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IASCL

International Association for the Study of Child Language



Letter from the President

Annick De Houwer, IASCL President

LOTS GOING ON! Read all about it

Dear IASCL members,

So...? Is your abstract for our [2024 Congress in Prague](#) taking shape yet...? Exciting to know that in less than a year we'll see each other again! I'm hoping that our Congress will also attract many new members - please distribute the second call for papers widely, especially to young colleagues and doctoral students. You'll find the call later in this Bulletin, together with a message from our Conference Chair, Filip Smolik.

Filip is doing a lot on our behalf, and in name of us all I wish to thank him for his hard work on preparing our Congress. Not only that, after the Congress, pending ratification at the 2024 Business Meeting, Filip will be continuing his service to the IASCL as our new Secretary for the years 2024-2030. His nomination took place thanks to the good work of our Nominating and Appointing Committee (NAC), consisting of Lourdes de León (Mexico), Sabine Stoll (Switzerland), and Jill Wigglesworth (Chair, Australia). Aside from the position of Secretary, the positions of Vice President and President are also becoming available (for 2024-2027). As you may have heard through our other channels, the NAC nominated Aliyah Morgenstern and Shanley Allen for these positions, respectively. I thank the NAC for its important work and congratulate these nominated Officers on their nominations, which will (hopefully!) be ratified at our 2024 Business Meeting. Following a 2021 change in our [Governing Statute](#) (point 4), I have invited the nominees to shadow the work of the current Officers. To start with, they participated in the Annual General Meeting of our Charity in June 2023. Our President Elect is currently our Conference Liaison Officer, and as such quite familiar with our workings.

Although she is not an Officer, Angel Chan has been of invaluable service to our Association: she has been our faithful and great Bulletin Editor for many, many years now - 15 years by the time of our next conference!! Under these circumstances, it was only proper to enquire as to whether Angel would be willing to continue beyond July 2024. I am very happy to announce that she has committed to yet another three years of service for the mid 2024 - mid 2027 period. Thank you, dear Angel, for accepting to carry on serving as our much needed Bulletin Editor! Yes indeed, the Bulletin is much needed, and a great resource for the IASCL. As an

official publication of our Association, the Bulletin goes out to all our members through email. It contains updates on what's happening with elections, committees, and awards, plus it has letters from Officers to the membership. The list of upcoming conferences is invaluable. The fact that our Bulletins are posted on our website serves as a [great historical archive](#) that would sorely be missed.

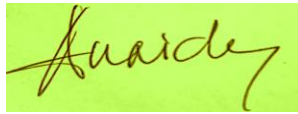
Many of our social media posts rely on information that Angel collected for and featured in the Bulletin. Our social media posts and the website are managed by our Media Coordinator (MC) in coordination with myself and other members of the Board, as applicable. As of January 2023 Katie Von Holzen, a Research Scientist at the Technische Universität Braunschweig in Germany, has admirably filled the position of MC. She will continue until the end of December. You may have seen some of Katie's great posts on our [Facebook](#) and old* [Twitter](#) pages. There are a few exciting novelties to report. Check out Katie's updates a bit further in this Bulletin!

Finally, I want to remind you of the Awards we confer. Later in this Bulletin you will find a call for nominations for the Roger Brown Award. Dear members - please think carefully of possible nominees and gather up a group of fellow members to prepare a nomination file for this highly prestigious Award! You will also find a reminder call about the newly established Early Career Award.

And then, to bring me full circle to our next meeting again: for the 2024 Congress, the IASCL will have a number of Travel Awards available for scholars in the Global South and for students elsewhere whose abstract has been accepted. So even if right now you are not sure how you would fund your in-person participation in IASCL 2024, please do submit your abstract, and please encourage current non-member colleagues to do so, too! I am pleased to announce that Executive Committee members Ciara O'Toole (Ireland), Celia Rosemberg (Argentina), and Meredith Rowe (USA), who amongst them represent a wide geographic spread, have agreed to serve on the Travel Award Committee. Their work will start in earnest only next year, though, because applications for Travel Awards will only be expected soon after abstract acceptance letters have been sent out (sometime in January). Details on how and where to apply for a Travel Award will be posted in the December Bulletin and through our various communication channels early in the New Year.

