

## IASCL - Child Language Bulletin - Vol 21, No 1: May 2001

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### NEWS ABOUT IASCL PUBLICATIONS

We have just sent the final manuscript of the first volume in the new series 'Trends in Language Acquisition Research' to the publisher. As an official publication of the International Association for the Study of Child Language (IASCL), the TiLAR Series aims to publish two volumes per three year period in between IASCL congresses. All volumes in the IASCL-TiLAR Series will be invited (but externally reviewed) edited volumes by IASCL members that are strongly thematic in nature and that present cutting edge work which is likely to stimulate further research to the fullest extent.

Besides quality, diversity is also an important consideration in all the volumes: diversity of theoretical and methodological approaches, diversity in the languages studied, diversity in the geographical and academic backgrounds of the contributors. After all, like the IASCL itself, the IASCL-TiLAR Series is there for child language researchers from all over the world.

Although it is IASCL policy to try and link one of the two tri-annual volumes in the Series to the main topic of the preceding IASCL congress, the IASCL-TiLAR series is emphatically not intended as congress or symposia

proceedings. This implies that in the volumes related to congress themes there can be contributions by IASCL members that were not presented at the congress.

The first volume of the TiLAR series is devoted to Bilingual Acquisition, the central theme of the 1999 IASCL Congress in San Sebastian/Donostia. The volume editors, Jasone Cenoz and Fred Genesee, bring together nine contributions on various aspects of bilingual acquisition, representing three main traditions in the field (see the table of contents below). Thus rather than trying to present one unified theoretical perspective, this volume intends to bring its readership up-to-date on the most recent developments in bilingualism research. The volume concludes with a discussion chapter written by Brian MacWhinney, in which a critical appraisal of the volume as a whole is given, and the relevance of the individual chapters for present and future research are assessed.

'Trends in Language Acquisition Research' is made for and by IASCL members. We hope it can become a source of information and inspiration which the community of child language researchers can continually turn to in their professional endeavours.

*Steven Gillis and Annick De Houwer, General Editors, Antwerp, March 2001*

**Trends in Bilingual Acquisition**, edited by Jasone Cenoz and Fred Genesee,  
Amsterdam: John Benjamins Publishing Company

## CONTENTS

First words. *Fred Genesee & Jasone Cenoz*

1. The simultaneous acquisition of two first languages: early differentiation and subsequent development of grammars. *Juergen Meisel*
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3. Early language differentiation in bilingual infants. *Laura Bosch & Nuria Sebastián*
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5. Past tense verb forms, discourse context and input features in bilingual and monolingual acquisition of Basque and Spanish. *Itziar Idiazabal & Margareta Almgren*
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**IX INTERNATIONAL CONGRESS FOR THE STUDY OF CHILD LANGUAGE AND THE SYMPOSIUM ON RESEARCH IN CHILD LANGUAGE DISORDERS (IASCL/SRCLD)**

## **CALL FOR PAPERS**

July 16-21, 2002

University of Wisconsin-Madison

Madison, WI

USA

The 22nd Annual Symposium on Research in Child Language Disorders and the 9th International Congress for the Study of Child Language will host a joint meeting presenting research in language development and language disorders. The meeting will be held in Madison, Wisconsin in July of 2002.

We invite you to submit papers, posters and symposia for this unique meeting. The setting will be the Frank Lloyd Wright designed Monona Terrace Convention Center in Madison, on the shore of Lake Monona. You can visit the Convention Center from the SRCLD web site at: [www.waisman.wisc.edu/srclid/](http://www.waisman.wisc.edu/srclid/).

This meeting will provide an exciting opportunity to share your research with colleagues from around the world, integrating basic research on language development with new research on disordered language performance.

### **Special Emphasis Topic:**

Informing developmental theory and the nature of language disorders through research: influences and relationships.

### **Papers**

Papers on language development and language disorders in the following areas will be included:

Assessment

Augmentative and alternative communication

Bilingualism and multilingualism

Child-directed speech

Cross linguistic comparisons

Cognition and language

Conversation and discourse

Genetics and language development

Lexicon

Literacy

Metalinguistic Awareness

Morphology

Neurological development and language

Phonetics

Pragmatics

Prelinguistic communication

Signed languages

Speech perception

Syntax

Papers on topics not listed will also be considered. Work on acquisition and/or disorders in minority languages or previously unexplored languages are particularly welcome. To facilitate the review process, please identify the topic area on your summary. Please submit all abstracts in English.

