

**Curriculum Vitae**  
**Daniel Swingley**

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**Personal Information:**

Born: 1970, Rochester, New York  
Citizenship: USA

**Career History:**

Assistant Professor, Department of Psychology, University of Pennsylvania, 2003–present  
Scientific staff member, Max Planck Institute for Psycholinguistics, Nijmegen, 1999–2003  
National Institutes of Health Postdoctoral Research Fellow (NRSA), University of Rochester,  
1997–1999

Ph.D., Psychology, Stanford University, Sept. 1997

A.B., Cognitive Science, *magna cum laude*, Brown University, May 1992

Visiting Scholar, Queen's College, University of Oxford, England, 1990–1991

**Grants, Fellowships, and Awards:**

Selected by APA as one of the 25 “best and brightest of the newest generation of psychological scientists”; invited to present at APA’s Scientific Leadership Conference (2006, 2007).

NIH-1-R01-HD49681, *Contributions of infant learning to language acquisition* (PI), 2006 to 2010, about \$925,000 total direct costs.

Finalist, John Merck Scholars Program in the Biology of Developmental Disabilities in Children, *Sources and consequences of individual differences in infants’ phonological computation*, 2005, \$10,000 total direct costs.

NIH-1-R01-HD49742-1, *Coarticulatory cues in the recognition of spoken words* (co-PI with PI Delphine Dahan), 2005 to 2009, \$325,000 total direct costs.

NSF-0433567, *Temporal dynamics of phonological expectations in language comprehension and development* (co-PI with PI Delphine Dahan), 2004 to 2008, \$750,000 total direct costs.

Nederlandse Organisatie voor Wetenschappelijk Onderzoek (Dutch NSF) *Rubicon* postdoctoral research grant, 2007 to 2009, to support PI Suzanne van der Feest.

Nederlandse Organisatie voor Wetenschappelijk Onderzoek (Dutch NSF) grant, 2001 to 2005 (co-PI with Dr. Rene Kager and Dr. Paula Fikkert); 2 PhDs plus 1 postdoc, salaries and other costs.

National Institutes of Child Health and Human Development Fellowship (NRSA), 1997 to 2000.

Biotechnology and Biological Sciences Research Council grant (UK), 1997 to 2000 (co-PI with Drs. Kim Plunkett and Peter Bryant, University of Oxford).

National Science Foundation Predoctoral Fellowship, 1993 to 1996.

Phi Beta Kappa, Brown University

### **Teaching Experience:**

University of Pennsylvania (not all seminars listed):

Psychology 181, *Cognitive Development* (undergraduate survey course; 90-120 students)

Psychology 280, *Language Acquisition* (undergraduate seminar).

Psychology 600, *Proseminar in Cognitive Development* (graduate survey; about 12 students)

Psychology 311 and 386, *Research Experience in Perception: Perceptual Learning in Infancy* (undergraduate research course)

Psychology 739/211, *Special Topics in Perception: Perceptual Learning* (with Dr. Ben Backus; combined graduate and undergraduate seminar)

University of Rochester:

Brain and Cognitive Sciences 111: *Foundations of Cognitive Science* (undergraduate survey course; 60 students)

### **Postdocs:**

Sarah Creel (Rochester PhD., BCS, 2005), temporal effects in adults' word learning, and phonetic sensitivity in children's word recognition. With Delphine Dahan. 2005-2007. Now Asst. Prof. in Cognitive Science, UCSD.

Chandan Narayan (Michigan PhD., Linguistics, 2006), phonetic category learning. With Jiahong Yuan. 2006-2008. Asst. Prof. in Linguistics, UCSD, starting 2008.

Suzanne van der Feest (Radboud Univ. Nijmegen PhD., Linguistics, 2007), developmental phonology. 2007-2009.

