
IASCL - Child Language Bulletin - Vol 42, No 1: August 2022

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Letter from the President

Annick De Houwer, IASCL President

Dear IASCL members,

A year has passed since our last conference out of Philadelphia, which, as you'll remember, was held entirely online. I am hoping that all of you have had the opportunity to start traveling (a bit) again, and re-connect face-to-face with family, friends, and colleagues. A grand face-to-face re-connection with your international child language research colleagues is planned for July 2024, when we will have the opportunity to meet in Prague. Read all about it in the 2024 IASCL Congress announcement further on in this Bulletin!

This past year has been a bit more busy than usual for the IASCL Board. That has much to do with our search for an IASCL Media Coordinator. After much deliberation, we decided not to treat the position of IASCL Media Coordinator as a Board membership, but created limited time, rolling and remunerated positions for postdoctoral researchers (one at the time) to fill this position. We'll evaluate this strategy in 2024 and see whether we need a change in our statutes to reflect reality. In the mean time, the strategy seems to have worked quite well. Read about the results of the work of our Media Coordinators below!

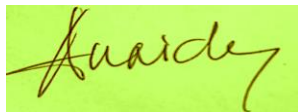
One of the consequences of the work done in cooperation with our first IASCL Media Coordinator, Lena Ackermann, is that we now have a full fledged, independent website, and are no longer hosted on TalkBank. A simple "thank you" is not nearly enough to honor our faithful Assistant Secretary, Brian MacWhinney, for cheerfully hosting the IASCL on the TalkBank/CHILDES website for so long, but for now it will have to do. **THANK YOU, dear Brian!**

Changes in our Governing Statute agreed upon in July 2021 state that new incoming Board members will be starting to "shadow" the incumbent Officers a year before the following Congress, that is, in July 2023. Hence elections need to be moved forward in comparison with how we did things earlier. The IASCL is grateful to Executive Committee Members Lourdes de León (Mexico), Sabine Stoll (Switzerland), and Gillian Wigglesworth (Australia) for agreeing to

serve on our new Nominating and Appointing Committee. I'm sure Jill will be a formidable and efficient Chair!

Finally, may I call upon all of you to help the IASCL community grow and flourish? Of course, you contribute plenty by the research you do, your publications, your conference presentations, and your service through reviewing and editing. Beyond that, please help our Association by your active engagement on our social media and by contributing information regarding important resources for our website. We also welcome your blog articles. Please find more information below. Thank you!

Hopefully yours,

A handwritten signature in cursive script, appearing to read 'Annick', is displayed on a light green rectangular background.

Annick De Houwer

IASCL President

Harmonious Bilingualism Network

PS Please do not hesitate to email me at annick.dehouwer@habilnet.org with any ideas or comments that might help our membership

Changes on the Board and the Executive Committee

Annick De Houwer, IASCL President

****CORRIGENDA to August 2021 Bulletin, with apologies****

Paula Fikkert (Radboud Universiteit, the Netherlands) stepped down as a Member of the Executive Committee in 2021. *Thank you for your service, Paula!*

Sabine Stoll (Universität Zürich, Switzerland) joined in 2021 and will serve until 2027.

Call for Nominations: IASCL Officers (terms tenable from 2024 Congress)

Jill Wigglesworth, Chair of the IASCL Nominating and Appointing Committee, & Lourdes de Leon, Sabina Stoll, Nominating Committee Members

Members of IASCL are invited to **submit nominations for IASCL Officers**, according to the statutes of our Association (see details below and the website for a full description). The Association has six Officers, currently filled as follows:

Role	Name	Location	Term Expires
President*	Annick De Houwer	Belgium	2024
Vice-President	Letitia Naigles	USA	2024
Secretary	Vicky Chondrogianni	UK	2024
Assistant Secretary	Brian MacWhinney	USA	**
Treasurer	Gary Morgan	UK	2027
Conference Liaison***	Shanley Allen	Germany	2024

* See Notes for list of past Presidents

**The position of Assistant Secretary is held indefinitely by Brian MacWhinney, in recognition of his pivotal role in IASCL.

***Vice-President becomes Conference Liaison Officer at the end of the VP term

It has been customary for the IASCL President and Vice-President to be elected for one (three year) term only. Following changes agreed by the Executive Committee in 2016, the offices of Secretary and Treasurer are now held for a six year term, with only one vacated in each cycle, to ensure continuity. Vicki Chondrogianni was appointed Secretary in 2017 for a six year term and steps down in 2024 (all positions were extended for one year due to Covid). The office of Treasurer is held by Gary Morgan until 2027.

Note: Nominations are being called a year earlier than previously. For continuity, newly elected officers shadow the current officers for one year before their election takes effect. Thus, they will start shadowing in July 2023 and be in their effective position from July 2024.

Members are invited to submit nominations for the positions of: *President (three-year term), Vice-President (three-year term) and Secretary (six-year term)*.¹

These positions will be effective as of the next meeting of the IASCL in 2024 (but see note above). Current officers may be re-nominated for another term in the same/different role (the statutes of the Association do not preclude this)², provided they indicate agreement to nomination. Members who would like more details about the functions attached to IASCL positions are invited to contact the current officers.