Submissions can be in one of three forms: The program committee reserves the right to switch format type to develop the best possible program.

**Papers** will be presented orally, 20 minutes, with 10 minutes for discussion

Posters will be mounted on 4 X 8 foot (122 cm. x 244 cm.) easels for 90 minutes, allowing authors to discuss their work with participants in more depth and at a leisurely pace. The Convention Center provides ample room for movement through the poster area.

**Symposia** will offer several presenters to address a common theme over an extended period of time. These sessions have provided an excellent opportunity to develop book length proceedings.

All submissions must contain a face page with the following information:

- Title
- Topic area
- List of authors (full name) and affiliation
- Contact person and include:
  - Current address
  - Email address
  - Fax number

\*All communication with the Program Committee will be through the designated contact person.

As in previous meetings, a blind review process of summaries will be used so please make sure your abstract is anonymous.

All summaries should be in English.

For papers and posters: an anonymous summary not exceeding 600 words (or approximately 1 page) with title, and key word(s) on the upper right corner designating the topic area of study according to the list above.

For symposia: an anonymous summary (up to 1200 words or approximately 2 pages) describing briefly each contribution as well as the relations among the individual presentations, with title, and key word(s) on the upper right corner designating the topic area of study.

**Submission Method:** We are offering two methods for submitting papers: electronically via email, the preferred method, or by mail. Each submission should contain a cover page and a summary and can be submitted electronically in the same file.

**Electronic Submission:** Submissions must be composed in MS Word or WordPerfect word processing programs and sent as an email attachment, or as a part of the main body of the email. Please email to the Program Committee at: [srclld@waisman.wisc.edu](mailto:srclld@waisman.wisc.edu)

**Mail submissions:** Send five copies to:

2002 IASCL/SRCLD Congress  
University of Wisconsin - Madison  
1975 Willow Drive  
Madison, WI 53706  
USA

**Submission Deadline:** Deadline dates for submissions (revised). Please note the change in deadlines for submissions of papers and posters:

- Papers and Posters deadline: January 15, 2002
- Symposia deadline: June 1, 2001

If you need to receive notification of the status of your submission by September 15, 2001, please send your summary by the original deadline date of June 1, 2000. Otherwise, you will be informed of the Program Committee's decision by March 1, 2002.

You will be informed of the Program Committee's decision by March 1, 2002.

Visit the SRCLD web site for updated information on the IASCL/SRCLD meeting [www.waisman.wisc.edu/SRCLD/](http://www.waisman.wisc.edu/SRCLD/)

## **BOOK REVIEW**

**SERRA, M.; SERRAT, E.; SOLÉ, R.; BEL, A. & APARICI, M. (2001) LA ADQUISICIÓN DEL LENGUAJE. BARCELONA: EDITORIAL ARIEL. (605 PAGES).**

*Miguel Pérez-Pereira*

*University of Santiago*

*Spain*

The present book is the most ambitious intent to date of presenting, in a thorough manner, the state of the art on the acquisition of the Spanish and Catalan languages. The authors not only use data from their own research, particularly from the corpus Serra-Solé (available on CHILDES database), but also from research carried out on the acquisition of Spanish, Catalan, and, to a lesser extent, Basque and Galician, by other scholars.

Although the book is a co-authored book, the fact is that different scholars are responsible for the different chapters of the book. This fact is evident in the style of writing, and even in the theoretical assumptions which are more akin to each chapter (compare, for instance, the theoretical framework adopted in chapter 7 in relation to the development of narrative abilities in children, and the theoretical framework adopted in chapter 8 for the same topic). Although the authors made an effort to assemble the different parts of the book into a coherent unit, the result is far from complete. It would probably have been more transparent (and also more appropriate) for the authors of each chapter to have been mentioned on the front page of each chapter, and not only in a short paragraph in the preface.

The book contains 8 chapters. The first chapter is an introductory chapter in which the authors present the current debates on the acquisition of language, such as the nature-nurture, or the domain specific versus general knowledge debates. Basic concepts on language are also offered in a separate section, with special attention given to the different components of language and their relationships. This chapter also includes two additional sections on the history and theoretical perspectives of the acquisition of language, and methods for studying language acquisition. In general, this chapter is written in a way which is reader-friendly and well adapted for undergraduate students, although the methods section is too short and should be more detailed.