### **Ph.D. students:**

primary supervisor, Carolyn Quam (2004-), children's interpretation of phonetic information in word learning. NSF predoctoral fellow 2005-2008.

primary supervisor, Christiane Dietrich (PhD, 2006), infants' development of phonetic categories; infant speech perception. (At MPI for Psycholinguistics)

co-supervisor (with Dr. Roel Smits), Martijn Goudbeek (PhD, 2007), adults' implicit and explicit learning of auditory categories; mathematical modeling. (At MPI for Psycholinguistics)

dissertation committees at Penn: Marina Bedny (2004-2006); Marc Egeth (chair; 2004-2007); Peter DeScioli (chair; 2005-); Jared Minkel (2006-); Daniel Drucker (2007-); Hilary Dingfelder (2008-).

invited PhD opponent or jury member: Eeva Klintfors (2007), Stockholm University (adviser Francisco Lacerda); Ibrahima Giroux (2008), Université de Provence (adviser Arnaud Rey)

### **Undergraduate Independent Study students:**

Nick Barr, independent study in Cognitive Science (2007), experimental study of adults' ability to learn foreign accents.

Tova Brooks, independent study in Computer Science (2007), modeling of vocabulary acquisition through statistical clustering.

### **Professional Service Activities:**

Associate editorship (for all developmental research)     *Cognition* (declined)

Editorial boards *Journal of Memory and Language* (2006–)  
*Language Learning and Development* (2003–)

NIH *Language and Communication* (LCOM) review panel member, 2006; declined 2008

NSF ad hoc grant reviewer 2005, 2006, 2007; declined panel membership 2007

Ad hoc journal reviews:

- *Applied Psycholinguistics*
- *Child Development*
- *Cognition*
- *Cognitive Development*
- *Cognitive Psychology*
- *Cognitive Science*
- *Current Directions in Psychological Science*
- *Developmental Psychology*
- *Developmental Science*
- *Developmental Review*
- *Infancy*
- *Infant Behavior and Development*
- *Journal of Child Language*
- *Journal of Memory and Language*
- *Journal of Speech, Language, and Hearing Research*
- *Journal of the Acoustical Society of America*
- *Language and Speech*
- *Language Learning and Development*
- *Memory and Cognition*
- *Psychological Bulletin*
- *Psychological Science*
- *Science*
- *Speech Communication*
- *Trends in Cognitive Sciences*

Ad hoc conference abstract reviews, pre-publication book reviews, conference administration:

- *Boston Univ. Conference on Language Development*
- *Society for Research on Child Development Biennial Meeting*
- *MIT Press*
- *Psychology Press*
- *Routledge Press*

Organized annual full-day symposium of the *Society for Language Development* (November, 2007), *Generalization in Language Learning* (speakers: J. Pierrehumbert, J. Tenenbaum, S. Pinker)

Administrative service:

- Penn* Psychology Colloquium Committee 2003; chair in 2004, 2005, 2006, 2007  
Psychology representative to university IRB, 2007–  
Psychology Chair's Advisory Committee, 2007  
NSF IGERT Fellowship Committee, 2005–2006  
PennERA grant software pilot-program faculty liaison, 2006
- MPI* Nijmegen Lectures Organizing Committee, 1999  
Director of the Infant Perception Lab 1999–2003  
Resources and Facilities Committee 2001–2003  
Director of the Research Project on Phonological Learning 2001–2003
- Stanford* Psychology Graduate Admissions Committee 1995–1996

### **Professional Memberships:**

- American Psychological Association, 1993–present
- American Psychological Society, 1997–present
- American Speech and Hearing Association, 2003–present
- International Society for Infant Studies, 1997–present
- Society for Language Development, 2005–present
- Society for Research in Child Development, 1993–present

**Manuscripts under review:** (\*corresponding author when not first)

Swingley, D. (under review). Onsets and codas in 1.5-year-olds' word recognition.

Goudbeek, M., Swingley, D., & Smits, R. (under review). Supervised and unsupervised learning of multidimensional auditory categories.

