

## Curriculum Vitae

### Daniel Swingley

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#### Personal Information:

Born 1970, Rochester, New York  
Three children (born between 2000 and 2007)  
Citizenship: United States

#### Career History:

Associate Professor, Department of Psychology, University of Pennsylvania, 2009–present  
Assistant Professor, Department of Psychology, University of Pennsylvania, 2003–2009  
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:

Invited professor, Linguistic Society of America’s Linguistic Institute, 2009 (Berkeley, CA)  
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:

Psychology 181, *Cognitive Development* (undergraduate survey course; 85-120 students)

Psychology 280, *Language Acquisition* (undergraduate seminar; about 15 students).

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; about 8 students)

Psychology 739/211, *Special Topics in Perception: Perceptual Learning* (with Dr. Ben Backus; combined graduate and undergraduate seminar; about 12 students, half graduate students)

University of Rochester:

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

### **Postdocs:**

Gary Lupyan (Carnegie-Mellon PhD., Psychology, 2008), interactions between words and concepts in category learning. With Sharon Thompson-Schill. 2008–. Starting as Asst. Prof. of Psychology, University of Wisconsin-Madison, 2010.

Chandan Narayan (Michigan PhD., Linguistics, 2006), phonetic category learning. With Jiahong Yuan. 2006-2008. Now Asst. Prof. in Linguistics, University of Toronto.

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

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.

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

primary supervisor, Adrienne Scutellaro (2009–).

primary supervisor, Erika Bergelson (2008–), semantic knowledge of words in infancy. NSF predoctoral fellow 2009-2012.

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; now a postdoctoral researcher at Tilburg Univ. in the Netherlands.)

other dissertation committees at Penn: Marina Bedny (2004–2006); Marc Egeth (chair; 2004–2007); Peter DeScioli (chair; 2005–2008); Jared Minkel (2006–2009); Daniel Drucker (2007–2009); Hilary Dingfelder (2008–); Sarah Drucker (2008–); Josh Tauberer (2008–) [in Linguistics]

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 or Honors students:**

Allison Britt, Honors in Psychology (2009-2010), phonological influences on toddlers' word learning, a retrospective study examining infant-directed speech corpora and data on the contents of the addressees' vocabularies assessed longitudinally.

Rachel Weinblatt, Honors in Psychology (2009-2010), experimental study of young children's use of phonological contrasts for word individuation.

Nick Barr, independent study in Cognitive Science (2007), experimental study of adults' ability to learn foreign accents. Honors in Cognitive Science (2008) for an extension of this project.

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

### **Professional Service Activities:**

Editorial boards  
*Psychological Science* (2009–)  
*Journal of Memory and Language* (2006–2009)  
*Infancy* (2008–)  
*Language Learning and Development* (2003–)

National / international grant review service

NIH *Language and Communication* (LCOM) panel, 2006; panel member 2010-2013

NIH fellowship application review panel, 2008, invited 2009

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

Nederlandse Organisatie voor Wetenschappelijk Onderzoek (NWO; Dutch NSF) ad hoc grant reviewer 2008

Economic and Social Research Council (ESRC; UK) ad hoc grant reviewer 2009

l'Agence Nationale de la Recherche (ANR: France) ad hoc grant reviewer 2009

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 Experimental Child Psychology*
- *Journal of Memory and Language*
- *Journal of Speech, Language, and Hearing Research*
- *Journal of the Acoustical Society of America*
- *Language and Cognitive Processes*
- *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*

- *Cognitive Science Society Annual Meeting*
- *Routledge Press*
- *Psychology Press*
- *International Conference on Infant Studies Biennial Meeting*
- *MIT Press*

Treasurer, *Society for Language Development* (2008–)

Organized annual full-day symposium of the *Society for Language Development* (November, 2007), *Generalization in Language Learning* (speakers: Janet Pierrehumbert, Joshua Tenenbaum, Steven Pinker), at Boston University. About 200 attendees registered, approx. half students.

Again in 2008: full-day symposium of the *Society for Language Development* (November, 2008): *Slow Mapping, Fast Mapping: Children's Word Learning 30 Years After Carey & Bartlett 1978* (speakers: Susan Carey, Linda Smith, Susan Gelman), at Boston University.

Again in 2009: full-day symposium of the *Society for Language Development* (November, 2009): *Infant cognition and implications for the acquisition of language* (speakers: Fei Xu, Gergely Csibra, and Renee Baillargeon).

