Anne Fernald
Josephine Knotts Knowles Professor of Human Biology, Emerita Psychology

CONTACT INFORMATION
• Alternate Contact
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Bio

ACADEMIC APPOINTMENTS
• Professor Emeritus, Psychology
• Member, Maternal & Child Health Research Institute (MCHRI)

PROGRAM AFFILIATIONS
• Symbolic Systems Program

PROFESSIONAL EDUCATION
• Ph.D., University of Oregon, Psychology (1982)

LINKS
• Language Learning Lab: https://web.stanford.edu/group/langlearninglab/cgi-bin/

Research & Scholarship

CURRENT RESEARCH AND SCHOLARLY INTERESTS
Working with English- and Spanish-learning children from diverse socioeconomic and cultural backgrounds, our research examines the importance of early language experience in supporting language development. We are deeply involved in community-based research in San Jose, designing an innovative parent-engagement program for low-resource Latino families with young children. We are also conducting field studies of beliefs about child development and caregiver-child interaction in rural villages in Senegal. A central goal of this translational research is to help parents understand their vital role in facilitating children’s language and cognitive growth.

Teaching

COURSES
2018-19
• Seminar on Infant Development: PSYCH 145 (Aut)
2017-18

• Behavior, Health, and Development: HUMBIO 3B (Win)

Publications

PUBLICATIONS

• Accuracy of the Language Environment Analyses (LENATM) system for estimating child and adult speech in laboratory settings. *Journal of child language*
  Marchman, V. A., Weisleder, A., Hurtado, N., Fernald, A.
  2020: 1–16

• Children Flexibly Seek Visual Information to Support Signed and Spoken Language Comprehension *JOURNAL OF EXPERIMENTAL PSYCHOLOGY-GENERAL*
  MacDonald, K., Marchman, V. A., Fernald, A., Frank, M. C.
  2020; 149 (6): 1078–96

• Off to a good start: Early Spanish-language processing efficiency supports Spanish- and English-language outcomes at 4 years in sequential bilinguals. *Developmental science*
  Marchman, V. A., Bermudez, V. N., Bang, J. Y., Fernald, A.
  2020: e12973

• Predictors of early vocabulary growth in children born preterm and full term: A study of processing speed and medical complications *CHILD NEUROPSYCHOLOGY*
  2019; 25 (7): 943–63

• Nonword Repetition and Language Outcomes in Young Children Born Preterm *JOURNAL OF SPEECH LANGUAGE AND HEARING RESEARCH*
  Gresch, L. D., Marchman, V. A., Loi, E. C., Fernald, A., Feldman, H. M.
  2018; 61 (5): 1203–15

• Real-time lexical comprehension in young children learning American Sign Language. *Developmental science*
  MacDonald, K., LaMarr, T., Corina, D., Marchman, V. A., Fernald, A.
  2018: e12672

• Speed of Language Comprehension at 18 Months Old Predicts School-Relevant Outcomes at 54 Months Old in Children Born Preterm *JOURNAL OF DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS*
  2018; 39 (3): 246–53

• Validity of caregiver-report measures of language skill for Wolof-learning infants and toddlers living in rural African villages. *Journal of child language*
  2018: 1–20

• Quality of caregiver-child play interactions with toddlers born preterm and full term: Antecedents and language outcome *EARLY HUMAN DEVELOPMENT*
  2017; 115: 110–17

• When Cultural Norms Discourage Talking to Babies: Effectiveness of a Parenting Program in Rural Senegal *CHILD DEVELOPMENT*
  Weber, A., Fernald, A., Diop, Y.
  2017; 88 (5): 1513–26

• Caregiver Talk and Medical Risk as Predictors of Language Outcomes in Full Term and Preterm Toddlers. *Child development*
2017

- Using Eye Movements to Assess Language Comprehension in Toddlers Born Preterm and Full Term. *JOURNAL OF PEDIATRICS*
  Loi, E. C., Marchman, V. A., Fernald, A., Feldman, H. M.
  2017; 180: 124-129

- Cultivating American- and Japanese-Style Relatedness Through Mother-Child Conversation. *DISCOURSE PROCESSES*
  Crane, L. S., Fernald, A.
  2017; 54 (4): 317-337

- Caregiver talk to young Spanish-English bilinguals: comparing direct observation and parent-report measures of dual-language exposure. *DEVELOPMENTAL SCIENCE*
  Marchman, V. A., Martínez, L. Z., Hurtado, N., Grueter, T., Fernald, A.
  2017; 20 (1)

- Using Eye Movements to Assess Language Comprehension in Toddlers Born Preterm and Full Term. *journal of pediatrics*
  Loi, E. C., Marchman, V. A., Fernald, A., Feldman, H. M.
  2016