How to Nominate - Please NOTE:

Nominations must be communicated in writing (or electronic equivalent, e.g. email), as follows:

Nominations MUST include

- Title of the office for which you are nominating someone
- Mailing/emailing address of the nominee
- Country in which that person is located
- A brief statement of his/her qualifications for office
- Evidence of his/her agreement (signature or email correspondence)
- Signature/details of the nominator (***who must be or become a member*** of IASCL).

¹ In 2016 the Executive Committee agreed to extend the terms of Secretary and Treasurer to six years rather than three, and to alternate the two posts such that only one of the two was up for nomination each period to ensure continuity of the Association's administration.

² "The officers shall be appointed by the Nominating and Appointing Committee (NAC) at least two months prior to the congress and they will serve three-year terms."

Nominations for these positions should reach the NAC at: gillianw@unimelb.edu.au by **November 1, 2022**.

The NAC can add further nominees according to the statutes. ***Note that the call for Nominations for Members of the Executive Committee will follow at a later date.***

We look forward to hearing from you in this important aspect of continuing the work of IASCL.

Notes

For your convenience, here is the list of the current and former Presidents of IASCL, in alphabetical order:

Anne Baker

Ruth Berman

Eve Clark

Gina Conti-Ramsden

Philip Dale

Annick De Houwer (current)

Paul Fletcher

Virginia M. Gathercole

Jean Berko Gleason

David Ingram

Elena Lieven

Brian MacWhinney

Els Oksaar

Walburga von Raffler Engel (Founding President)

Catherine Snow

Michael Tomasello

Update of IASCL 2024 Congress

Filip Smolík & Šárka Dobiášová

Conference Organizers

IASCL 2024

16th Congress of the International Association for the Study of Child Language

"Embracing the complexity of languages"

Plenary Speakers:

- Michael C. Frank
- Ágnes Lukács
- Rushen Shi
- Sabine Stoll
- Bencie Woll

Prague, Czech Republic
Faculty of Arts,
Charles University
Submissions open:
Spring 2023

July 15 - 19, 2024
www.iascl2024.com
secretariat@iascl2024.com

Save the date: 16th IASCL congress in Prague, July 15 to 19, 2024

It has been long five years since we could meet in person at the last face-to-face IASCL congress in Lyon. Although we had a successful online congress in 2021, I believe that we all are looking forward to the opportunity to meet again in person. The next IASCL congress in Prague will be such an opportunity, and on behalf of the organizing team, I would like to invite you all to Prague in July in two years.

I can share that five excellent researchers have agreed to present as plenary speakers in Prague: they are Michael Frank, Ágnes Lukács, Rushen Shi, Sabine Stoll, and Bencie Woll. The motto of the congress is “Embracing the complexity of languages”, conveying our goal to highlight linguistic diversity and acquisition research on smaller and underexplored languages.

We will publish the first official call for papers in late fall this year, and we plan to open submissions in late spring 2023. The expected deadline for submissions is the end of September 2023. The program will include symposia and posters as usual, but we would also like to open a part of the program for individual oral presentations. We believe that it enables presentations by junior researchers and those from less-well connected areas of the world.

The whole Prague team is looking forward to seeing you in Prague. Check out the news and details on our website www.iascl2024.com.

The IASCL Online

Annick De Houwer, IASCL President

You might have heard about it already, but YES, we now have a wide ranging online presence!

Thanks to our first Media Coordinator, Lena Ackermann, we now have a full fledged, independent website. Our second Media Coordinator, Amelia Lambelet, took over from Lena on July 1 and is the new webmaster.

Please take a look at <https://childlanguage.org>. You'll find information there about our Association, including its history. Furthermore you'll find an overview of IASCL-associated publications past and present. We also brought together anything we could find about past conferences. The earliest we were able to go back is 1981, when the IASCL met in Vancouver,

Canada, for its 11th International Conference (unbelievably, we have all the abstracts of that early meeting!). However, we're a bit confused about the numbering there - given that apparently, 4 conferences preceded the second one... Anyone who still remembers or has anything from the earlier times - please let us know!

Our website also lists the recipients of the Roger Brown Award and has a space where towards the end of 2023 we will put information on our congress travel bursaries.

Over and above this Association-related information on the website we have included pages with resources for (1) researchers, (2) families and educators, and (3) instructors. These pages will necessarily always be incomplete, but they could use a bit of a push right now. We count on each and all of you to help us find relevant and high quality resources that we can put online. We also opened up a space that is meant for blog articles. See a call for contributions elsewhere in this Bulletin!

From our website we have links to our social media. These social media channels are meant to increase our association's visibility and to enhance communication amongst members.

Our YouTube channel is still in quite an embryonic state and that's why it's called <https://www.youtube.com/channel/UC0uVwYr66zRZtjilsnTq57g> right now. Sounds like a mouthful, right...? Please subscribe to our channel, so that we'll soon have the opportunity to change that silly url into something more pronounceable (as is, we only have 14 subscribers...). You can find us through typing IASCL on <https://youtube.com> or hitting a button on our website. We're still thinking of ideas as to what to put on the YouTube channel but I'm sure they'll come. If you have any, please let us know!

Our Facebook page has been quite a bit more busy, with about 50 posts since we started last August, and we currently have 125 people following us. If you haven't found us yet, please search for IASCL and you'll see us soon! (Or reach us through the buttons on our website).