The second chapter deals with developmental psychobiology of communication and language. This short chapter includes topics related to evolutionary and comparative aspects of language, and also to the neurological and perceptive basis for language. In this chapter the nature-nurture debate is again considered. Two points are to be underlined. The first is the short and insufficient treatment of neurological development related to language. The second is the unconventional placement of the topics related to speech perception in this chapter, instead of being included in the chapter devoted to phonetic and phonological development (chapter 4), as is usual in the majority of handbooks. Although it is certain that a chapter on the biological basis of language development makes sense in a book on language acquisition, the actual structure and selection of contents of this second chapter could clearly be improved. It seems clear that the authors focused their attention on other chapters dealing with the peculiarities of Spanish and Catalan.

The third chapter entitled “social and cognitive basis of language” deals with the emergence of intentional communication in babies. The authors, who adopt a sociocultural view, give great importance to the social context created by adults for language acquisition, and appear to defend a continuity hypothesis between prelinguistic communication and language. In this chapter, the authors also discuss the role of cognitive development in communicative development and the emergence of language in a very superficial way. The last two sections deal with the role of imitation in the acquisition of communication and language, and child directed speech (called motherese ‘habla materna’ in the book), respectively, and their supposedly facilitating characteristics for the acquisition of language by the child. When discussing imitation, the authors include the imitations in child-adult conversations and relate children’s and adults’ uses of imitations to differences in first language, namely the expressive/referential style. This topic would probably fit better in the chapters devoted to language development, and particularly to lexical development. Among paternal imitations the authors also include recasts and expansions, which is not very adequate. The authors could have integrated all these types of productions (real imitations, recasts, etc.) under a broader label such as communicative strategies of parents, and discuss their role in the acquisition of language by children. In general this chapter is rather international in the sense that there is little integration of research conducted with Spanish or Catalan speaking families. In this regard one notes a lack of references to research done on the give and take format (Vila & Zanón, 1989) or on child directed speech (Rivero, 1993), among others.

The fourth chapter deals with the acquisition of phonological and phonetic abilities. The authors first discuss the topic of the sound organization of language, and, particularly, the topic of the units of processing. Next, a description of children’s sound system is offered for the prelinguistic period (babbling) and the linguistic period. This description includes only speech production, since perception is included in chapter 2. The authors offer interesting analyses of the children who formed the Serra-Solé corpus. Finally, the chapter ends with a clear presentation of the theories of phonological development.

The fifth chapter is devoted to the first lexicon and its development. Although this chapter offers an interesting report on the acquisition of the first lexicon (first 100 words), and related topics (the identification of words and the segmentation of speech, the meaning of the first words, etc.), many topics related to later development of meaning are lacking, such as: sense relationships, hierarchic organization of meaning, subordination and supra-ordination, the acquisition of deictic terms, functional approaches to meaning, etc. The chapter focuses on the type of words used by children during the first months of their language development, and the authors provide original data coming from the above mentioned corpus Serra-Solé. These data allow the authors to present an interesting discussion on vocabulary spurt. According to the authors there is not a single vocabulary spurt, but there are different jumps throughout development. Individual differences are also dealt with much more care than in any other chapter. A clear but reduced presentation of the main theories on lexical and semantic development is also offered in this chapter. The chapter would probably benefit from a more systematic organization of the contents. For instance, the prototype theory on

the acquisition of meaning is presented in two different places: on pages 267-268, and again on page 239, when the authors discuss underextensions.