Ramón-Casas, M., Bosch, L., \*Swingley, D., & Sebastián-Gallés, N. (under review). Vowel categorization during word recognition in bilingual toddlers.

**Peer-reviewed publications:**

Swingley, D. (in press, 2008). The roots of the early vocabulary in infants' learning from speech. *Current Directions in Psychological Science*.

Yoshida, K., Fennell, C., Swingley, D., & Werker, J.F. (in press). 14-month-olds learn phonetically similar words. *Developmental Science*.

Dietrich, C., \*Swingley, D., & Werker, J.F. (2007). Native language governs interpretation of salient speech sound differences at 18 months. *Proceedings of the National Academy of Sciences of the USA, 104*, 16027-16031.

Swingley, D. (2007). Lexical exposure and word-form encoding in one-year-olds. *Developmental Psychology, 43*, 454-464.

Swingley, D., & Aslin, R.N. (2007). Lexical competition in young children's word learning. *Cognitive Psychology, 54*, 99-132.

Swingley, D. (2005). 11-month-olds' knowledge of how familiar words sound. *Developmental Science, 8*, 432-443.

Swingley, D. (2005). Statistical clustering and the contents of the infant vocabulary. *Cognitive Psychology 50*, 86-132.

Swingley, D. (2003). Phonetic detail in the developing lexicon. *Language and Speech, 46*, 265-294.

Swingley, D. and Aslin, R.N. (2002). Lexical neighborhoods and the word-form representations of 14-month-olds. *Psychological Science 13*, 480-484.

Swingley, D. and Fernald, A. (2002). Recognition of words referring to present and absent objects by 24-month-olds. *Journal of Memory and Language 46*, 39-56.

Fernald, A., Swingley, D., and Pinto, J.P. (2001). When half a word is enough: infants can recognize spoken words using partial acoustic-phonetic information. *Child Development, 72*, 1003-1015.

Swingley, D. and Aslin, R.N. (2000). Spoken word recognition and lexical representation in very young children. *Cognition, 76*, 147-166.

Dahan, D., Swingley, D., Tanenhaus, M.K., and Magnuson, J.S. (2000). Linguistic gender and spoken word recognition in French. *Journal of Memory and Language, 42*, 465-480.

Swingley, D. (1999). Conditional probability and word discovery: A corpus analysis of speech to infants. In *Proceedings of the 21st Annual Meeting of the Cognitive Science Society* (pp. 724-729). Mahwah, NJ: LEA.

Swingley, D., Pinto, J.P., and Fernald, A. (1999). Continuous processing in word recognition at 24 months. *Cognition, 71*, 73-108.

Fernald, A., Pinto, J.P., Swingley, D., Weinberg, A., and McRoberts, G. (1998). Rapid gains in speed of verbal processing by infants in the second year. *Psychological Science, 9*, 228-231.

(Reprinted in M. Tomasello and E. Bates (Eds.), *Language Development: The Essential Readings*. Blackwell, 2001.)

### **Chapters and non peer-reviewed papers:**

- Goudbeek, M., Smits, R., Swingley, D., and Cutler, A. (2005). Acquiring auditory and phonetic categories. In Cohen and Lefebvre (Eds.), *Categorization in Cognitive Science*, Elsevier, pp. 497–513.
- Fernald, A., McRoberts, G., and Swingley, D. (2001). Infants' developing competence in recognizing and understanding words in fluent speech. In Weissenborn and Hohle (eds.), *Approaches to Bootstrapping in Early Language Acquisition, vol. 1* (pp. 97-123). Benjamins: Amsterdam.
- Swingley, D., Pinto, J.P., and Fernald, A. (1998). Assessing the speed and accuracy of word recognition in infants. *Advances in Infancy Research, 12*, pp. 257–277.
- Swingley, D. (1997). *Word Recognition and Representation in Young Children*. Unpublished PhD thesis, Stanford University Department of Psychology.
- Swingley, D., Fernald, A., McRoberts, G., and Pinto, J.P. (1996). Prosody, functors, and word recognition in young children. In *Proceedings of the 20th Annual Conference on Language Development* (pp. 760-767). Somerville, MA.: Cascadilla Press.