We haven't tweeted as much as we have posted on Facebook (only 18 tweets so far), but we're proud to already see 433 followers on https://twitter.com/IASCL_ChildLang. And we also have an Instagram account, with only 10 posts but 7 times as many followers so far (https://www.instagram.com/iascl_childlang/). Please follow us!

All these social media channels are run by the IASCL Media Coordinator in collaboration with myself as current IASCL President. I want to thank Lena and Amelia for their creative ideas. If you have any you'd like us to consider for the website and/or our social media, please do send them to Amelia at iasclstaff@gmail.com.*

* Please note that we all work part time - so it may take a while before any message with member ideas gets a full response.

Call for Blog Posts

Annick De Houwer, IASCL President

The new IASCL website at <https://childlanguage.org> has a space for blog articles. *Do you want to contribute to our blog?*

The concept for our blog is that articles would discuss particular topics in child language and in child language research. Informed opinion pieces are welcome, too.

Topics should be of interest mainly to (1) other researchers, or (2) to educators of young children.

Potential topics might be (this is just to get you started on thinking about contributing!):

- the usefulness of data collection type X for studying Y

-
- experiences with recruiting infants for language development studies
 - does screen time help language development?
 - the importance of symbolic play for language development
 - do's and don'ts in talking to babies
 - do we need more longitudinal case studies?
 - pro's and cons of using online data collection with young children
 - how can parents support children's early literacy development?
 - the best tools for developing experimental visual materials
 - new child language assessment tools for languages other than English
 - what are some early warning signs that my child may not be developing language as might be expected?
 - is it helpful to correct toddlers and preschoolers when they make mistakes?
 - etc.

If you have an idea, please send an email with a short description of what you have in mind to our current Media Coordinator, Amelia Lambelet, at iasclstaff@gmail.com. We'll then get back to you with feedback *.

Blog articles should be concise (max 2 pages) and very clearly written. Always nice to have some sort of illustration with them (but we won't post photographs of recognizable people).

We can't pay you but we'll share a link to any article you contribute on our social media. Your name and affiliation will be prominently displayed.

Hoping to hear from you soon!

PS Our blog is not a forum for advertising journals, textbooks, labs, websites etc. We have other sections on the website for that (in particular, the Resources pages). Any contributions for those are welcome, too!

* Please note that we all work part time - so it may take a while before any message with your ideas gets a full response.

CHILDES Update

Brian MacWhinney, Carnegie Mellon University

Recent developments in CHILDES and TalkBank include new corpora, the new CC system, and the new ASR pipeline.

Corpora: Over the last year, we have added these nine new corpora to CHILDES.

1. For UK English, Mitsuhiro Ota and Barbora Skarabela of the University of Edinburgh contributed the first installment of the Edinburgh corpus which tracks the development from 9, 15, and 21 months of 47 children.
2. For UK English, Danielle Matthews, Julian Pine, Michelle McGillion, and Jane Herbert contributed the Nuffield corpus of child directed speech from 76 mothers with their 11-month-old children.
3. For UK English, Martine Sekali contributed video data from two siblings between the ages of 0;9 and 5;0. These data serve as a English-speaking comparisons for the French COLAJE project. The videos are currently largely untranscribed.
4. For Indian English, Madhavi Gayathri Raman and Firaus Shireen of the English and Foreign Language University in Hyderabad contributed 15 narratives using the MAIN protocol.
5. For Nungon (Papua -New Guinea), Hannah Sarvasy of Western Sydney University contributed audio and transcripts from four children with more forthcoming.
6. For Quechua, Susan Gelman of the University of Michigan contributed picture descriptions from 38 mother-child dyads.
7. For Bulgarian, Velka Popova and DMITAR Popova added transcripts linked to audio for both the longitudinal corpus and the narrative corpus based on MAIN materials.
8. For Dutch, Liesbeth Schlichting and Jacqueline Van Kampen of Utrecht University contribute a longitudinal corpus from four children.
9. For Mandarin, Chien-ju Chen contributed two large cross-sectional studies and one longitudinal study.

The Collaborative Commentary (CC) system: This new system, built by John Kowalski, is documented from three links at the <https://talkbank.org> home page. The system allows

researchers, students, and clinicians to enter codes and comments for CHILDES and other TalkBank transcripts directly in the TalkBank Browser. The system is initiated by clicking the blue COLLAB button in the upper right corner of the TalkBank Browser. Comments are entered into a separate PostgreSQL database, rather than being stored directly with the transcripts. This separate database is continually backed up.

The focus of CC is on group collaboration where a group could be a research lab, an international project, or students in a class. The system is totally open to all interested parties. A manager sets up the group and invites members to participate. In many cases, the manager will also set up a coding system. Commentators can enter free-form comments on sections of the interaction, and they can also use the codes that have been established for the group. Comments are entered in relation to lines in the transcript or stretches of the transcript and they can be searched by username or code type. A series of screencasts at <https://talkbank.org/screencasts> shows how to use the system. The CC manual at <https://sla.talkbank.org/CCmanual> describes the steps in detail. Examples of CC applications are given at <https://talkbank.org/CC> and the overall NSF TalkBankAnno project is described at <https://talkbank.org/CC/anno.html>. We are happy to help people with learning and using this new system.