The sixth chapter is the first of two chapters devoted to morphosyntactic development. In this chapter, the authors focus on first grammatical development. According to them, first combinations of words are restricted to particular lexical items, and no abstract categories can be inferred from these limited productions. To show grammar development the authors center their attention on the acquisition of sentence constituents: noun phrase, subject, verb phrase, prepositional phrase... One virtue of the book is the fact that the authors offer original and very interesting analyses carried out on the children studied by them, but they also combine these data with results found by other authors and with analyses performed on the data offered by other authors. The chapter has a good section on the problem of productivity of forms and structures, but this is probably not very well suited for undergraduate students. However, when treating the acquisition of morphemes, little reference is made to the relation between form and function, and the fact that the appearance of a form does not presuppose that this form is used in all its possible functions. With regard to the acquisition of morphemes, and particularly the acquisition of personal pronouns, the authors seem to affirm that Spanish speaking children do not use personal pronouns until the age of 3 years (pp. 350 and 351), which is in open disagreement with recent longitudinal data offered for both Spanish and Galician, which indicate an earlier acquisition of personal pronouns (Pérez-Pereira, 1999, see also Shum, Conde & Díaz, 1992). At the end of the chapter the authors offer a clear presentation of the main views of syntactic acquisition (innate principles, prosodic bootstrapping, semantic bootstrapping, syntactic bootstrapping...) and try to integrate their main virtues in their own synthesis.

The seventh chapter deals with later syntactic development. The topics included in this chapter are sentence modality (negative sentences, imperative sentences, interrogative sentences), complex sentences (co-ordinate and subordinate sentences), and the development of cohesion mechanisms. The presentation of the acquisition of negative sentences is excellent, and includes interesting cross-linguistic comparisons, as well as original data and analyses performed on other authors' data (mainly, Lopez-Ornat's corpus). The topic of the acquisition of complex sentences, although written in a very different style, offers interesting and new data on the acquisition of subordinate and coordinate sentences by Catalan and Spanish speaking children. Although references to other authors' findings on the acquisition of Spanish are frequent, there is no reference to an interesting longitudinal study on the topic carried out by Aguirre (1995), which would offer additional arguments in favour of the authors' thesis that a fixed sequence exists in the acquisition of complex sentences in Spanish and Catalan. Finally the chapter offers a good summary of the acquisition of cohesive mechanisms in children's narratives, although other aspects related to narrative constructions are lacking, e.g. temporal and aspectual forms (Sebastián & Slobin, 1994). Apart from the concern with children's narratives, no other discussion of the acquisition of syntax after age 5 is offered in the book. There is no discussion of the acquisition of other complex sentences, such as passive sentences, or sentences with promise.



In the eighth chapter, devoted to pragmatic development, a review of the different topics usually included under this label is offered: conversational development, speech acts (requests in particular), and narratives. As in other chapters, data coming from the Serra-Solé corpus are offered.

Surprisingly, the book does not have a chapter on the development of language by bilingual children. This fact is striking because several of the children who formed part of the Serra-Solé corpus were bilinguals. It is true that some references to bilingualism are made in other chapters, mainly in chapter 5, but a thorough treatment of the topic would fit very well in the book. It is also noticeable that the book does not pay much attention to development after age 4 or 5.

Throughout the book data coming from the Serra-Solé corpus are offered; however no thorough description of the characteristics of the subjects, the procedure and other methodological aspects are given by the authors. This is a real problem, because sometimes the descriptions of particular results are synthetic, and the reader would need more information to get a clear picture.

Even though the book is a necessary reference for scholars, it is not directed towards a definite reader.

Although some chapters are well suited for undergraduate students, others are not. Some chapters (such as chapter 6 or 7), are not written for students, but for specialists in the subject matter. Therefore, the book is not a well balanced book, which serves a definite type of reader, and this may reduce the usefulness of the book as a handbook.

All in all, the authors have made a great effort to advance our knowledge of the acquisition of language with special reference to Spanish and Catalan, and, as such, it will be a reference for many other studies in the future, and it is probably the most complete book on the acquisition of these languages that we can find to date.

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## REPORT

### RESEARCH ACTIVITIES ON THE ACQUISITION OF GERMAN

*Heike Behrens & Angelika Wittek*

*Max-Planck-Institute for Evolutionary Anthropology, Leipzig*

This year's annual meeting of the German Linguistic Society took place in Leipzig (March 1-2). At the conference, Stefanie Habertzettl and Heide Wegener (University Potsdam) organized a symposium on semantic and conceptual development in first and second language acquisition. Presentations were given by Behrens, Doitchinov, Elsen, Guelzow, Kern, Lasser, Meints, Rohlfing, Seres, Stoll, and Wegener.

