

Curriculum Vitae

Daniel Swingley

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Personal Information:

I grew up in Rochester, New York
Citizenship: United States

Career History:

Professor, Department of Psychology, University of Pennsylvania, 2015–
Associate Professor, Department of Psychology, University of Pennsylvania, 2009–2015
Assistant Professor, Department of Psychology, University of Pennsylvania, 2003–2009
Scientific staff member, Max Planck Institute for Psycholinguistics, Nijmegen, 1999–2003
NIH Postdoctoral Research Fellow (NRSA), University of Rochester, 1997–1999
Ph.D., Psychology, Stanford University
A.B., Cognitive Science, *magna cum laude*, Brown University
Visiting Scholar, Queen's College, University of Oxford, England

Grants, Fellowships, and Awards:

Lindback Award for Distinguished Teaching, 2016. This is Penn's highest award for faculty teaching.

NIH-2-R01-HD49681, *Contributions of infant learning to language acquisition* (PI), 2012 to 2017, about \$1,400,000 total direct costs.

Invited professor, Ecole d'Automne en Linguistique, École Normale Supérieure, 2010 (Paris).

Nederlandse Organisatie voor Wetenschappelijk Onderzoek (Dutch NSF) *Rubicon* postdoctoral research grant, 2011 to 2013, to support PI Frans Adriaans. Proposal ranked first of 57.

Invited professor, Linguistic Society of America's Linguistic Institute, 2009 (Berkeley, CA).

NIH-1-R01-HD49681, *Contributions of infant learning to language acquisition* (PI), 2006 to 2012, 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), 2005 to 2009, \$325,000 total direct costs.

NSF-0433567, *Temporal dynamics of phonological expectations in language comprehension and development* (co-PI), 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)

National Science Foundation Predoctoral Fellowship

Phi Beta Kappa, Brown University

Teaching Experience:

University of Pennsylvania:

Psychology 1, *Introduction to Psychology* (undergrad survey course; about 400 students)

Psychology 281, *Cognitive Development* (undergraduate survey course; 85-120 students)

Psychology 481, *Language Acquisition* (undergraduate seminar; about 20 students).

Psychology 600, *Proseminar in Cognitive Development* (graduate survey; 20-30 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:

Sho Tsuji (LSCP Paris PhD., spring 2016--), Marie Curie fellow.

Yakov Kronrod (Univ. Maryland PhD., Linguistics, 2014), experimental and computational characterization of phonetic category learning in infants and 2nd-language-learning adults. 2014–2016. Now at **Amazon** in Palo Alto.

Frans Adriaans (Utrecht University PhD., Linguistics, 2010), computer modeling of infant language acquisition. 2011–2013. Now Asst. Prof. of Linguistics, **Utrecht**.

Gary Lupyan (Carnegie-Mellon PhD., Psychology, 2008), interactions between words and concepts in category learning. With Sharon Thompson-Schill. 2008–2010. Now 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 Assoc. Prof. in Cognitive Science, **UCSD**.

Ph.D. students:

primary supervisor, Angelica Buerkin-Salgado (2013–).

primary supervisor, Erika Bergelson (2008–2013), semantic knowledge of words in infancy. NSF predoctoral fellow 2009–2012. Thesis won the (single) Dissertation Award of the International Society for Infant Studies. Now a postdoctoral fellow at Rochester, and winner of a rare and coveted NIH Early Investigator Award (~\$1.25M).

primary supervisor, Carolyn Quam (2004–2010), children’s interpretation of phonetic information in word learning. NSF predoctoral fellow 2005–2008; NIH postdoc fellow, UCSD, 2010–2011; K00 awardee. Now Asst. Prof. of Speech and Hearing Sciences, Portland State University.

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 an assistant professor at Tilburg Univ. in the Netherlands.)

other dissertation committees and advisory work at Penn: Marina Bedny (2006); Marc Egeth (chair; 2007); Peter DeScioli (chair; 2008); Jared Minkel (2009); Daniel Drucker (2009); Hilary Dingfelder (2008–); Sarah Johnstone (2008–2010); Josh Tauberer (2010) [in Linguistics], Hila Katz (2009–2011), Gayeon Son [Linguistics] (2009--), Caitlin Clements (2014--), Isaac Schamberg (2014--), Emily Szkudlarek (2015--).

invited PhD opponent or jury member: Eeva Klintfors (2007), Stockholm University (adviser Francisco Lacerda); Nicole Altvater-Mackensen (2010), Radboud Universiteit, Nijmegen (adviser Paula Fikkert); Louise Goyet (2010), Univ. Paris V (adviser Thierry Nazzi); Perrine Brusini (2012), Univ. Paris VI (adviser Anne Christophe); Sho Tsuji (2014), Radboud Universiteit, Nijmegen (advisers Paula Fikkert, Anne Cutler, and Alejandrina Cristia); Thomas Schatz (2016), Univ. Paris VI (adviser Emmanuel Dupoux).