Well, this was quite a long letter - it's typical for this time, less than a year before our next Congress, that things get really busy at IASCL. Please submit your abstracts soon, and encourage current non-member colleagues to do so, too, especially if they are working in the Global South or as a junior scholar elsewhere. Good luck!

Wishing you all the very best, wherever you are.



Annick De Houwer
IASCL President
Director, Harmonious Bilingualism Network

* As of the end of July 2023, we are no longer on what used to be Twitter. We consider the new corporate identity that Mr. Musk installed anathema to our goals. The Media Coordinator Report later on was written before our policy change.

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

Call for Nominations for the Prestigious Roger Brown Award

Annick De Houwer, IASCL President

The Officers and Executive Committee of the IASCL have set up a triennial "Roger Brown Award", first presented at the Congress of the Association in 2011. The award is for scholars who have made outstanding contributions to the field of child language acquisition, particularly those who have advanced knowledge through creative theoretical approaches, have promoted methodological innovation (experimental or analytical), and/or have helped the research community to work together more effectively.

Previous Roger Brown Award recipients include Brian MacWhinney (2011), Dan I. Slobin (2014), Jean Berko Gleason (2017), and Eve V. Clark (2021).

The decision about who will receive the Award is made by a three-person selection committee consisting of the President and two members of the Executive Committee. The current selection committee consists of Laura Bosch, (Spain), Patricia Brooks (USA), and Annick De Houwer (Chair and IASCL President, Belgium).

At the Prague 2024 Congress, two Roger Brown Awards will be conferred. The awards consist of an engraved shield to be presented at the Triennial Congress by the President, as well as coverage of the Congress fee. Additional travel and/or accommodation support to allow the recipients to attend the Congress will be considered if necessary (to be decided by the selection committee).

This is a call for nominations for a Roger Brown Award from the current IASCL membership. Nominations need to conform to the following rules:

(1) Nominations must be supported by at least five 5 current IASCL members with no more than one coming from the same institution as the nominee and no more than two working in the same country. Nominations of persons with a broad range of support, that is, beyond their own circle of collaborators and showing the nominee's wide-ranging impact, are encouraged. It is preferable that the person nominated be unaware of this nomination.

(2) The reasons for the nomination should be stated in a paragraph of no more than 500 words, should be accompanied by the CV of the nominee and by the names, email addresses, and signatures of the nominators. Nominators are requested not to divulge anything about the nomination to persons not involved in the nomination. Electronic signatures are acceptable and electronic nominations encouraged.

(3) Nominators are strongly encouraged to include information (approximately one or two pages) on outside indicators of the nominee's impact, such as h-index scores, citation indices, societal impacts, mentoring, and the like. Such information will be extremely helpful to the committee.

Deadline:

We ask that nominations reach us by December 20, 2023. Please send the *confidential* nomination materials to the Roger Brown Award Committee Chair, Annick De Houwer, at annick.dehouwer@habilnet.org, with the two Committee members, Laura Bosch (laurabosch@ub.edu) and Patricia Brooks (patricia.brooks@csi.cuny.edu) in cc. (for paper nominations, please request a snail mail address from the Chair).

Dear members - please think carefully of possible nominees and gather up a group of fellow members to prepare a nomination file for this highly prestigious Award!

The Roger Brown Award Committee

Laura Bosch, Patricia Brooks, and Annick De Houwer (Chair)

Call for Nominations for the IASCL Early Career Award

L. Naigles, M. Taumoepeau, R. Argus (The IASCL Early Career Award committee)

Dear Senior IASCL colleagues—please consider nominating/supporting our Junior IASCL colleagues, via the IASCL Early Career Award!

