Like for consonants and vowels, infants’ ability to discriminate lexical tones becomes language-specific with age (e.g., Mattock & Burnham, 2006)

However, we know less about when infants perceive pitch marking of prosodic units.

Intonation = use of prosodic features to express sentence-level meaning (Ladd, 2008)

Intonation and word order of statements and yes/no questions (Frota, 2014; Ladd, 2008; Elordieta & Hualde, 2014):

Portuguese 5- and 8-month-olds are able to distinguish Portuguese statement and yes/no questions, even in the presence of segmental variability (Frota et al., 2014).

Can English-learning and Basque-learning infants discriminate Portuguese boundary tones (when all else is controlled)?

Is Portuguese-learning 5-month-olds’ ability to categorize boundary tones in the face of segmental variability a consequence of their language experience? In other words, are Portuguese 5-mo-olds language-specific in their perception of boundary tones?

Results of experiment 2. Symbols represent the proportion of infants with correct anticipatory looks. Red dots represent ... for monolinguals, and blue diamonds represent averages for bilinguals. Regression lines are shown for both groups. (A

English-learning infants’ previously reported difficulty distinguishing English statements and questions likely stems from their limited ability to discriminate boundary tones.

The aspects of infants’ specific language experience that give rise to cross-linguistic differences in developmental patterns, however, need further investigation.

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