First language acquisition. In C. Fery & S. Ishihara (eds.) *Handbook of Information Structure*. Oxford: University Press. Pp. 562-580.

Höhle, B. (2015) Crosslinguistic perspectives on segmentation and categorization in early language acquisition. In E. Bavin & L. Naigles (eds.) *The Cambridge Handbook of Child Language*. Second Edition. Cambridge: University Press. pp. 159-182.

Höhle, B. (2015) Der Erwerb sprachlicher Markierungen von Informationsstruktur. In S. Adam, D. Jakob & M. Schecker (Hrsg.) *Informationsstrukturen in Kontrast*. Frankfurt: Peter Lang. pp 191-201.

Sauermann, A. & **Höhle, B.** (2013) Corpus investigation of information-structural ordering preference in German-speaking children and adults. In S. Stavrakaki, M. Lalioti & P. Konstantinopoulou (eds.) *Advances in Language Acquisition*. Cambridge Scholars Publishing. pp 173-181.

Müller, A., Schulz, P. & **Höhle, B.** (2011) Pragmatic children: How German children interpret sentences with and without the focus particle *only*. In J. Meibauer & M. Steinbach (eds.) *Experimental Pragmatics and Semantics*. Amsterdam: Benjamins., pp.171-192.

Brandt-Kobebe, O.-C. & **Höhle, B.** (2011) Asymmetries in children's language performance within and across modalities. In A. Grimm, A. Müller, C. Hamann & E. Ruigendijk (eds.) *Production-Comprehension Asymmetries in Child Language*. Berlin: Mouton de Gruyter, pp. 171-192.

Höhle, B. (2009) Crosslinguistic perspectives on segmentation and categorization in early language acquisition. In E. Bavin (ed.) *The Cambridge Handbook of Child Language*. Cambridge: University Press.

Van de Vijver, R., **Höhle, B.** & Ott, S. (2009) On the distribution of dorsals in complex and simple onset in child German, Dutch and English. In F. Kügler, C. Féry & Van de Vijver, R. (eds.) *Variation and Gradience in Phonetics and Phonology*. Berlin: Mouton de Gruyter.

Müller, A., **Höhle, B.** & Weissenborn, J. (2008) Teaching a new word: Properties of CDS to 12-month-old German-learning children. In S. Kern, F. Gayraud and E. Marsica (eds.) *Emergence of Linguistic*

Abilities. Newcastle: Cambridge Scholars Publishing.

Van Kampen, A., Parmaksiz, G., van de Vijver, R. & **Höhle, B.** (2008) Metrical and statistical cues for word segmentation: The use of vowel harmony and word stress as a cue to word boundaries by 6- and 9-month-old Turkish learners. In A. Gavarró & M. J. Freitas (eds.) *Language Acquisition and Development*. Newcastle: Cambridge Scholars Publishing.

Schmitz, M. & **Höhle, B.** (2007) Habituation und Dishabituation als Maße der perzeptuellen und kognitiven Entwicklung – Methoden und Anwendungsbereiche. In L. Kaufmann, H.-C. Nuerk, K. Konrad & K. Willmes (Hrsg.) *Kognitive Entwicklungsneuropsychologie*. Göttingen: Hofgrefe.

Nubel, K., Kruck, S., Höhle, B., Suhl, U., Weissenborn, J., Gross, M. (2003) Interaktion behavioraler und elektrophysiologischer Ergebnisse zur Phonemdiskrimination bei Säuglingen. In M. Gross & E. Kruse (Hrsg.) *Aktuelle phoniatisch-pädaudiologische Aspekte 2003/2004, Band 11*. Heidelberg 2003: Median Verlag.

Höhle, B., Weissenborn, J., Schmitz, M. & Ischebeck, A. (2001) Discovering Word Order Regularities: The Role of Prosodic Information for Early Parameter Setting. In J. Weissenborn & B. Höhle (eds.) *Approaches to Bootstrapping: Phonological, Lexical, Syntactic and Neurophysiological Aspects of Early Language Acquisition*. Amsterdam: Benjamins.