The automatic speech recognition (ASR) pipeline: Houjun Liu and Leonid Spektor have created a pipeline for taking the raw audio of a spoken interaction and outputting a CHAT transcript. The system works well and reduces transcription time by roughly 75%. Currently the system has only been configured to run in a Docker image on macOS. Source code is available at <https://github.com/talkbank> for batchalign and batchalignweb. This is very much work in progress and we hope to have distributable versions of the pipeline later this year.

Report on the ‘Building Linguistic Systems’ Conference

Marta Szreder, United Arab Emirates University



Picture Credits: Stephanie Gross Photography

Building Linguistic Systems, a conference to mark the retirement of Professor Marilyn May Vihman, was held on June 14th -16th 2022, two years after its original scheduled date. The conference, held at the University of York (where Prof. Vihman had worked since 2007), gathered attendees from around the world, with talks and posters covering a wide range of areas - from phonological, to morphological, to lexical development; in typical, bilingual, and disordered acquisition, across different languages and cultures. Although diverse, all the studies were connected by a few common threads: the links between perception and production, the development of systematicity and its later reorganisation, and the multi-faceted cognitive factors responsible for learning. In this way, the presented work reflected Marilyn Vihman’s contributions to the field over the past several decades, and their profound influence on our thinking about early language development.

However, the conference was extraordinary not only for its programme, but also for its intimate and energetic atmosphere. Each presentation was followed by a lively exchange of comments and suggestions, and many of us left with new ideas for future studies. The invited

talk by Prof. Janet Pierrehumbert (University of Oxford), and the plenary discussions led by Mits Ota (University of Edinburgh), Arthur Samuel (Stony Brooks University), and Paul Foulkes (University of York), focused on the future of child language research, combining psycholinguistic, computational, and developmental perspectives. Such multidisciplinary approach, coupled with an open and kind - yet intellectually rigorous - dialogue, is also an unmistakable mark of the unique type of academic culture cultivated by Marilyn Vihman.

Although the conference was originally scheduled for July 2020, it was an excellent decision on the part of the Organising Committee (Tamar Keren-Portnoy, Ghada Khattab, and Catherine Laing) to postpone it until it could happen in person. For one, it gave those of us who have worked with Marilyn an opportunity to reminisce together and pay our respects to her face to face. But perhaps even more importantly, after two long years of Zoom conferences, it was great to feel connected again as a community. Hopefully, Prof. Vihman continues to inspire us on her (quasi-)retirement, in breaks between her California hiking escapades.

Journal of Monolingual and Bilingual Speech

Elena Babatsouli, University of Louisiana at Lafayette, USA, Journal Editor

The *Journal of Monolingual and Bilingual Speech* (JMBS) provides a venue for the publication of original research articles on the scientific study of child and adult spoken language during acquisition or practice in monolingual, bilingual, second language and dialectal contexts, spanning normal and disordered speech, and sign language. The journal aims at establishing multidisciplinary links between psycholinguistics, cognitive and neuro-linguistics, clinical linguistics, speech pathology, educational linguistics, sociolinguistics, and the application of new technologies.

The journal constitutes a unique publishing outlet in that it also encourages investigations across the dividing boundaries between speech research sub-fields and their various, often not indisputably classifiable, gradient types (cf. monolingual vs. multi/bilingual vs. second language) that has chiefly led to the compartmentalization of theoretical and applied approaches, affecting resulting research findings. The journal's intention is to kindle a

holistic viewpoint among researchers, and crosslinguistically, fostering collaborations across the board, and enabling cross-field associations. The journal nurtures the identification of common threads which may ultimately spark innovative thought on what is involved in speech as the blend of genetic, cognitive, and social endowments that it is. It encourages research in a variety of living languages (main, minority, heritage), endangered languages, dialects, and idiolects, from scientists worldwide. JMBS ultimately aspires to promote academic work that links extant or new theoretical findings with hands-on approaches to speech, thus simplifying the theoretical implications of research and making specific recommendations for practical use where this is required, e.g., in bilingual education, second/foreign language pedagogy, special education, in assessment and intervention of speech-language pathology, translation.

Theoretical, experimental, observational, and computational contributions across phonology, phonetics, morphology, syntax, the lexicon, semantics, and pragmatics are welcome. The journal publishes full research articles (max. 9,000 words), review articles (max. 9,000 words), research notes (max. 4,000 words), and book reviews. Special issues are also considered.

Special Issue on Promoting Linguistic Diversity in Child Language Research

Pleased to update that there is a special issue at *First Language* on promoting linguistic diversity in child language research.

The original target article is authored by Evan Kidd (Max Planck Institute for Psycholinguistics, The Netherlands and The Australian National University, Australia; ARC Centre of Excellence for the Dynamics of Language, Australia) and Rowena Garcia (Max Planck Institute for Psycholinguistics, The Netherlands; University of Potsdam, Germany).

The original target article, titled “How diverse is child language acquisition research?”, is downloadable at:

<https://journals.sagepub.com/doi/pdf/10.1177/01427237211066405>

OR

https://pure.mpg.de/rest/items/item_3364569_4/component/file_3364923/content

There are also 21 commentaries, and a response from the two authors of the target article titled “Where to from here? Increasing linguistic coverage while building a more diverse discipline”.

