

Curriculum Vitae
Daniel Swingley

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Personal Information:

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

Career History:

Chair, Department of Psychology, University of Pennsylvania, July 2019–July 2023
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, The Netherlands
NIH Postdoctoral Research Fellow (NRSA), University of Rochester, NY
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:

NSF-1917608, *Learning words and speech sounds in infancy* (PI), 2019 to 2024, about \$700,000 in costs.

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 2019, about \$1,400,000 total direct costs.

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

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; about 75 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., 2016—2018), Marie Curie fellow. Experimental research on infant language and infant social cognition. Asst. Prof. at the **University of Tokyo**, International Research Center for Neurointelligence; now, CNRS Faculty Research Associate, **LSCP Paris**.

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 AI** 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 Prof. of Psychology, **University of Wisconsin-Madison**, 2010.

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

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

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, Caroline Beech (2020—). NIH-NRSA fellow.

- primary supervisor, Angelica Buerkin-Salgado (PhD, 2023), early phonological intuitions. Co-founded a company that creates language corpora in a wide range of different languages.
- primary supervisor, Erika Bergelson (PhD, 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 an associate prof at Harvard. Cognitive Development Society's *Steve Reznick Early Career Award* in 2019, International Congress on Infant Studies *Early Career Award* in 2020, FABBS Early Career Impact Award in 2023.
- primary supervisor, Carolyn Quam (PhD, 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 (2012); Sarah Johnstone (2010); Josh Tauberer (2010) [in Linguistics], Hila Katz (2011), Isaac Schamberg (2016), Gayeon Son [Linguistics] (2017), Caitlin Clements (2018), Emily Szkudlarek (2019), Leah Wang (2019); Aletheia Cui (2020) [Linguistics]; Caitlin Richter (2021) [Linguistics]; Chuyan Qu (2020-)
- 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); Lena Forssén Renner (2017), Stockholm University (adviser Ulla Sundberg); Silvia Radulescu (2021), Utrecht Universiteit (advisers Sergei Avrutin and Frank Wijnen).

Undergraduate Independent Study or Honors students:

- Laura Preka, 2023-2024, individual differences in foreign-language accent performance.
- Mahi Patel, 2022-2023, word recognition in infants during free play.
- Megan Shelton, 2022-2023, word recognition in a story-guided looking experiment.
- Logan Fleming and Lucy Fekede, 2023, phonetic clarity in Black maternal speech to infants.
- Anand Majmudar, 2023, evaluation of computational embedding spaces for speech.
- Sharon Ojo, summer 2021 through April 2022 (MindCORE), auditory category learning with unsupervised exposure.
- Jason Knies, Honors in Psychology (2019-20), consonant categorization in adults and in young toddlers.
- Joshua Nouriyelian, summer 2019 (PURM), similarity and learning in adult-adult and adult-child speech.
- Sophia Heiser, 2019, repetition features in infant-directed speech.
- Jerry Lu, summer 2018 (PURM), acoustic similarity in Italian and Mandarin speech samples.
- Jasmine Raj, Honors in Psychology (2018-19), toddlers' intuitions about phonological distinctions.
- Ajulu Adigwe, 2017, individual differences in second-language pronunciation.

Lucy Guida, 2017, correlates of category learning ability.
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 Fulbright and a Thouron Fellowship in 2011 to study speech development at University College London. Harvard PhD in psychology, 2018, now a prof at Maryland.
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* (2016–2022)

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 special emphasis panel, 2023
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
European Research Council, ad hoc reviewer 2017, 2018, 2024
l'Agence Nationale de la Recherche (ANR: France) ad hoc grant reviewer 2009, 2012, 2013, 2014, 2017, 2018, 2020; invited triage (primary) reviewer on panel, 2013-2014, 2016, 2018
Czech Science Foundation, ad hoc grant reviewer 2017

Social Sciences and Humanities Research Council (SSHRC; Canada) ad hoc reviewer 2010
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
Deutsche Forschungsgemeinschaft (DFG; German NSF) ad hoc grant reviewer 2016