After the conference, the Department of Developmental and Comparative Psychology at the new Max-Planck-Institute of Evolutionary Anthropology hosted a workshop for researchers working on language acquisition. The aim of this meeting was to get an overview on who is doing what on the acquisition of German, and to provide the possibility for an exchange of ideas with the hope of stimulating new activities. About 60 people attended the meeting. Many of them were junior researchers at the graduate student or postdoc level who enjoyed meeting their colleagues in the the field. At the meeting several projects introduced their work, this time focusing on morphosyntactic and development. Lleo; Hinzelin, Möhring and Meisel; Schmitz and Müller as well as Tracy reported on their research on bilingual acquisition. Tomasello, Bittner, and Klampfer presented their institutions programme on early morphosyntactic development, and Meibauer and Guttropf as well as Schulz reported on children's understanding of derived word forms. Finally, Höhle and Weissenborn introduced their work on prelinguistic development and a new project on early language development and predictors of language disorders.

#### **Reader: Who is doing what on the acquisition of German**

As a precursor to the meeting, Behrens and Wittek circulated a questionnaire on current acquisition projects in German speaking countries. The resulting reader "Wer macht was im Spracherwerb?" (about 70 pages) gives short descriptions about the contributors' research activities as well as their recent publications. The document (deerwerb.rtf) can be accessed at the internet through the following

homepages: <http://email.eva.mpg.de/~behrens>, <http://eva.mpg.de/~wittek>.

In addition, Angelika Wittek will extract the references and prepare them for addition to the CHILDES bibliography.

## Future activities

Two discussion groups evolved from the workshop, one dealing with methodological issues for data collection and experimental design, the other centering around the notion of "learning" in different theories of language acquisition (for more information, contact Angelika Wittek, email [wittek@eva.mpg.de](mailto:wittek@eva.mpg.de)).

## Corpus activities

Until very recently, the situation with respect to publicly available data on the acquisition of German was lacking, as no substantial longitudinal corpora were available. Now three new longitudinal corpora, together almost 1 million words, were contributed to the CHILDES database by the Max-Planck-Institute for Psycholinguistics. The Caroline-corpus was recorded in the late eighties/early nineties, while recording of the Simone and Kerstin was done in the early seventies by Max Miller. The data were brought into CHAT-format in a joint activity of University of Potsdam (S.Powers, U. v Scharnhorst, J. Weissenborn) and the Max-Planck Institute for Evolutionary Anthropology, Leipzig (H. Behrens, M. Tomasello)

**Table 1: Size of new German CHILDES-Corpora in Words**

	Caroline (age 0;10 - 4;3)		Simone (age 1;9 - 4;0)		Kerstin (age 1;3 - 3;9)	
	CHILD	INPUT	CHILD	INPUT	CHILD	INPUT
Words	73,600	180,900	86,200	345,000	54,500	209,300

Another longitudinal corpus was completed by Gisela Szagun (University of Oldenburg). It contains data of 22 (normally developing as well as hearing impaired children with cochlear implant). This corpus currently available for cooperative research only.

## Zita Réger

### 1944–2001

Zita Réger died unexpectedly on January 4, 2001. She was a section head of psycholinguistics at the Research Institute for linguistics of the Hungarian Academy of Sciences in Budapest. For three decades she was the internationally most recognized child language person in Hungary, as a scholar, as an educator of new generations, and as an organizer and leader.

A linguist by training and a student of József Herman, she preserved forever her value system as a classical philologist. For her, relaxation always meant retreating to her suburban garden at Solymár to read Homer, and for the sake of the less sophisticated of us who only read Latin, discussing Horatius.

Zita Réger's work in the seventies on the morphological development of Hungarian-Lovari (Gypsy) bilingual children broke new ground in the international child language literature. She was among the first to indicate that morphological overgeneralizations also appear in relatively late childhood bilingualism. She remained loyal to her two main topics ever since: a search for the developmental determinants of the unfolding of grammar, including an analysis of teaching strategies of a social origin, and the study of language socialization in Gypsy children.

In the Hungarian literature, she most convincingly showed that imitation in early acquisition is an adaptive process: children use imitation not for copying but for practicing newly unfolding elements and structures. We do not imitate what we already know. In analysing imitation in this way, she brought insights from contemporary syntactic theories to the study of Hungarian child language. She demonstrated an early tendency for the child to use repetition as an organizational device for dialogues without paying attention to topic-focus articulation and merely repeating the verb.