Undergraduate Independent Study or Honors students:

Sarah Eisler, 2015-2016, predicting individual differences in adult L2 speech-category learning.

Ilana Ijzenman, 2015-2016, adults’ phonological intuitions.

Jim Brighter, 2014-2015, learning of complex auditory categories.

Claudia Alarcon, 2014-2015, phonetics of infant-directed Spanish.

Ayla Taylor, 2014-2015, infant gaze to eyes and mouth while hearing speech.

Till Poppels, Honors in Psychology (2012-2013), category learning in adults.

Rachel Romeo, Honors in Psychology (2010-2011), longitudinal study of toddlers’ word recognition. Awarded a Fullbright and a Thouron Fellowship in 2011 to study speech development at University College London. Now at Harvard.

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. The thesis won the Psychology Department’s Morris Viteles Award. After Penn, Moss Rehab. Rsch. Inst.

Rachel Weinblatt, Honors in Psychology (2009-2010), experimental study of young children’s use of phonological contrasts for word individuation using a violation-of-expectation method.

Gabriella Garcia, Honors in Cognitive Science (2009-2010), experimental study of toddlers’ interpretation of readily perceptible phonological distinctions.

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:

Associate editor, *Language Learning and Development* (2016–)

Editorial boards
Developmental Science (2013–)
Psychological Science (2009–2012)
Journal of Memory and Language (2006–2009)
Infancy (2008–2014)
Language Learning and Development (2003–)

Guest editor, themed issues of *Language Learning and Development* (2009, 2011)

National / international grant review service

NIH *Language and Communication* (LCOM) panel, 2006; panel member 2010-2014
NIH fellowship application review panel, 2008
NSF ad hoc grant reviewer 2005, 2006, 2007, 2010; declined panel membership 2007
Nederlandse Organisatie voor Wetenschappelijk Onderzoek (NWO; Dutch NSF) ad hoc grant reviewer, several occasions
Economic and Social Research Council (ESRC; UK) ad hoc grant reviewer 2009
Nuffield Foundation (UK) ad hoc reviewer 2010; Leverhulme Trust, ad hoc reviewer 2011
l'Agence Nationale de la Recherche (ANR: France) ad hoc grant reviewer 2009, 2012, 2013, 2014; invited triage (primary) reviewer on panel, 2013-2014, 2016
Social Sciences and Humanities Research Council (SSHRC; Canada) ad hoc reviewer 2010

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*
- *Psychological Review*
- *Science*
- *Speech Communication*
- *Trends in Cognitive Sciences*

Society service, conference reviews, pre-publication book reviews, conference administration:

Abstract and book reviews: Routledge Press, MIT Press, Psychology Press; Boston Univ. Conference on Language Development; Society for Research on Child Development Biennial Meeting; Program Committee, Cognitive Science Society Annual Meeting; International Conference on Infant Studies Biennial Meeting

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 175 attendees.

Again in 2008: organized 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).

Again in 2009: organized full-day symposium of the *Society for Language Development* (November, 2009): *Interactions between early cognitive development and language acquisition* (speakers: Laura Schulz, Gergely Csibra, and Renée Baillargeon).

Again in 2010: organized full-day symposium of the *Society for Language Development* (November, 2010): *Cognition and Language* (speakers: Noam Chomsky, Randy Gallistel)

Administrative service at Penn:

Univ.	Quaker Days speaker, 2015, 2016 Graduate Council of the Faculties, 2013– Human Research Advisory Committee, 2013– Undergraduate Education Committee, 2011–2013 Psychology representative to university IRB, 2007–
Dept.	Faculty Search Committee, 2013–2014 Graduate Admissions Committee, 2010 Psychology Colloquium Committee 2003; chair 2004–2010 Psychology Chair's Advisory Committee, 2007, 2014–

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

Under review:

Adriaans, F., & Swingley, D. (under review, Oct. 2016). Prosodic exaggeration within infant-directed speech: consequences for vowel learnability.

Bergelson, E., & Swingley, D. (under review, March 2016). Young infants' word comprehension given unfamiliar talkers or altered pronunciations.