### **Invited talks:**

- Swingley, D. (May, 2008). The early development of phonetic categorization and interpretation. Colloquium, *Ohio State University Department of Linguistics*.
- Swingley, D. (March, 2008). Deriving reference from the senses. Lecture for the formal opposition to a PhD defense, *Stockholm University Department of Linguistics*.
- Swingley, D. (February, 2008). Phonological development and distributional category learning: 3 solutions. Colloquium, *Columbia University Seminar on Language and Cognition*.
- Swingley, D. (June, 2007). Phonetic categories: what statistics, and what generalizations? Paper presented at the workshop *Current Issues in Language Acquisition: Artificial Languages and Statistical Learning*, Calgary.
- Swingley, D. (October 2006). Perception and interpretation in early language development. Colloquium, *New York University Department of Psychology*.
- Swingley, D. (May, 2006). Distributional learning and phonetic development. Paper presented at the workshop *Counts, Cues, Constraints, and Computation in Language Learning*, University of Maryland Department of Linguistics.
- Swingley, D. (March, 2006). Statistical sequence clustering and vocabulary development in infancy. Paper presented at the IGERT workshop *Statistical Approaches to Language Learning and Language Processing*, University of Pennsylvania.
- Swingley, D. (February, 2006). Perception in developmental phonology; or, where do words come from? Colloquium, *Brown University Center for the Study of Human Development*.
- Swingley, D. (October, 2005). Acquisition and function of phonetic categories in early childhood. Colloquium, *University of Maryland Department of Linguistics*.

- Swingley, D. (September, 2005). Phonetic categorization and phonological interpretation in infants and toddlers. Colloquium, *University of Pennsylvania Institute for Research in Cognitive Science*.
- Swingley, D. (November, 2003). Phonological representation in young children's first words. *Yale Developmental Psychology Colloquium*.
- Swingley, D. (June, 2002). Building on the perceptual foundations of early language development. Paper presented at the ESF *Euroconference on the Emergence of Social Communication: Hands, Eyes, Ears, Mouths*, Sapri, Italy.
- Swingley, D. (March, 2002). The picture fixation method in infant speech comprehension research. Paper presented at the second *McDonnell Foundation Workshop on Infant Cognition Methodologies* (organizers: Richard N. Aslin and Jacques Mehler), Venice.
- Swingley, D. (November, 2001). Developmental continuity in infants' recognition of spoken words. Colloquium, *University of Illinois at Champaign-Urbana*.
- Swingley, D. (October, 2001). Word-form learning and the developing lexicon. Paper presented at the workshop *Early Phonological Acquisition*, Carry-le-Rouet, France.
- Swingley, D. (July, 2001). What might infants use phonemes for? Paper presented at the workshop *Human Speech Recognition as Pattern Classification*, Nijmegen, Netherlands.
- Swingley, D. (February, 2001). Statistical clustering and the infant's primordial lexicon. Colloquium, *Radboud Universiteit Department of Language and Speech*.
- Swingley, D. (November, 2000). Mécanismes de reconnaissance des mots parlés chez les très jeunes enfants. Paper presented at the *IIIèmes Journées de l'Ecole d'Orthophonie de Lyon: Accéder aux Langages*, Lyon.
- Swingley, D. (July, 2000). Lexical representation in children's second year. Paper presented at the workshop *Speech Perception Development in Early Infancy: Behavioural, Neural-Modelling and Brain-Imaging Data*, Barcelona.
- Swingley, D. (April, 2000). Do good neighbors make good fences? Paper presented at the workshop *Finding the Words*, Stanford, CA.
- Swingley, D. (February, 2000). Two kinds of robustness in early word recognition. Paper presented at the workshop *Development and Interaction of Linguistic and Non-Linguistic Cognition in Infants*, Berlin.
- Swingley, D. (February, 1999). Word recognition and lexical representation in young children. Colloquium, *Cornell University Department of Psychology*.