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*
- *PNAS USA*
- *Psychological Bulletin*
- *Psychological Science*
- *Psychological Review*
- *Science*
- *Speech Communication*
- *Trends in Cognitive Sciences*

Editor, PNAS (ad hoc editorial service)

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

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

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

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. Committee on the Major and the Overall Degree, 2024–
- MindCORE initiative faculty advisory board, 2019–
- Dean's Planning and Priorities Committee (Arts & Sciences), 2018–2020
- Natural Sciences and Mathematics Education Committee, 2018–2019

Undergraduate Education Committee, 2011–2013; 2017–2019
Teaching awards committee, 2019
Graduate Council of the Faculties, 2013–2016
Quaker Days speaker, 2015, 2016
Human Research Advisory Committee, 2013–2017
Psychology representative to university IRB, 2007–2013

Dept. Department Chair, 2019–2023
Director of Undergraduate Studies, 2018–2019
Various tenure review committees, 2015–
Faculty Search Committee, 2013–2014
Graduate Admissions Committee, 2010
Psychology Colloquium Committee 2003; chair 2004–2010
Psychology Chair’s Advisory Committee, 2007, 2014, 2024

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

Publications under water:

Humphrey, C., & Swingley, D. (rejected). Regression analysis of proportion outcomes with random effects. This is a cool paper and it exists: <https://arxiv.org/abs/1805.08670> Statistics journals said the methods were valid, but not novel enough for them. Maybe they were right! But we were the first to do this in psycholinguistics. I gave a symposium talk about this work at BUCLD in 2022, see below.

Publications under review:

Beech, C., & Swingley, D. (under review). Phonological representation in English-learning infants’ word comprehension.

Buerkin-Pontrelli, A., Coffey, J., & Swingley, D. (under review). Outputs as inputs: sequential models of the products of infant ‘statistical learning’ of language.

Peer-reviewed publications:

ISI h-index: 29; Google h: 34

Buerkin-Pontrelli, A., & Swingley, D. (in press). How infants link nonce phrases to scenes with objects and predicates. *Developmental Science*.

Swingley, D., & Algayres, R. (2024). Computational modeling of the segmentation of sentence stimuli from an infant word-finding study. *Cognitive Science*, 48, 10.1111/cogs.13427

- Quam, C., & Swingley, D. (2024). Developmental change in English-learning children's interpretations of salient pitch contours in word learning. *Infancy*. 10.1111/infa.12587
- Beech, C., & Swingley, D. (2023). Relating referential clarity and phonetic clarity in infant-directed speech. *Developmental Science*. 10.1111/desc.13442
- Beech, C., & Swingley, D. (2023). Very young infants' sensitivity to consonant mispronunciations in word recognition. *Proceedings of the Annual Meeting of the Cognitive Science Society*.
- Beech, C., & Swingley, D. (2023). Consequences of phonological variation for algorithmic word segmentation. *Cognition* 235, 10.1016/j.cognition.2023.105401
- Quam, C., & Swingley, D. (2022). A protracted developmental trajectory for English-learning children's detection of consonant mispronunciations in newly learned words. *Language Acquisition*. doi: 10.1080/10489223.2022.2069026
- Swingley, D. (2019). Learning phonology from surface distributions, considering Dutch and English vowel duration. *Language Learning and Development*, 15, 199-216. doi: 10.1080/15475441.2018.1562927
- Swingley, D., & Van der Feest, S. (2019). A crosslinguistic examination of toddlers' interpretation of vowel duration. *Infancy*. doi: 10.1111/infa.12280
- Swingley, D., & Alarcon, C. (2018). Lexical learning may contribute to phonetic learning in infants: a corpus analysis of maternal Spanish. *Cognitive Science*. doi: 10.1111/cogs.12620.
- Bergelson, E., & Swingley, D. (2017). Young infants' word comprehension given unfamiliar talkers or altered pronunciations. *Child Development*, doi: 10.1111/cdev.12888.
- Adriaans, F., & Swingley, D. (2017). Prosodic exaggeration within infant-directed speech: consequences for vowel learnability. *Journal of the Acoustical Society of America*.
- Swingley, D., & Humphrey, C. (2017). Quantitative linguistic predictors of infants' learning of specific English words. *Child Development*, doi: 10.1111/cdev.12731.
- Swingley, D. (2017). Commentary: The infant's developmental path in phonological acquisition. *British Journal of Psychology*, 108, 28-30. doi 10.1111/bjop.12215
- 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:

- Swingley, D. (2022). Infants' learning of speech sounds and word forms. In Papafragou, Gleitman, & Trueswell, Eds., *Oxford Handbook of the Mental Lexicon*, Oxford.
- Tsuji, S., Mazuka, R., & Swingley, D. (2019). Temporal contingency augments attention to a referent in a word learning task. *Proceedings of the 43rd Boston University Conference on Language Development* (M.M. Brown and B. Dailey, eds.), pp. 693-704. Somerville, MA: Cascadilla.
- Goudbeek, M., Smits, R., Swingley, D., and Cutler, A. (2017). Auditory and phonetic category formation. In Cohen and Lefebvre (Eds.), *Categorization in Cognitive Science, 2nd Edition* (pp. 687-708). 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 (since 2010):

Swingley, D. (March, 2024). Counting phonological events in infant-directed speech. **Penn Linguistics Conference**.

Swingley, D. (March, 2024). How infants make sense of speech, and how we can find out. **Columbia University**.

Swingley, D. (March, 2024). How infants make sense of speech, and how we can find out. **JEWEL group, University of Tokyo**.

Swingley, D. (June, 2023). Counting things and finding words. **MPI for Psycholinguistics**. Presented at a memorial symposium in honor of Anne Cutler.

Swingley, D. (Nov. 2022). Developmental brownbag, Dept. of Cognitive, Linguistic, and Psychological Sciences, **Brown University**.

Swingley, D. (Oct., 2022). Rethinking the developmental pathway of early infant language learning. Paper presented at the Dagstuhl Seminar, *Developmental machine learning: from human learning to machines and back*, Wadern, Germany.

Swingley, D. (Feb., 2020). Colloquium, Department of Psychological Sciences, **University of Connecticut**.

Swingley, D. (Oct. 2019). Colloquium, program in Neuroscience and Cognitive Science, **University of Maryland**.

Swingley, D. (Oct., 2018). Seminar, Psycholinguistics Laboratory, **Université de Genève**.

Swingley, D. (May, 2018). Colloquium, Department of Cognitive Science and Department of Cognitive Development, **Central European University**, Budapest.

Swingley, D. (May, 2018). Invited talk, SFB summer school on “Limits of Variability”, **Universität Potsdam**.

Swingley, D. (August, 2017). Keynote, **Lancaster International Conference** on Infant and Child Development.

Swingley, D. (May, 2017). Colloquium, Cognitive Science, **UCSD**.

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**.

Reviewed presentations since 2015 (partial list):

- Swingley, D. (November 2024). Consonants of infant-directed speech are hardly more intelligible than consonants of adult-directed speech, and what this implies for infant word segmentation models. Paper to be presented at the *Boston University Conference on Language Development*, Boston, MA.
- Beech, C., & Swingley, D. (November 2024) The challenge of phonological variation in infant-directed speech for models of statistical word segmentation. Paper to be presented at the *Boston University Conference on Language Development*, Boston, MA.
- Swingley, D., & Algayres, R. (July 2024). Computational modeling of infant word-finding from the phonetic ground up. Paper presented at the *Workshop on Infant Language Development*, Lisbon.
- Beech, C., Shelton, M., & Swingley, D. (November 2023). Using story-guided looking to measure young children's recognition of phonetically reduced words. Talk presented at the *Boston University Conference on Language Development*, Boston, MA.
- Beech, C., & Swingley, D. (July 2023). Very young infants' sensitivity to consonant mispronunciations in word recognition. Talk presented at the *45th Annual Meeting of the Cognitive Science Society*, Sydney, Australia.
- Beech, C., & Swingley, D. (2023). Very young infants' sensitivity to consonant mispronunciations in word recognition. Paper presented at *Annual Meeting of the Cognitive Science Society*.
- Swingley, D. (2022). Optimizing item analysis in two-alternative language-guided looking studies. Paper presented at the *47th Annual Boston Univ. Conference on Language Development*, Boston.
- Swingley, D. (2022). Methodological advances in gaze-based measures of language understanding. Symposium organized for the *47th Annual Boston Univ. Conference on Language Development*, Boston.