Administrative service:

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|-------------|---|
| <i>Penn</i> | Psychology Colloquium Committee 2003; chair 2004, '05, '06, '07, '08, '09<br>Psychology representative to university IRB, 2007–<br>Psychology Chair's Advisory Committee, 2007<br>NSF IGERT Fellowship Committee, 2005–2006<br>PennERA grant software pilot-program faculty liaison, 2006 |
| <i>MPI</i>  | Nijmegen Lectures Organizing Committee, 1999<br>Founding director of the Infant Perception Lab 1999–2003<br>Resources and Facilities Committee 2001–2003<br>Director of the Research Project on Phonological Learning 2001–2003   |

### **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:**

- Quam, C., & Swingley, D. (under re-review). Two-year-olds and adults interpret lexical pitch in accordance with their native phonology. (Submitted to *Journal of Memory and Language*)
- Experiments comparing toddlers' responses to phonologically relevant or merely salient irrelevant changes to newly-learned words. Children consistently differentiated changes in vowels when recognizing taught words, but were correctly

indifferent to huge intonational variations, showing phonological interpretation appropriate for English.

Narayan, C., Gorman, K., & Swingley, D. (under revision). Word-initial [voice] in infant- and adult-directed speech: voice onset time and fundamental frequency.

Comparison of the acoustics of consonants in infant- and adult-directed speech, showing differences in the phonetic cues speakers employ in these two styles, with implications for infants' learning of the voicing contrast.

**Peer-reviewed publications:**

h-index: 10, April 2009

Swingley, D. (in press). Contributions of infant word learning to language development. *Philosophical Transactions of the Royal Society B*

A review paper discussing how word learning in the first year bears on concurrent and subsequent developments in language acquisition. Proposes that the learning of phonetic categories may depend on contributions from the developing lexicon, and offers new analyses supporting this possibility.

Goudbeek, M., Swingley, D., & Smits, R. (in press). Supervised and unsupervised learning of multidimensional auditory categories. *Journal of Experimental Psychology: Human Perception and Performance*.

Adults' learning of novel auditory categories based on distributional information under supervised and unsupervised conditions, comparing performance on categories defined over one dimension or two dimensions. Goudbeek was the PhD advisee of the other two authors.

Swingley, D. (2009). Onsets and codas in 1.5-year-olds' word recognition. *Journal of Memory and Language*, 60, 252-269.

Ramon-Casas, M., \*Swingley, D., Sebastián-Gallés, N., & Bosch, L. (2009). Vowel categorization during word recognition in bilingual toddlers. *Cognitive Psychology*, 59, 96-121. (\*Corresponding author)

Yoshida, K., Fennell, C., Swingley, D., & Werker, J.F. (2009). 14-month-olds learn phonetically similar words. *Developmental Science*, 12, 412-418.

Swingley, D. (2008). The roots of the early vocabulary in infants' learning from speech. *Current Directions in Psychological Science*, 17, 308-312.

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. (\*Corresponding author)

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.)
- 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.

### **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.

### **Colloquia and other invited talks:**

- Swingley, D. (April, 2009). Phonological interpretation in infants and toddlers. Colloquium, *Lehigh University Department of Psychology*.
- Swingley, D. (February, 2009). Phonological perception, categorization, and interpretation in infants and toddlers. Cognitive Brownbag Talk, *University of Delaware Department of Psychology*.
- Swingley, D. (October, 2008). Phonetic learning and phonological interpretation in young children. Colloquium, *Swarthmore College Department of Psychology*.
- Swingley, D. (May, 2008). Phonetic categorization in language development. Colloquium, *University of Chicago Department of Psychology*.

- 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 (partial list):**

- Van der Feest, S.V.H., & Swingley, D. (November, 2009). Language-specific interpretation of vowel duration in 21-month-olds' word recognition: A cross-linguistic study of phonetic attribution. Paper to be presented at the *33rd Annual Boston University Conference on Language Development*, Boston (paper acceptance rate 16%).
- Quam, C., & Swingley, D., & Park, J. (April, 2009). Developmental change in preschoolers' sensitivity to pitch as a cue to the speaker's emotions. Poster presented at the *Biennial Meeting of the Society for Research in Child Development*, Denver.
- Swingley, D. (November, 2008). Lexical interpretation of phonetic variation: Results from a task combining on-line recognition and explicit judgment in 2-year-olds. Paper presented at the *33rd Annual Boston University Conference on Language Development*, Boston. (paper acceptance rate < 20%)
- Narayan, C., Swingley, D., & Gorman, K. (November, 2008). The acoustics of [voice] in infant-directed speech and implications for phonological learning. Paper presented at the *33rd Annual Boston University Conference on Language Development*, Boston. (paper acceptance rate < 20%)
- Quam, C., Yuan, J., & Swingley, D. (July, 2008). Relating intonational pragmatics to the pitch realizations of highly frequent words in English speech to infants. Paper presented at *CogSci 2008*, the annual conference of the Cognitive Science Society.
- 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.
- Narayan, C., Gorman, K., & Swingley, D. (January, 2008). The microprosody of [voice] in infant- and adult-directed speech. Paper presented at the 2008 meeting of the Linguistic Society of America.
- 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.