**Reviewed presentations and conference proceedings papers:**

- Swingley, D. (March, 2008). Invited discussant: A cross-linguistic look at infant speech segmentation. Symposium presented at the *16th International Conference on Infant Studies*, Vancouver.
- Swingley, D. (March, 2008). Invited discussant: The role of auditory stimuli and labels in infant categorization. Symposium presented at the *16th International Conference on Infant Studies*, Vancouver.
- Van der Feest, S.V.H. & Swingley, D. (March, 2008). A crosslinguistic study of vowel duration in 21-month-olds' early lexical representations. Paper presented at the *16th International Conference on Infant Studies*, Vancouver.

- Quam, C., & Swingley, D. (November, 2007). Phonological knowledge trumps salient local regularity in 2-year-olds' word learning. Poster presented at the *30th Annual Boston University Conference on Language Development*, Boston.
- Goudbeek, M., Swingley, D., & Kluender, K.R. (August, 2007). The limits of multidimensional category learning. Poster presented at *Interspeech 2007*, Antwerp.
- Goudbeek, M., Swingley, D., & Cutler, A. (December, 2006). Saliency effects in distributional learning. Poster presented at the *Eleventh Australasian International Conference on Speech Science and Technology*, Auckland.
- Creel, S. C., Dahan, D., & Swingley, D. (September, 2006). Effects of featural similarity and overlap position on lexical confusions and overt similarity judgments. *Proceedings of the Ninth International Conference on Spoken Language Processing*, Pittsburgh, PA, US, pp. 1503-1506.
- Swingley, D. (June, 2006). Data-driven phonological distinction without phonetic opposition. Paper presented at the *XVth Biennial International Conference on Infant Studies*, Kyoto.
- Swingley, D. (June, 2006). Constraints on learning mechanisms in 4 basic developmental domains: objects, music, phonology, and syntax. Paper symposium presented at the *XVth Biennial International Conference on Infant Studies*, Kyoto.
- Yoshida, K.A., Fennell, C., Swingley, D., & Werker, J.F. (June, 2006). Encoding and retrieval of phonetic detail in novel words at 14 months. Paper presented at the *XVth Biennial International Conference on Infant Studies*, Kyoto.
- Swingley, D. (November, 2005). Representation and process in one-year-olds' word recognition. Paper presented at the *29th Annual Boston University Conference on Language Development*, Boston.
- Ramón-Casas, Bosch, L., Swingley, D., & Sebastián-Gallés, N. (July, 2005). Early word recognition in bilinguals: Differential sensitivity to vowel mispronunciations in known words. Paper presented at the *Tenth Congress of the International Association for the Study of Child Language*, Berlin.
- Bosch, L., Ramón-Casas, M., Swingley, D., & Sebastián-Gallés, N. (June, 2005). Bilingual input and vowel categorization processes: infant and young child data. Paper presented at the *International Speech Communication Association Workshop on Plasticity in Speech Perception*, London.
- Swingley, D. (November, 2004). Competition from familiar words inhibits learning of phonologically similar words by 18-month-olds. Paper presented at the *28th Annual Boston University Conference on Language Development*, Boston.
- Dietrich, C., Swingley, D., & Werker, J.F. (November, 2004). One-year-olds' language-specific phonological categorization in word learning: A cross-linguistic study. Paper presented at the *28th Annual Boston University Conference on Language Development*, Boston.
- Swingley, D. (April, 2003). Two limits on one-year-olds' word-learning performance. Paper presented at the *Biennial Meeting of the Society for Research in Child Development*, Tampa.
- Swingley, D. (April, 2003). Speech perception and word learning: continuity and change in the first two years. Paper symposium presented at the *Biennial Meeting of the Society for Research in Child Development*, Tampa.
- Goudbeek, M., Smits, R., & Swingley, D. (November, 2002). Unsupervised learning of unidimensional and multidimensional auditory categories. Poster presented at the *43rd Meeting of the Psychonomic Society*, Kansas City.