Höhle, B. & Weissenborn, J. (2000) Lauter Laute? Lautsegmente und Silben in der Sprachperzeption und im Spracherwerb. In R. Thieroff, M. Tamrat, N. Furhop & O. Teuber, O. (Hrsg.) *Deutsche Grammatik in Theorie und Praxis*. Tübingen: Niemeyer.

Höhle, B. & Weissenborn, J. (1999) Discovering Grammar. In A. Friederici & R. Menzel (eds.) *Learning: Rule Extraction and Representation*. Berlin: de Gruyter.

Höhle, B. & Schriefers, H. (1995) Ambisyllabizität im Deutschen: Psycholinguistische Evidenz. In P. Baerentzen (ed.) *Aspekte der Sprachbeschreibung*. Tübingen: Niemeyer.

Monographs and Edited Volumes

Höhle, B. (Hg.) (2010) *Psycholinguistik*. Berlin: Akademie Verlag.

Weissenborn, J. & **B. Höhle**, (eds.) (2001) *Approaches to Bootstrapping: Phonological, Lexical, Syntactic and Neurophysiological Aspects of Early Language Acquisition*. Vol1 and Vol. 2. Amsterdam: Benjamins.

Höhle, B. (1995) *Aphasie und Sprachproduktion. Sprachstörungen bei Broca- und Wernicke-Aphasikern*. Opladen: Westdeutscher Verlag.

Proceedings and Working Papers

Fritzsche, T., & **Höhle, B.** (2015). Phonological and lexical mismatch detection in 30-month-olds and adults measured by pupillometry. Proceedings of the 18th International Congress of Phonetic Sciences (ICPhS). Glasgow, Scotland, UK, August 10-14, 2015.

Müller, A., **Höhle, B.** & Schulz, P. (2015) The interaction of focus particles and information structure in acquisition. In C. Hamann & E. Ruigendijk (eds.) *Language Acquisition and Development: Proceedings of GALA 2013*. Newcastle Upon Tyne: Cambridge Scholars Publishing. Pp. 330-342.

Bijeljic-Babic, R., Serres, J., **Höhle, B.** & Nazzi, T. (2013) Effect of bilingualism on the perception of lexical stress in 6-month-old French-learning infants. In S. Baiz, N. Goldman & R. Hawkes (eds.) *BUCLD 37: Proceedings of the 37th Annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press. pp.24-25.

Sauermann, A., **Höhle, B.**, Chen, A. & Järvikivi, J. (2011) Intonational Marking of Focus in Different Word Orders in German Children. In *Proceedings of the 28th West Coast Conference on Formal Linguistics*, ed. Mary Byram Washburn et al., Somerville, MA: Cascadilla Proceedings Project.

Müller, A., Schulz, P. & **Höhle, B.** (2011) How the understanding of focus particles develops: Evidence from child German. In M. Pirvulescu et al., (eds.) *Selected Proceedings of the 4th Conference on Generative Approaches to Language Acquisition North America (GALANA 2010)*. Somerville, MA: Cascadilla Press.

Wang, H., **Höhle, B.**, Ketrez, N.H., Küntay, A. C. & Mintz, T. H. (2011) Distributional analyses with frequent frames: The cases of German and Turkish. In N. Danis, K. Mesh & H. Sung (eds.) *BUCLD 35: Proceedings of the 35th annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press. pp. 628-640.

Oosthuizen, H., **Höhle, B.** & Southwood, F. (2010) Motion events in Afrikaans: their expression by adult speakers and by children with and without language impairment. *Stellenbosch Papers in Linguistics PLUS*, 40, 55-77.

Bartels, S., Darcy, I. & **Höhle, B.** (2009) Schwa syllables facilitate word segmentation for 9-month-old German-learning infants. In J. Chandlee, M. Franchini, S. Lord & G.-M. Rheiner (eds.) *BUCLD 33: Proceedings of the 33rd Annual Boston University Conference on Language Development*. pp. 73-84. Somerville M.A.: Cascadilla Press.