- Swingley, D. (2022). Discourse effects on the phonetic clarity of words in American English infant-directed speech. Paper presented at the *Workshop on Infant Language Development*, Donostia, Spain.
- Beech, C., & Swingley, D. (2022). Relating referential clarity and auditory clarity in infant-directed speech. Poster presented at the *Workshop on Infant Language Development*, Donostia, Spain.
- Swingley, D. (2021). The identifiability of consonants and syllable boundaries in infant-directed English. Paper presented at the *34th Annual CUNY conference on human sentence processing* (online).
- Swingley, D., & Nouriyelian, J. (2020). How learning word-forms could guide infants to phonetic categories: new evidence from English. Paper presented at the *International Conference on Infant Studies*, not in Glasgow.
- Swingley, D., Tamis-LeMonda, C., Yu, C., & Dupoux, E. (July, 2020). Fine-grained environmental data illuminate the process of language learning. Symposium to be presented at the *International Conference on Infant Studies*, not in Glasgow.
- Coffey, J., Buerkin-Pontrelli, A., & Swingley, D. (2020). Conditional probability and token frequency as predictors of individual infants' word knowledge. Poster presented at the *International Conference on Infant Studies*, not in Glasgow.
- Swingley, D., & Nouriyelian, J. (January, 2020). Poverty of the stimulus bounds on accounts of phonetic development. Paper presented at the *20th Annual Budapest CEU Conference on Cognitive Development*, Budapest
- Swingley, D., Bergelson, E., & Oller, K. (November, 2019). Leaving the lab: developmental hypothesis-testing using natural corpora. Symposium presented at the *44th Annual Boston Univ. Conference on Language Development*, Boston.
- Buerkin-Pontrelli, A., Coffey, J., & Swingley, D. (November, 2018). Individual-outcome corpus modeling to constrain parameters of statistical learning models. Paper presented at the *43rd Annual Boston Univ. Conference on Language Development*, Boston.
- Buerkin-Salgado, A., & Swingley, D. (July, 2017). How infants map nonce phrases to scenes with objects and predicates. Poster presented at *CogSci 2017*, London.
- Swingley, D. (July, 2017). The role of the lexicon in infants' phonetic category learning: a new crosslinguistic comparison. Paper presented at the *International Association for the Study of Child Language* biennial conference, Lyon.
- Swingley, D., & Alarcon, C. (June, 2017). The lexicon could support unsupervised vowel category learning in Spanish. Paper presented at the third *Workshop on Infant Language Development*, Bilbao.
- Quam, C., Swingley, D., Yuan, J., & Wang, X. (April, 2017). Tone production in mothers' infant-directed speech. Paper presented at the *Biennial Meeting of the Society for Research in Child Development*, Austin.
- Kronrod, Y., & Swingley, D. (2016). An investigation of high-variability phonetic training for French nasal vowel learning. Paper presented at the *Second Language Research Forum*, New York.
- Buerkin-Salgado, A., & Swingley, D. (May, 2016). How infants link nonce sentences to scenes with objects and predicates. Poster 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.

Press coverage

May 2017: BBC radio interview for program "The Why Factor" (Matthew Sweet), regarding Lupyan & Swingley, *QJEP*, and covering some aspects of language and thought

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