<https://journals.sagepub.com/toc/FLA/0/0>

A Questionnaire on Measuring Children's Quantity and Quality of Digital Media Use at Home

Sun He, Nanyang Technological University

My colleagues and I have designed a questionnaire on measuring children's Quantity and Quality of digital media use at home. Children's bilingual situation and the impact of COVID-19 have been addressed in our items, and it is easy to be adapted to other situations. We have published the paper in an open access journal with the questionnaire in the appendix. Hope the questionnaire would be useful to our community.

Reference: Sun, H., Lim, V., Low, J., & Kee, S. (2022). The Development of a Parental Questionnaire (QQ-MediaSEED) on Bilingual Children's Quantity and Quality of Digital Media Use at Home. *Acta Psychologica*, 229, 103668. <https://doi.org/10.1016/j.actpsy.2022.103668>

The full paper can be downloaded at:

https://www.researchgate.net/publication/362002796_The_Development_of_a_Parental_Questionnaire_QQMediaSEED_on_Bilingual_Children's_Quantity_and_Quality_of_Digital_Media_Use_at_Home

International Symposium on Bilingualism 14

26th -30th June, 2023

Macquarie University, Sydney, Australia

The **theme** of the conference is *Diversity Now*. The United Nations General Assembly has declared the period between 2022 and 2032 as the International Decade of Indigenous Languages to draw attention to the critical status of many Indigenous languages across the world and to encourage action for their preservation, revitalisation, and promotion. ISB14 especially encourages submissions of work involving lesser-studied bilingual communities and interdisciplinary work examining bilingualism across cultures, societies, and the life-span.

ISB14 invites submissions in *all* areas of research on bilingualism and multilingualism, including but not limited to: linguistics, sociolinguistics, psycholinguistics, neurolinguistics, applied linguistics, neuropsychology, language acquisition, clinical linguistics, language and education and multilingual societies.

Keynote speakers include:

- Christos Pliatsikas (Centre for Literacy and Multilingualism, School of Psychological and Clinical Language Science, University of Reading)
- Ingrid Piller (Centre for Workforce Futures, Department of Linguistics, Macquarie University)
- Kevin Kien Hoa Chung (Department of Early Childhood Education, The Education University of Hong Kong)
- Kilian Seeber (Faculty of Translation and Interpreting, University of Geneva)
- Leher Singh (Department of Psychology, National University of Singapore)
- Ofelia Garcia (Urban Education and Latin American, Iberian, and Latino Cultures, City University of New York)
- Sharynne McLeod (School of Education, Charles Sturt University)

We invite abstracts for two categories of submissions: individual papers and posters.

Individual papers are formal presentations on original research or pedagogy-focused topics by one or more authors, lasting a maximum of 20 minutes with 5 additional minutes for discussion.

Posters on original research or pedagogy will be displayed in sessions that offer the opportunity for individualised, informal discussion with others in the field. Posters are especially effective for presenting work-in-progress, fieldwork, and results of empirical research for which data can be presented visually. Posters will be available throughout an entire day of the conference with presenters in attendance for a 90-minute poster session.

Abstract submission will open on 5 September 2022 and end on 30 November 2022.

Abstracts should be a maximum of 300 words in length, anonymised and submitted in English via the submission portal <https://app.oxfordabstracts.com/stages/3999/submitter>.

Abstracts will be reviewed anonymously. Notification of acceptance will be sent by 28 February 2023.

Enquiries regarding the academic content of submissions should be addressed to the ISB14 Scientific Committee via ISB14.ScientificCommittee@westernsydney.edu.au. For general inquiries about the conference please email the Organisational Committee at ISB14@mq.edu.au.

Introducing the Lobo Language Acquisition Lab

Aster Forrest, University of New Mexico

Based out of the University of New Mexico's Linguistic Department, the Lobo Language Acquisition Lab studies child language development through the lens of usage-based and

cognitive-functional linguistics. Our research focuses on bilingualism and minority languages in New Mexico—including ASL, Navajo, and Spanish. Our applied work focuses on dispelling harmful misconceptions about bilingualism and aims to shift the focus toward its numerous benefits. Since the lab’s founding in early 2020 by co-PIs Naomi Shin, Melvatha Chee, and Jill Morford, we have grown into a thriving, interdisciplinary community of scholars, educators, and community stakeholders working together to support linguistic diversity throughout our state. Thanks to the generous support from the W.K. Kellogg Foundation and the McCune Charitable Foundation to help us achieve this goal, the lab saw a substantial expansion of its output over the course of the last year. This included several research projects investigating bilingual children’s grammatical development, the launch of our #CelebrateBilingualismNM speaker series, the development of an online course to combat linguistic bias, a new website to connect the community and educators with bilingualism resources, and the rollout of our Multilingual Fellowship program for UNM undergraduates and local teachers. Lab members also published a total of 27 articles and continue to be active researchers in the field. We have successfully employed numerous students who are budding researchers in language acquisition as well as students who hail from local communities and are dedicated to supporting their communities’ efforts to support and promote minority languages in New Mexico. To learn more about the lab and our many projects, please visit our websites: <https://lobolanguage.unm.edu/> and <https://bilingualism.unm.edu/>