Peer-reviewed publications:

ISI h-index: 20; Google h: 25

Swingley, D. (in press, 2016). The contribution of speech features to infants' learning of English words. *Child Development*.

Swingley, D. (in press). Commentary: The infant's developmental path in phonological acquisition. *British Journal of Psychology*.

Swingley, D. (2016). Two-year-olds interpret novel phonological neighbors as familiar words. *Developmental Psychology*. 52, 1011–1023. doi 10.1037/dev0000114.

Dautriche, I., Swingley, D., & Christophe, A. (2015). Learning novel phonological neighbors: syntactic category matters. *Cognition*, doi 10.1016/j.bcognition.2015.06.003

- Bergelson, E., & Swingley, D. (2014). Early word comprehension in infants: replication and extension. *Language Learning and Development*.
- Quam, C., & Swingley, D. (2014). Bunny? Banana? Processing of lexical-stress cues in young children. *Journal of Experimental Child Psychology*, 123, 73-89. dx.doi.org/10.1016/j.jecp.2014.01.010
- Bergelson, E., & Swingley, D. (2013). Social and Environmental Contributors to Infant Word Learning. In M. Knauff, M. Pauen, N. Sebanz, & I. Wachsmuth (Eds.), *Proceedings of the 35th Annual Conference of the Cognitive Science Society*, 187-192. Austin, TX: Cognitive Science Society.
- Bergelson, E., & Swingley, D. (2013). The acquisition of abstract words by young infants. *Cognition*, 127, 391-397.
- Bergelson, E., & Swingley, D. (2013). Young toddlers' word comprehension is flexible and efficient. *PLoS ONE*, 8, 1-9, doi:10.1371/journal.pone.0073359
- Bergelson, E., & Swingley, D. (2012). At 6–9 months, human infants know the meanings of many common nouns. *Proceedings of the National Academy of Sciences of the USA*, 109, 3253-3258.
- Lupyan, G., & Swingley, D. (2012). Self-directed speech affects visual search performance. *Quarterly Journal of Experimental Psychology*, 65, 1068-1085.
- Quam, C., & Swingley, D. (2012). Development in children's interpretation of pitch cues to emotions. *Child Development*, 83, 246-250.
- Adriaans, F., & Swingley, D. (2012). Distributional learning of vowel categories is supported by prosody in infant-directed speech. In N. Miyake, D. Peebles, & R. P. Cooper (Eds.), *Proceedings of the 34th Annual Conference of the Cognitive Science Society* (pp. 72-77). Austin, TX: Cognitive Science Society.
- Van der Feest, S.V.H., & Swingley, D. (2011). Dutch and English listeners' interpretation of vowel duration. *JASA Express Letters*, 129, EL57-63.
- Quam, C., & Swingley, D. (2010). Phonological knowledge guides two-year-olds' and adults' interpretation of salient pitch contours in word learning. *Journal of Memory and Language*, 62, 135-150.
- Lupyan, G., Thompson-Schill, S.L., & Swingley, D. (2010). Conceptual penetration of visual processing. *Psychological Science*, 21, 682-691.
- Swingley, D. (2009). Contributions of infant word learning to language development. *Philosophical Transactions of the Royal Society B*, 364, 3617-3622.
- Goudbeek, M., Swingley, D., & Smits, R. (2009). Supervised and unsupervised learning of multidimensional auditory categories. *Journal of Experimental Psychology: Human Perception and Performance*, 35, 1913-1933.
- 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. (in press, 2016). Auditory and phonetic category formation. In Cohen and Lefebvre (Eds.), *Categorization in Cognitive Science*, 2nd Edition, Elsevier.
- Swingley, D. (2012). Cognitive development in language acquisition. *Language Learning and Development*, 8, 1-3.
- Swingley, D. (2011). The looking-while-listening procedure. In E. Hoff (ed.), *Research Methods in Child Language* (pp. 29-42). Wiley-Blackwell.