Mother: *Megnézed az oroszlánt?* [Did you look at the lion?]

Child: *Nézed* [Looked].

This kind of organization is gradually replaced by the repetition of the focus (*meg*) as a dialogue device.

Mother: *Megnézed az oroszlánt?* [Did you look at the lion?]

Child: *Meg* [At].

In her newer works, she was looking for the social determinants of children's grammar in the features of maternal speech input that are linked to social class.

In her study of language socialization in Gypsy children, she has criticized deprivation theories not only on the level of principles, but in studies which are bound to become classic she pointed out the peculiarities of Gypsy language socialization in terms of the ways that organizational features of oral culture provide Gypsy children with a rich "genre repertoire" early on.

The little book of Zita Réger the scholar and teacher – *Utak a nyelvhez* "Roads to language" – is an indispensable reading assignment for university courses in Hungary. In fact, at Szeged, it is even a recommended reading for the entrance examination in the psychology program. This work has become a little guide to the social perspective on language development in Hungary.

Zita Réger was a truly unselfish scholar who always willingly shared with the wider academic public her unique longitudinal data covering a decade of work. As an organizer of the international child language conference in

Budapest in 1990, a member of the Executive Board of the IASCL, and an anchor for international joint projects with Paul Fletcher in England and several Dutch colleagues, she became an important intermediary between many of us and the larger world. She was especially instrumental in integrating young researchers into the international community.

It is difficult to say how many things we will now miss without Zita. She was a generous and helpful friend and emotional support for many of us. Our human world will be poorer without her classically prepared tea parties. We will no longer have a partner to clarify language and linguistics.

She will be missed by science, by her friends, and by the children. While organizing a Dutch-Hungarian joint project she made the lazy boys – George Gergely and myself – promise that the next time we are in Amsterdam we shall take a look at the museums. I am afraid there is no way out of this promise now: we shall have to visit the museums.

*Pléh Csaba*

Réger Zita 2001. január 4-én váratlanul elhunyt. A Magyar Tudományos Akadémia Nyelvtudományi Intézetének tudományos osztályvezetője volt Budapesten, aki három évtizede a magyar gyermeknyelvi kutatás nemzetközileg legelismertebb képviselője – mint tudós, mint a fiatal nemzedék nevelője s mint szervező és vezető.

A nyelvész Réger Zita Herman József tanítványa volt, s mindvégig megőrizte klasszika filológus értékrendjét. A pihenést számára mindig azt jelentette, ha vissza tudott vonulni a solymári kertbe és Homéroszt olvasni, s a gyengébbek, a csupán latinosok kedvéért Horatiusról beszélgetni.

Réger Zita a hetvenes években írott munkáival a magyar-lovári kétnyelvű gyermekek morfológiai fejlődéséről nemzetközileg is úttörő vizsgálatokat közölt. Elsők között mutatta ki, hogy az alaktani túláltalánosítási folyamatok a viszonylag kései gyermekkori kétnyelvűségben is érvényesek. Azóta is megmaradt két témája: a nyelvtani folyamatok fejlődési meghatározóinak elemzése, beleértve a szociális eredetű tanítási stratégiák elemzését, és a cigány gyermekek nyelvi szocializációjának elemzése.

A magyar irodalomban ő mutatta ki legmeggyőzőbben, hogy az utánczás a korai nyelvelsajátításban adaptív folyamat: a gyermek az utánczást nem kopírozásra, hanem a saját rendszerében éppen kibontakozó elemek és struktúrák gyakorlására használja. Amit tudunk, azt már nem utánozzuk. Ennek vizsgálata kapcsán a magyar gyermeknyelvi társalgás mintázatait a modern szintaxis elméletek keretében dolgozta fel. Kimutatta, hogy a gyermek kezdetben az utánczást használja társalgás szervező eljárásaként, s nem a fókuszba került elemeket emel ki.

*Anya: Megnézed az oroszlánt?*

Gyermek: *Nézed.*

Ezt a szerveződést fokozatosan váltja fel a fókuszisméltés.

Anya: *Megnézed az oroszlánt?*

Gyermek: *Meg.*

Újabb longitudinális munkái pedig a gyermeki nyelvtan kibontakozásának szociális meghatározóit az anyai beszéd rétegspecifikus jellegzetességeiben keresik.