FORTHCOMING CONFERENCES AND WORKSHOPS

What: The Second Workshop on Early Language in Neurodevelopmental Disorders

When: 29th August, 2022

Where: Lisbon, Portugal

Details: <http://labfon.lettras.ulisboa.pt/NeuroD-WELL2/index.html>

What: X International Congress on Language Acquisition

When: 7-9 September, 2022

Where: University of Girona, Spain

Details: <http://www.aealgirona2022.com/en/x-congreso-internacional-adquisicion-lenguaje.html>

What: Architectures and Mechanisms for Language Processing (AMLaP 2022)

When: 7-9 September, 2022

Where: The Principal, York (Hybrid)

Details: <https://amlap2022.york.ac.uk/home>

What: Interspeech 2022

When: 18-22 September, 2022

Where: Songdo ConvensiA, Korea

Details: <https://interspeech2022.org/>

What: 21st International Symposium of Processability Approaches to Language Acquisition (PALA2022)

When: 21-23 September, 2022

Where: International Islamic University Malaysia, Kuala Lumpur (Hybrid)

Details: <https://conference.iium.edu.my/PALA2022/>

What: 15th Conference on Syntax, Phonology, and Language Analysis (SinFonIJA15)

When: 22-24 September, 2022

Where: Udine, Italy

Details: <https://sinfonija15.uniud.it/>

What: Generative Approaches to Language Acquisition Conference 2022 (GALA 15)

When: 22-24 September, 2022

Where: Goethe University Frankfurt

Details: <https://www.galafrankfurt2022.com/>

What: The Japanese Society for Language Sciences 23rd Annual International Conference (JSLS2022)

When: 24-25 September, 2022

Where: Online Virtual Conference

Details: <https://jslsconference.jpn.org/jsls2022/index.php/en/19-2/>

What: IRAAL Conference 2022: Building Bridges through Applied Linguistics

When: 30 September-1 October, 2022

Where: Munster Technological University, Ireland

Details: <https://www.ittralee.ie/en/IRAALConference2022/#about>

What: Community-Based Heritage Language Schools Conference

When: 7-8 October, 2022

Where: American University School of Education Spring Valley Building, United States (Hybrid)

Details: <https://www.american.edu/soe/iie/heritage-language-conference.cfm>

What: 13th International Conference of Experimental Linguistics (ExLIng 2022)

When: 17-19 October, 2022

Where: Paris, France

Details: <https://exlingsociety.com/>

What: The 36th Pacific Asia Conference on Language, Information and Computation (PACLIC36)

When: 20-22 October, 2022

Where: Virtual

Details: [https://www.palpic2022.net/#:~:text=The%20Conference&text=The%2036th%20annual%20Meeting%20of,Linguistics%20\(DEAL\)%2C%20Br](https://www.palpic2022.net/#:~:text=The%20Conference&text=The%2036th%20annual%20Meeting%20of,Linguistics%20(DEAL)%2C%20Br)

What: Annual Meeting on Phonology (AMP2022)

When: 21-23 October, 2022

Where: University of California, Los Angeles

Details: <https://linguistics.ucla.edu/amp2022/>

What: Workshop on Multilingual Language Acquisition, Processing and Use

When: 22-23 October, 2022

Where: London, United Kingdom

Details: <https://easychair.org/cfp/L3Workshop2022>

What: Bilingualism Matters Research Symposium 2022 (BMRS2022)

When: 25-26 October, 2022

Where: University of Edinburgh (Hybrid)

Details: <https://www.bilingualism-matters.org/events/bilingualism-matters-research-symposium-2022>

What: The 47th Annual Boston University Conference on Language Development (BUCLD47)

When: 3-6 November, 2022

Where: Boston University, USA

Details: <https://www.bu.edu/buclid/>

What: ASHA Convention 2022

When: 17-19 November, 2022

Where: New Orleans, Louisiana (Hybrid)

Details: <https://convention.asha.org/About-the-Convention/>

What: 44th International Conference of the Linguistic Society of India (ICOLSI 44)

When: 24-26 November, 2022

Where: Odisha, India

Details: <https://sites.google.com/view/icolsi-44/>

What: The Annual Conference of the Australian Linguistic Society (ALS 2022)

When: 30 November-2 December, 2022

Where: University of Melbourne, Australia

Details: <https://als.asn.au/Conference/Conference2022/General>

What: Linguistic Outcomes and Language Dominance Assessments in Early bi-/trilingualism with Special Reference to Romance Languages as (non-)mainstream Languages

When: 17-21 July, 2023

Where: Lyon, France (Hybrid)

Details: <https://aila2023.sciencesconf.org/397422>

What: Multilingual Education in Linguistically Diverse Contexts (MELDC)

When: 22-23 September, 2023

Where: University of Tirana, Tirana, Albania

Details: <https://meldctirana.wordpress.com/>

CONFERENCE AND WORKSHOP CALLS

What: Budapest CEU Conference on Cognitive Development (BCCCD23)

When: 5-7 January, 2023

Where: Budapest, Hungary

Details: <https://bcccd.org/>

Pre-Conference Workshop and Poster Submission Deadline: 1 October, 2022

Poster Submission Deadline: 1 October, 2022

What: 20th Old World Conference in Phonology (OCP 20)

When: 25-27 January, 2023

Where: Tours, France

Details: <https://ocp20.sciencesconf.org/>

Submission Deadline: 15 September, 2022

What: Multilingual Assessment: Insights from Psycholinguistic and Educational Research