- Caregiver talk to young Spanish-English bilinguals: comparing direct observation and parent-report measures of dual-language exposure. *Developmental science*
  Marchman, V. A., Martínez, L. Z., Hurtado, N., Grueter, T., Fernald, A.
  2016

- Early language processing efficiency predicts later receptive vocabulary outcomes in children born preterm. *Child neuropsychology*
  2016; 22 (6): 649-665

- Real-time interpretation of novel events across childhood. *JOURNAL OF MEMORY AND LANGUAGE*
  Borovsky, A., Sweeney, K., Elman, J. L., Fernald, A.
  2014; 73: 1-14

- Relative language exposure, processing efficiency and vocabulary in Spanish-English bilingual toddlers. *BILINGUALISM-LANGUAGE AND COGNITION*
  Hurtado, N., Grueter, T., Marchman, V. A., Fernald, A.
  2014; 17 (1): 189-202

- Real-time interpretation of novel events across childhood. *Journal of memory and language*
  2014; 73: 1–14

- Talking to Children Matters: Early Language Experience Strengthens Processing and Builds Vocabulary. *PSYCHOLOGICAL SCIENCE*
  Weisleder, A., Fernald, A.
  2013; 24 (11): 2143-2152

- SES differences in language processing skill and vocabulary are evident at 18months. *DEVELOPMENTAL SCIENCE*
  Fernald, A., Marchman, V. A., Weisleder, A.
  2013; 16 (2): 234-248

- Fast mapping, slow learning: Disambiguation of novel word-object mappings in relation to vocabulary learning at 18, 24, and 30 months. *COGNITION*
  Bion, R. A., Borovsky, A., Fernald, A.
  2013; 126 (1): 39-53

- Knowing a lot for one's age: Vocabulary skill and not age is associated with anticipatory incremental sentence interpretation in children and adults. *JOURNAL OF EXPERIMENTAL CHILD PSYCHOLOGY*
  Borovsky, A., Elman, J. L., Fernald, A.
  2012; 112 (4): 417-436

- Grammatical gender in L2: A production or a real-time processing problem? *SECOND LANGUAGE RESEARCH*
  Grueter, T., Lew-Williams, C., Fernald, A.
•Individual Differences in Lexical Processing at 18 Months Predict Vocabulary Growth in Typically Developing and Late-Talking Toddlers. *Child Development* 
  Fernald, A., Marchman, V. A. 
  2012; 83 (1): 203-222

•Grammatical gender in L2: A production or a real-time processing problem? *Second language research* 

•Grammatical Gender in L2: Where Is the Problem? *35th Annual Boston University Conference on Language Development* 
  Grueter, T., Lew-Williams, C., Fernald, A. 
  CASCADILLA PRESS.2011: 246–258

•Real-time processing of gender-marked articles by native and non-native Spanish speakers. *Journal of Memory and Language* 
  Lew-Williams, C., Fernald, A. 
  2010; 63 (4): 447-464

•How vocabulary size in two languages relates to efficiency in spoken word recognition by young Spanish-English bilinguals. *Journal of Child Language* 
  Marchman, V. A., Fernald, A., Hurtado, N. 
  2010; 37 (4): 817-840

•Blue car, red car: Developing efficiency in online interpretation of adjective-noun phrases. *Cognitive Psychology* 
  Fernald, A., Thorpe, K., Marchman, V. A. 
  2010; 60 (3): 190-217

•Getting beyond the "convenience sample" in research on early cognitive development. *The Behavioral and Brain Sciences* 
  Fernald, A. n. 
  2010; 33 (2-3): 91–92

•Fluency in Using Morphosyntactic Cues to Establish Reference: How Do Native and Non-Native Speakers Differ? *33rd Annual Boston-University Conference on Language Development* 
  Lew-Williams, C., Fernald, A. 
  CASCADILLA PRESS.2009: 290–301

•Real-time Processing of Postnominal Adjectives by Latino Children Learning Spanish as a First Language. *33rd Annual Boston-University Conference on Language Development* 
  Weisleder, A., Fernald, A. 
  CASCADILLA PRESS.2009: 611–621

•Does input influence uptake? Links between maternal talk, processing speed and vocabulary size in Spanish-learning children. *Developmental Science* 
  Hurtado, N., Marchman, V. A., Fernald, A. 
  2008; 11 (6): F31-F39

•Speed of word recognition and vocabulary knowledge in infancy predict cognitive and language outcomes in later childhood. *Developmental Science* 
  Marchman, V. A., Fernald, A. 
  2008; 11 (3): F9-F16

•Input Affects Uptake: How Early Language Experience Influences Processing Efficiency and Vocabulary Learning. *7th IEEE International Conference on Development and Learning* 
  Fernald, A., Marchman, V. A., Hurtado, N. 
  IEEE.2008: 37–42