- Swingley, D. (2010). Fast mapping and slow mapping in children's word learning. *Language Learning and Development*, 6, 179-183.
- 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. (October, 2016). Sciences Cognitives brownbag, **Institut des Sciences Cognitives**, Lyon, France.
- Swingley, D. (October, 2015). Colloquium, Cognitive Science, **Princeton**.
- Swingley, D. (September, 2015). Keynote, **Macquarie University (Sydney)**, Workshop on Infant Speech Perception.
- Swingley, D., & Wass, S. (June, 2015). Invited tag-team talk and discussion on infant research methods, Workshop on Infant Language Development, **Stockholm University**.
- Swingley, D. (September, 2013). Workshop, **Lorentz Center / Leiden University**, Netherlands.
- Swingley, D. (June, 2013). Workshop, **Basque Center on Cognition, Brain, and Language**, Donostia-San Sebastian, Spain.
- Swingley, D. (December, 2012). Workshop, Department of Linguistics, **Leiden University**, Netherlands.
- Swingley, D. (November, 2012). Colloquium, Department of Linguistics, **UCLA**.
- Swingley, D. (October, 2012). Colloquium, Department of Linguistics, **UMass—Amherst**.
- Swingley, D. (October, 2012). Workshop, **Max Planck Institute for Psycholinguistics**, Nijmegen.
- Swingley, D. (July, 2012). Workshop, Center for Language and Speech Processing, **Johns Hopkins**.
- Swingley, D. (July, 2012). Workshop, **École Normale Supérieure**, Paris.
- Swingley, D. (June, 2011). Brownbag talk, Linguistics Department, **Paris Diderot (Paris 7)**, Paris.
- Swingley, D. (May, 2011). Colloquium, *Cognitive Development Center*, **Central European University**, Budapest.
- Swingley, D. (May, 2011). Colloquium, *Scuola Internazionale Superiori di Studi Avanzati (SISSA)*, Trieste.
- Swingley, D. (March, 2011). Colloquium, **Basque Center on Cognition, Brain, and Language**, San Sebastian, Spain.
- Swingley, D. (January, 2011). Colloquium, *Université de Paris Descartes, Institut Neurosciences Cognition*.
- Swingley, D. (November, 2010). Colloquium, *Université de Genève, Faculté de psychologie et des sciences de l'éducation*.

- Swingley, D. (February, 2010). Colloquium, **Rutgers University Center for Cognitive Science**.
- Swingley, D. (April, 2009). Colloquium, **Lehigh University Department of Psychology**.
- Swingley, D. (February, 2009). Cognitive Brownbag Talk, **University of Delaware Department of Psychology**.
- Swingley, D. (October, 2008). Colloquium, **Swarthmore College Department of Psychology**.
- Swingley, D. (May, 2008). Colloquium, **University of Chicago Department of Psychology**.
- Swingley, D. (May, 2008). 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). 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**.

1997–2005: colloquia and other invited talks

Maryland Linguistics, **Penn IRCS**, **Yale** Psychology, **ESF** conference on social communication, Sapri, Italy; **McDonnell Foundation** Workshop on Infant Cognition Methodologies, Venice; University of **Illinois** at Champaign-Urbana Psychology; **Cornell** Psychology; **Radboud** Universiteit Language & Speech; *Early Phonological Acquisition Workshop*, Carry-le-Rouet, France; *Human Speech Recognition as Pattern Classification*, **Nijmegen**, Netherlands; *IIIèmes Journées de l'École d'Orthophonie de Lyon: Accéder aux Langages*, **Lyon**; *Speech Perception Development in Early Infancy*, Barcelona. *Finding the Words*, **Stanford**, CA; *Development and Interaction of Linguistic and Non-Linguistic Cognition in Infants*, Berlin.

Reviewed presentations since 2005 (partial list):

- Buerkin-Salgado, A., & Swingley, D. (May, 2016). How infants link nonce sentences to scenes with objects and predicates. Poster to be presented at the *International Conference on Infant Studies*, New Orleans.
- Bergelson, E., & Swingley, D. (October, 2015). Development in 11–15-month-olds' noun and verb learning following extended at-home teaching. Poster presented at the *Biennial Meeting of the Cognitive Development Society*, Columbus, Ohio.
- Bergelson, E., & Swingley, D. (October, 2015). Differing effects of socioeconomic status on infants' reported receptive and productive vocabulary. Poster presented at the *Biennial Meeting of the Cognitive Development Society*, Columbus, Ohio.