When: 8-10 March, 2023

Where: University of Cologne, Germany

Details: https://dgfs2023.uni-koeln.de/sites/dgfs2023/AG-Calls/DGfs_2023_Call_AG12K_Multilingual_Assessment_.pdf

Submission Deadline: 5 September, 2022

What: National Conference Speech Pathology Australia (SPA 2023)

When: 21-24 May, 2023

Where: Hobart, Australia

Details: <https://conference.speechpathologyaustralia.org.au/speech-pathology-australia-2023-national-conference/>

Submission Deadline: 25 September, 2022

What: International Symposium on Bilingualism 14 (ISB14)

When: 26-30 June, 2023

Where: Sydney, Australia

Details: <https://www.isb14.com/>

Submission Deadline: 30 November, 2022

What: 18th International Pragmatics Conference

When: 9-14 July, 2023

Where: Brussels, Belgium

Details: <https://pragmatics.international/page/Brussels2023>

Submission Deadline: 1 November, 2022

What: (A)typicality in narrative forms and practices

When: 9-14 July, 2023

Where: Brussels, Belgium

Details: <https://pragmatics.international/page/Specialtheme2023>

Submission Deadline: 1 November, 2022

What: 20th International Congress of Phonetic Sciences (ICPhS)

When: 7-11 August, 2023

Where: Prague, Czech Republic

Details: <https://www.icphs2023.org/>

Submission Deadline: 8 December, 2022

What: 32nd World Congress of the IALP 2023 (IALP2023)

When: 20-24 August, 2023

Where: Auckland, New Zealand

Details: <http://ialpauckland2023.org/>

Submission Deadline: 16 December, 2022

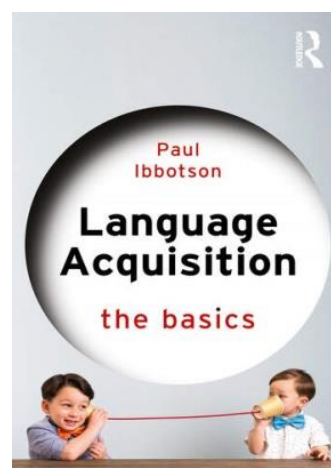
BOOK ANNOUNCEMENT

Author: Paul Ibbotson

Title: Language Acquisition: The Basics

Publisher: Routledge

Online ISBN: 9780367741983



Language Acquisition: The Basics is an accessible introduction to the must-know issues in child language development. Covering key topics drawn from contemporary psychology, linguistics and neuroscience, readers are introduced to fundamental concepts, methods, controversies, and discoveries.

It follows the remarkable journey children take; from becoming sensitive to language before birth, to the time they string their first words together; from when they use language playfully, to when they tell stories, hold conversations, and share complex ideas. Using examples from 73 different languages, Ibbotson sets this development in a diverse cross-cultural context, as well as describing the universal psychological foundations that allow language to happen.

This book, which includes further reading suggestions in each chapter and a glossary of key terms, is the perfect easy-to-understand introductory text for students, teachers, clinicians or anyone with an interest in language development. Drawing together the latest research on typical, atypical and multilingual development, it is the concise beginner's guide to the field.

Details: <https://www.routledge.com/Language-Acquisition-The-Basics/Ibbotson/p/book/9780367741983>

THESIS ANNOUNCEMENTS

Author: Erin Suzanne Marie Pettibone

Title of the PhD thesis: Where Do All the Adjectives Go and What Do They Mean? Adjective Distribution and Interpretation in L1 Spanish

Institution: University of Toronto

This dissertation investigates what Spanish-speaking adults and children know about the distribution and interpretation of DP-internal adjectives in their language. The distribution of DP-internal adjectives in Spanish depends on their lexical subclass. Adults near-categorically prefer pre-nominal ordinals (*la segunda esquina* 'the second block') and post-nominal

relational adjectives (*los animales marinos* ‘the marine animals’). Despite more variability in ordering, superlatives (*las riquisimas empanadas* ‘the delicious empanadas’) and lexical shifts on their non-subjective (*los pobres elefantes* ‘the poor elephants’) and non-intersective (*los buenos amigos* ‘the good friends’) readings are also preferred pre-nominally [the former more so than the later]. Finally, epithets (*el calido sol / el sol calido* Lit. ‘the warm sun / sun warm’) and discourse contextual adjectives (*los pequenos arreglos / los arreglos pequenos* Lit. ‘the small repairs / repairs small’) occur in both pre- and post-nominal position. The position of the latter further depends on restrictivity; pre-nominal discourse contextual adjectives are more acceptable in non-restrictive contexts, whereas post-nominal adjectives are not sensitive to context.

There is little evidence for the distribution of Spanish adjectives in child-directed speech. A corpus study of María (López Ornat, 1997) and Juan (Linaza, 1981) identifies few pre-nominal adjectives and finds the pre-nominal position is not productive in child speech. However, pre-nominal adjectives in the input share several semantic characteristics that could guide the learner. The results of a preference task and an acceptability judgment task support grammatical conservatism (Snyder, 2007). Children are not using the pre-nominal position in spontaneous speech because they haven’t figured out the lexical distribution of adjectives in their language. This does not result in a categorical preference for post-nominal position based on token frequency in the input, instead guessing performance is followed by the protracted emergence of ordering preferences beginning with ordinals, relational adjectives, and the high-frequency lexical item *pobre* ‘poor’. As expected for children still figuring out the lexical distribution of adjectives in their language, even the oldest children in our sample lack awareness of the effect of restrictivity on discourse contextual adjectives. However, the acceptability of these adjectives in pre-nominal position grows with age.