•Spoken word recognition by Latino children learning Spanish as their first language. *Journal of Child Language* 
  Hurtado, N., Marchman, V. A., Fernald, A.
• Young children learning Spanish make rapid use of grammatical gender in spoken word recognition. *Psychological Science*
  Lew-Williams, C., Fernald, A.
  2007; 18 (3): 193-198

• How first and second language learners use predictive cues in online sentence interpretation in Spanish and English. *31st Annual Boston-University Conference on Language Development*
  Lew-Williams, C., Fernald, A.
  CASCADILLA PRESS. 2007: 382–393

• Increasing Flexibility in Children's Online Processing of Grammatical and Nonce Determiners in Fluent Speech. *Language learning and development: the official journal of the Society for Language Development*
  Zangl, R. n., Fernald, A. n.
  2007; 3 (3): 199–231

• Knowing what a novel word is not: Two-year-olds 'listen through' ambiguous adjectives in fluent speech. *Cognition*
  Thorpe, K., Fernald, A.
  2006; 100 (3): 389-433

• Names in frames: infants interpret words in sentence frames faster than words in isolation. *Developmental Science*
  Fernald, A., Hurtado, N.
  2006; 9 (3): F33-F40

• Picking up speed in understanding: Speech processing efficiency and vocabulary growth across the 2nd year. *Developmental Psychology*
  Fernald, A., Perfors, A., Marchman, V. A.
  2006; 42 (1): 98-116

• Children's developing ability to interpret adjective-noun combinations. *30th Annual Boston-University Conference on Language Development*
  Thorpe, K., Baumgartner, H., Fernald, A.
  CASCADILLA PRESS. 2006: 631–642

• Dynamics of Word Comprehension in Infancy: Developments in Timing, Accuracy, and Resistance to Acoustic Degradation. *Journal of Cognition and Development*
  Zangl, R., Klarman, L., Thal, D., Fernald, A., Bates, E.
  2005; 6 (2): 179-208

• The infant as onlooker: Learning from emotional reactions observed in a television scenario. *Child Development*
  Mumme, D. L., Fernald, A.
  2003; 74 (1): 221-237

• Recognition of words referring to present and absent objects by 24-month-olds. *Journal of Memory and Language*
  Swingley, D., Fernald, A.
  2002; 46 (1): 39-56

• Understanding understanding: Historical origins of current questions about the early development of receptive language competence. *32nd Minnesota Symposium on Child Psychology*
  Fernald, A.
  LAWRENCE ERLBAUM ASSOC PUBL. 2002: 103–131

• When half a word is enough: Infants can recognize spoken words using partial phonetic information. *Child Development*
  Fernald, A., Swingley, D., Pinto, J. P.
  2001; 72 (4): 1003-1015

• Speech to infants as hyperspeech: Knowledge-driven processes in early word recognition. *Phonetica*
  Fernald, A.
  2000; 57 (2-4): 242-254

• Getting the point across: Content and dynamics in Japanese and American mothers' storytelling to preschool children. *24th Annual Boston-University Conference on Language Development*
  Wakabayashi, T., Fernald, A.
• Continuous processing in word recognition at 24 months.  *Cognition*
  Swingley, D., Pinto, J. P., Fernald, A.
  1999; 71 (2): 73-108

• Rapid gains in speed of verbal processing by infants in the 2nd year.  *Psychological Science*
  Fernald, A., Pinto, J. P., Swingley, D., Weinberg, A., McRoberts, G. W.
  1998; 9 (3): 228-231

• Infants’ responses to facial and vocal emotional signals in a social referencing paradigm.  *Biennial Meeting of the Society-for-Research-in-Child-Development*
  Mumme, D. L., Fernald, A., Herrera, C.

• Prosody, functors, and word recognition in young children.  *20th Annual Boston-University Conference on Language Development*
  Swingley, D., Fernald, A., McRoberts, G. W., Pinto, J. P.
  Cascadilla Press. 1996: 760–767

• Prosodic bootstrapping: A critical analysis of the argument and the evidence.  *Conference on Signal to Syntax - Bootstrapping from Speech to Grammar in Early Acquisition*
  Fernald, A., McRoberts, G.

• Common themes and cultural variations in Japanese and American mothers speech to infants.  *Child Development*
  Fernald, A., Morikawa, H.
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• Approval and disapproval - infant responsiveness to vocal affect in familiar and unfamiliar languages.  *Child Development*
  Fernald, A.
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• Prosody and focus in speech to infants and adults.  *Developmental Psychology*
  Fernald, A., Mazziie, C.
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• Intonation and communicative intent in mothers speech to infants - is the melody the message.  *Child Development*
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• A cross-language study of prosodic modifications in mothers and fathers speech to preverbal infants.  *Journal of Child Language*
  Fernald, A., Taeschner, T., Dunn, J., Papousek, M., Deboyssonbardies, B., Fukui, I.
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  Fernald, A., Kuhl, P.
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