A cigánygyermek nyelvi szocializációjának kutatásában nemcsak az elvek szintjén bírálta a deprivációs felfogásokat, hanem klasszikussá vált dolgozatokban mutatott rá a cigány nyelvi szocializáció különlegességére: az orális kultúra szerveződési jellegzetességei már igen korán gazdag „műfaji repertoárt” nyújtanak a gyermeknek.

A tudós Réger Zita kis könyve – Utak a nyelvhez – nélkülözhetetlen olvasmány az egyetemi oktatásban. Ez a munka a szociális szempontú gyermeknyelvi személet kis kátéjává vált a magyar irodalomban.

Réger Zita igazi önzetlen tudós kolléga volt, aki évtizedes egyedülálló longitudinális gyűjtéseit mindig szívesen tette hozzáférhetővé a szélesebb közösség számára. Mint a budapesti gyermeknyelvi világkongresszus szervezője 1990-ben sokunk számára közvetítővé vált a nagyvilág felé is, s különösen gondosan egyengette a fiatalok nemzetközi kapcsolatait.

Nehéz elmondani, mi minden fog hiányozni Zita távoztával. Nagylelkű és segítőkész barát és érzelmi támasz forrása volt sokunknak. Emberi világunk szegényebb lesz a vele töltött klasszikus teázások nélkül, nem lesz kivel értelmeznünk a nyelvet és a nyelvészeket.

Hiányozni fog a tudománynak, a barátoknak, s persze a gyerekeknek. Egy holland-magyar együttműködés szervezése közben megígértette a lusta fiúkkal, Gergely Györggyel s jómagammal, hogy következőleg Amszterdamban járva megnézzük a múzeumokat. Azt hiszem, most már nem tehetünk mást, el kell mennünk a múzeumba.

## **ZITA RÉGER**

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## **9th IASCL CONFERENCE**

### **MADISON, WISCONSIN**

**JULY 16-21 2002**

[www.waisman.wisc.edu/SRCLD/](http://www.waisman.wisc.edu/SRCLD/)

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## **FORTHCOMING CONFERENCES**

### **2001**

7-9 June, Madison Wisconsin (US)

#### **22nd Annual Symposium on Research in Child Language Disorders**

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#### **Child Language Seminar**

[www.psy.herts.ac.uk/cls](http://www.psy.herts.ac.uk/cls)



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**The 7th International Cognitive Linguistics Conference**

<http://www.unm.edu/~iclc/>

13-15 September, Leeuwarden-Ljouwert (The Netherlands)

**2nd International Conference on Third Language Acquisition and Trilingualism**

[http://www.spz.tu-darmstadt.de/projekt\\_L3/](http://www.spz.tu-darmstadt.de/projekt_L3/)

14-16 September, Palmela (Portugal)

**Generative Approaches to Language Acquisition GALA 2001**

[http://www.fcsh.unl.pt/clunl/gala\\_index.htm](http://www.fcsh.unl.pt/clunl/gala_index.htm)

26-29 September, Paderborn (Germany)

**European Second Language Association**

<http://eurosla11.cjb.net>

24-26 September, Málaga (Spain)

**III Encuentro Internacional sobre la Adquisición de las Lenguas del Estado**

e-mail: [mgaleote@uma.es](mailto:mgaleote@uma.es)

6-8 October, Carry-le-Rouet (France)

**Workshop on Early Phonological Acquisition**

<http://www.lscp.net/persons/peperkamp/workshop.html>

November 2-4, Boston (US)

**The 26th Annual Boston University Conference on language development**

<http://web.bu.edu/LINGUISTICS/APPLIED/conference.html>

5-8 December Lyon (France)

**Early Lexicon Acquisition (ELA 2001)**

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Unfortunately financial considerations are often a hinderance to the development of scientific disciplines in countries with severe economic problems. The IASCL has always been supportive of would-be IASCL members working in such countries by waiving membership fees for them. At the last IASCL congress in Spain the IASCL was able to financially support several participants from less well-off countries who without that support would not have been able to present their work.

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The editor invites all members of IASCL to submit short articles, reports, book reviews and letters for publication in the **Child Language Bulletin**. Conference information and book notices are also welcome. Please send your contributions to the editor by e-mail or by postal mail (including an IBM compatible disk) to:

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