Berger, F., Müller, A., **Höhle, B.** & Weissenborn, J. (2007) German 4-year-olds' comprehension of sentences containing the focus particle *auch* (also): Evidence from eye-tracking. In H. Caunt-Nulton, S. Kulatilake, I. Woo (eds.) *BUCLD 31: Proceedings of the 31st annual Boston University Conference on Language Development, Vol 1*. pp. 105-116. Somerville M.A.: Cascadilla Press.

Pelzer, L. & **Höhle, B.** (2006) Processing of morphological markers as a cue to syntactic phrases by 10-month-old German-learning infants. In Belletti, A., Bennati, E., Chesi, C., DiDomenico, E., & Ferrari, I. (Eds.) *Language Acquisition and Development: Proceedings of GALA2005*. pp. 411-422. Cambridge: Cambridge Scholars Press.

Schmitz, M., **Höhle, B.**, Müller, A. & Weissenborn, J. (2006). The Recognition of the Prosodic Focus Position in German-Learning Infants from 4 to 14 Months. In S. Ishihara, M. Schmitz & A. Schwarz

(Eds.), *Interdisciplinary Studies on Information Structure - Working Papers of the SFB 632, ISIS05*.

Müller, A., **Höhle, B.**, Schmitz, M., Weissenborn, J. (2006). Focus-to-stress alignment in 4- to 5-year-old German-learning children. In Belletti, A., Bennati, E., Chesi, C., DiDomenico, E., & Ferrari, I. (Eds.), *Language Acquisition and Development. Proceedings of GALA 2005*. pp. 379-392. Cambridge: Cambridge Scholars Press.

Höhle, B., van de Vijver, R., Bartels, S. & Weissenborn, J. (2006) Phonological specificity of early lexical representations in German 19-month-olds at risk for SLI. In D. Bamman, T. Magnitskaia, C. Zaller (eds.) *BUCLD 30: Proceedings of the 30th Annual Boston University Conference on Language Development, Vol. 1*. Somerville M.A.: Cascadilla Press.

Pelzer, & **Höhle, B.** (2006) The impact of morphological markers on infants' and adults speech processing. In D. Bamman, T. Magnitskaia, C. Zaller (eds.) *BUCLD 30: Proceedings of the 30th Annual Boston University Conference on Language Development, Vol. 2*. Somerville M.A.: Cascadilla Press.

Blenn, L., Seidl, A. & **Höhle, B.** (2003) Recognition of Phrases in Early Language Acquisition: The Role of Morphological Markers. In B. Beachley, A. Brown & F. Conlin (eds.) *BUCLD 27: Proceedings of the 27th annual Boston University Conference on Language Development*. Somerville: Cascadilla Press. 138-149.

Höhle, B., Weissenborn, J., Kiefer, D., Schulz, A. & Schmitz, M. (2002) The origins of syntactic categorization for lexical elements: The role of determiners. In J. Costa & M.J. Freitas (eds.) *Proceedings of the GALA 2001 Conference on Language Acquisition*. Lisboa, Associação Portuguesa de Linguística.

Höhle, B. & Weissenborn, J. (2000) The Origins of Syntactic Knowledge: Recognition of determiners in one year old German children In C. Howell, S. A. Fish, & T. Keith-Lucas, *Proceedings of the 24th Annual Boston University Conference on Language Development*. (pp.138-149). Somerville: Cascadilla Press.

Weissenborn, J., **Höhle, B.**, Kiefer, D. & Cavar, D. (1998) Children's Sensitivity to Word-Order Violations in German: Evidence for very Early Parameter-Setting, In A. Greenhill, M. Hughes, H. Littlefield & H. Walsh (eds.) *Proceedings of the 22nd Annual Boston Conference on Language Development*, Somerville, Cascadilla Press.

Höhle, B. & Weissenborn, J. (1998) Sensitivity to Closed-Class Elements in Preverbal Children, In A. Greenhill, M. Hughes, H Littlefield, & H. Walsh (eds.) *Proceedings of the 22nd Annual Boston Conference on Language Development*, Somerville, Cascadilla Press.