- Swingley, D. (November, 2002). On the phonological encoding of novel words by one-year-olds. Paper presented at the *27th Annual Boston University Conference on Language Development*, Boston.
- Dietrich, C. & Swingley, D. (November, 2002). Infants' processing of language-specific vowel information in linguistic context. Paper presented at the *27th Annual Boston University Conference on Language Development*, Boston.
- Swingley, D. (December, 2001). Phonetic representation in the developing lexicon. Paper presented at the conference *Early Lexicon Acquisition: Normal and Pathological Development*, Lyon.
- Swingley, D. (April, 2001). Word recognition in the second year: what develops? Paper presented at the *Biennial Meeting of the Society for Research in Child Development*, Minneapolis.
- Swingley, D. (November, 2000). On the origins of infants' lexical parsing preferences. Paper presented at the *25th Annual Boston University Conference on Language Development*, Boston.
- Swingley, D. and Fernald, A. (November, 1999). Rapid activation in the 24-month-old's lexicon. Paper presented at the *24th Annual Boston University Conference on Language Development*.
- Swingley, D. (December, 1999). Reference and linguistic forms in one-year-olds. Paper presented at the *First Bisontine Conference for Conceptual and Linguistic Development in the Child Aged 1 to 6 years*, Besançon, France.
- Swingley, D. and Aslin, R.N. (April, 1999). Mispronunciation detection in 18- to 21-month-old infants. Poster presented at the *Biennial Meeting of the Society for Research in Child Development*, Albuquerque.
- Dahan, D., Swingley, D., Tanenhaus, M.K., and Magnuson, J.S. (September, 1998). The role of linguistic gender in spoken-word recognition in French. Paper presented at *Architectures and Mechanisms for Language Processing*, Freiburg, Germany.
- Swingley, D. (April, 1998). Speech processing in very young children. Paper presented at the *11th Biennial International Conference on Infant Studies*, Atlanta.
- Fernald, A., Swingley, D., and Pinto, J.P. (April, 1998). Emerging understanding: Rapid gains in the speed and efficiency of word recognition by infants in the second year. Paper presented at the *11th Biennial International Conference on Infant Studies*, Atlanta.
- Fernald, A., Pinto, J.P., Swingley, D., Perfors, A., Magnani, K., and Bradley, A. (April, 1998). Infants can recognize words using partial phonetic information. Poster presented at the *11th Biennial International Conference on Infant Studies*, Atlanta.
- Swingley, D., Pinto, J.P., and Fernald, A. (November, 1997). Continuous monitoring of the speech stream by 24-month-olds. Paper presented at the *22nd Annual Boston University Conference on Language Development*, Boston.
- Swingley, D. (April, 1997). The robust speed of one-year-olds' speech processing. Poster presented at the *Biennial Meeting of the Society for Research in Child Development*, Washington D.C.
- Fernald, A., Swingley, D., and Pinto, J.P. (September, 1996). Emerging understandings: experimental research on the development of receptive language abilities in the second year. Paper presented at the conference *How to Get Into Language: Approaches to bootstrapping in early language development*, Berlin, Germany.
- Fernald, A., Pinto, J.P., and Swingley, D. (June, 1996). How infants in the second year get better at understanding words in speech. Paper presented at the *Eighth Annual Convention of the American Psychological Society*, San Francisco.
- Morgan, J.L., Swingley, D., and Mitirai, K., (March, 1993). Infants listen longer to speech with extraneous noises inserted at clause boundaries. Poster presented at the *Biennial Meeting of the Society for Research in Child Development*, New Orleans.