The work presented in this dissertation was funded by the Joseph-Armand Bombardier Canada Graduate Scholarship from the Social Sciences & Humanities Research Council of Canada & the Ontario Graduate Scholarship.

Details: ProQuest Dissertations & Theses Global (Publication No. 28867879)
and <https://hdl.handle.net/1807/123457>

Author: Sirada Rochanavibhata

Title of the PhD thesis: Language Development in Bilingual Preschoolers: A Cross-Linguistic and Cross-Cultural Comparison

Institution: Northwestern University

Children acquire linguistic competence via social interactions with adults and learn to converse in accordance with the norms of their communities. The present dissertation examined the communicative patterns of Thai-English bilingual mothers and children in their two languages, as well as compared the bilinguals' conversations to each of their monolingual counterparts. Language samples were elicited using naturalistic tasks in the home.

In Experiment 1, mothers and children jointly recounted their past experiences. Bilingual dyads exhibited two different reminiscing styles: high-elaborative-characterized by more detailed narratives and use of evaluative statements-when speaking English and low-elaborative-characterized by use of directives-when speaking Thai. In Experiment 2, mothers and children engaged in book sharing. Bilingual dyads adopted a story co-structor style-where narrative contributions from children were encouraged-when sharing the book in English, and adopted a storyteller-audience style-where mothers model adult-like language and literacy practices while children listen-when sharing the book in Thai. In Experiment 3, mothers and children played with a set of toys. Bilinguals' play interactions were reminiscent of a child-centered style-characterized by children taking the lead-when speaking English and an adult-centered style-characterized by mothers giving children directions-when speaking in Thai. In Experiment 4, children recalled memories with the interviewer and their personal narratives were compared to those with their mothers.

Cross-linguistic differences in bilingual children's speech observed in Experiment 1 were no longer observed during their conversations with the interviewer who provided minimal scaffolding, suggesting that culture-specific narrative socialization is adult-driven during early stages of child development. Experiments 1-4 also demonstrated that maternal scaffolding strategies influenced children's emerging narrative skills in both languages and that gender-specific socialization goals moderated cross-linguistic differences in bilinguals' narratives. In Chapter 6, bilingual mothers' and children's communicative patterns were compared across languages (English and Thai) and tasks (from Experiments 1-4). Findings

confirmed cross-linguistic differences in bilinguals' conversation styles and underscore the influence of task characteristics on mother-child interactions. Taken together, the five Chapters provide evidence for cultural frame switching, specifically that linguistic and cultural norms influence mother-child interactions and that two distinct conversation styles co-exist in bilinguals. Child gender, interlocutor, and nature of dyadic activities influence the ways mothers and children communicate. More broadly, maternal speech transfers knowledge of pragmatic rules and social conventions based on the language of conversation. Through the process of socialization, children acquire language-, culture-, gender-, and context-specific communicative styles and learn to use them appropriately.

The thesis can be downloaded here: <https://www.proquest.com/docview/2678419669?pg-origsite=gscholar&fromopenview=true>

FROM THE EDITOR

The Child Language Bulletin is the official newsletter of the IASCL Association, and it is published twice a year on the [website](#). All members of the association will receive an e-mail message each time a new issue of the Bulletin is published.

I encourage members to submit news and information that might be relevant to our research community, for instance, report on a conference or workshop, announcements about forthcoming conferences and workshops, new CHILDES corpora, books, and completed PhD Theses, conference and workshop calls, book reviews, and surveys. We need your contributions to keep the Bulletin abreast of developments in our field.

Please send any items that are of interest to the IASCL community to editor.iascl.clbulletin@gmail.com.

I look forward to receiving your submissions!

Angel Chan
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MEMBERSHIP

If you attended the IASCL conference in 2021, you will remain a member of IASCL until the first day of the next congress. If, however, you did not attend the 2021 conference, and have not since renewed your membership, you can do so now. Current membership fees are £55 for regular members and £30 for students. Members are eligible for a substantial discount for volumes 1-6 of TiLAR, and for a reduced subscription fee to the following journals: the *Journal of Child Language*, *First Language*, and the *International Journal of Bilingualism*. Your fees will contribute to the organization of the upcoming Congress, and they will be especially valuable in the provision of student travel bursaries.

Fees:

Membership (£55 for regular members; or £30 for students) is for three years and expires on the first day of the next triennial Congress, to be held in the summer of 2024. Members in countries with nonconvertible currencies or currency transfer restrictions or other economic difficulties should request a waiver of the membership fee. Additional contributions/donations for the support of colleagues and program in countries with currency and/or economic difficulties are welcome.

Joining IASCL:

Due to accounting regulations, we have temporarily had to remove the online payment option for IASCL. Current membership runs until just prior to the start of the 2024 conference. Those attending the IASCL 2021 conference had paid the membership fee as part of their registration payment. In the meantime, if anyone has an urgent need to join IASCL, please contact the secretary, Vicki Chondrogianni, Email: v.chondrogianni@ed.ac.uk.