- Bergelson, E., & Swingley, D. (June 2015). The effects of maternal education on reports of infants' early vocabulary. Paper presented at the *Workshop on Infant Language Development*, Stockholm.
- Romeo, R., & Swingley, D. (Mar 2015). Word recognition, phonological specificity, and SES: A longitudinal word-recognition study of toddlers. Paper presented at the *Biennial Meeting of the Society for Research in Child Development*, Philadelphia.
- Bergelson, E., & Swingley, D. (Mar 2015). Non-linearities in word comprehension trajectories. Paper presented at the *Biennial Meeting of the Society for Research in Child Development*, Philadelphia.
- Swingley, D. (Jul 2014). Phonetic, syntactic, and conceptual determinants of word learning in infancy. Paper presented at the *International Conference on Infant Studies*, Berlin; in symposium with S. Stokes, J. Snedeker, and J. Willits.
- Bergelson, E., & Swingley, D. (Jul 2014). Early word form generalizations in the context of meaning. Paper presented at the *International Conference on Infant Studies*, Berlin; in symposium with K. Byers-Heinlein, A. Seidl, and C. Fisher.
- Adriaans, F., & Swingley, D. (Jan 2013). Prosodic exaggeration in infant-directed speech: Consequences for vowel learnability. Poster presented at the *CEU Conference on Cognitive Development*, Central European University, Budapest.
- Bergelson, E., & Swingley, D. Social and Environmental Contributors to Infant Word Learning. *35th Annual meeting of the Cognitive Science Society*, Berlin, Aug 2013.
- Bergelson, E., & Swingley, D. (Jun 2013). Infant word comprehension: robust to speaker differences, but sensitive to single phoneme changes. Paper presented at the *Workshop on Infant Language Development*, San Sebastian, Spain.
- Bergelson, E., & Swingley, D. (Nov 2012). Talker-independence in word comprehension before 12 months. Paper presented at the *37th Annual Boston Univ. Conference on Language Development*, Boston.
- Adriaans, F., & Swingley, D. (Aug 2012). Distributional learning of vowel categories is supported by prosody in infant-directed speech. *34th Annual Meeting of the Cognitive Science Society*, Sapporo.
- Adriaans, F., & Swingley, D. (Jun 2012). Prosodic Determinants of Vowel Expansion in Infant-Directed Speech, *International Child Phonology Conference 2012*, University of Minnesota, Minneapolis, MN.
- Swingley, D. (Jun 2012). The potential for word-forms to contribute to vowel learning. *18th Biennial International Conference on Infant Studies*, Minneapolis.
- Adriaans, F., & Swingley, D. (2012). Prosodic Determinants of Vowel Expansion in Infant-Directed Speech, *International Child Phonology Conference*, University of Minnesota, Minneapolis, MN.
- Swingley, D. (Jun 2012). Infants' integration across domains is fundamental to language learning. (talk as invited discussant). *18th Biennial International Conference on Infant Studies*, Minneapolis.
- Bergelson, E., & Swingley, D. (Jun 2012). Word recognition at 20 months is flexible and efficient. Poster, *18th Biennial International Conference on Infant Studies*, Minneapolis.
- Bergelson, E., Swingley, D. (Jan 2012). 6-11-Month-Olds' Comprehension of Concrete and Abstract Words. *Budapest CEU Conference on Cognitive Development*, Budapest.
- Bergelson, E., & Swingley, D. (April, 2011). Word meaning in the first year of life. Paper presented at the *Biennial Meeting of the Society for Research in Child Development*, Montreal.
- Swingley, D. (November, 2010). Word-forms can help learners form phonetic categories. Paper presented at the *35th Annual Boston Univ. Conference on Language Development*, Boston.

- Bergelson, E., & Swingley, D. (November, 2010). Mother's education predicts spoken word recognition in 6–16-month-old infants. Paper presented at the *35th Annual Boston Univ. Conference on Language Development*, Boston.
- Swingley, D. (March, 2010). Invited discussant: What different sound contrasts tell us about phonological development. Symposium presented at the *17th Biennial International Conference on Infant Studies*, Baltimore.
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- Quam, C., & Swingley, D. (March, 2010). Bunny? Banana? Late development of sensitivity to the pitch cue to lexical stress. Poster presented at the *17th Biennial International Conference on Infant Studies*, Baltimore.
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- 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.
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- 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.

Press coverage

June 2014: Speaking to yourself rides again: Lupyan & Swingley, *QJEP*, a springing-off point for some very silly journalism at the Columbus Dispatch

April–June 2012: Speaking and visual search results (Lupyan & Swingley, *QJEP*) were noted: New York Times Magazine; ScienceDaily; Fox News (really); ABC News; UK Daily Mail; others, including some pretty weird places.

Feb / March, 2012: Infant word comprehension results (Bergelson & Swingley, *PNAS*) were discussed:

Radio: BBC News Hour; WHYY Newsworks

Television: France 2 news program “20h”

Newspaper / popular press: Science News, Daily Telegraph, Daily Mail (UK), Science Daily, La Repubblica, Corriere della Sera (It.), among others