The International Association for the Study of Child Language (IASCL) is calling for nominations for their inaugural Early Career Award.

This award will be given to an IASCL member who is no more than 7 years post-PhD, whose research has demonstrated an outstanding contribution to the field of child language acquisition via a clear and independent programme as well as significant publications and scholarly activity.

IASCL is committed to recognizing excellent research contributions, which entails the inclusion of all researchers regardless of gender, race, sexual orientation, disability status, country of origin, geographic location, and disciplinary expertise.

The award provides complimentary registration to the 2024 IASCL conference, and the awardee will give the inaugural Early Career Award plenary speech.

Nominations should be made by an IASCL member (no self-nominations please), and should include:

1. The nominee's most recent CV
2. Copies of three of the nominee's publications.
3. A nomination letter, including why the nominee deserves to be considered for the IASCL early career award. This should include explanations about the significant impact of the nominee's publications and other scholarly activity.
4. a 2nd letter of recommendation from an established scholar in the field, who is not the nominee's PhD advisor or post-doc advisor.

All materials must be submitted to Dr. Letitia Naigles, Chair of the Early Career Award Committee, by January 1, 2024. (Letitia.naigles@uconn.edu)

Call for IASCL 2027

Letty Naigles, IASCL Vice President

As we are all getting excited about attending IASCL 2024, let's also think ahead to the next conference, IASCL 2027!

We have not yet settled on a site, and I am eager to talk with all interested members. As IASCL VP, my portfolio includes helping the organizers of IASCL 2027 meeting as they plan and prepare, from start to finish. So, if you are interested in learning more about hosting, please reach out to me via email, and we will set up a conversation. We can go over what's involved in hosting (there's a handbook) and think about next steps forward.

Don't worry if you don't have a proposal already. I am happy to hear from all who are interested, including IASCL members in countries (and continents!) that haven't yet hosted an IASCL meeting. My email is letitia.naigles@uconn.edu; I look forward to hearing from you!

Thanks very much!

An Update from the IASCL Media Coordinator

Katie Von Holzen, IASCL Media Coordinator

IASCL's website and social media pages have become well established, allowing for a focus on making these resources more engaging for our members. We hope you've had a chance to take a look!

Since the last Bulletin post, we've had more than 1,800 visits to our website: <https://childlanguage.org/>. We've added [a third blog post](#) which introduces the Acquisition Sketch Project, which describes an approach for increasing knowledge about the acquisition of understudied languages. It was written by Rebecca Defina (University of Melbourne), Shanley E. M. Allen (University of Kaiserslautern-Landau), Lucinda Davidson (University of Melbourne), Birgit Hellwig (University of Cologne), Barbara F. Kelly (University of Melbourne), and Evan Kidd (Australian National University). We'll continue to solicit blog entries from interesting projects but welcome suggestions from our members.

One new project that started this year is focused on interviews with child language researchers. We first collected and reviewed all the interviews that appeared in past Bulletin issues since 1999. They're now easily accessible on our [Resources for Researchers page](#). Using these interviews as a basis, we've now also launched a video interview series. The first two interviewees were Professors [Brian MacWhinney](#) and [Filip Smolik](#), and their interviews can be accessed on our Youtube channel [IASCL Child Language](#). The next interview is already in preparation, so stay tuned!

Although the interviews have expanded our [Resources for Researchers page](#), we are always looking for more content to share on all of our Resources pages. If you have resources that you use while teaching or when doing outreach activities in your local community that you think other child language researchers would also like to use, please share them with us (drop us a line at iasclstaff@gmail.com) so we can link them on our [Resources for Instructors](#) and [Resources for Families and Educators](#) pages, respectively.

New blog entries, the interview series, contributions from the previous Bulletin, and other pieces of content that may be interesting for our members have been engaging members on our [Facebook](#) and [Twitter](#) social media pages. Since the last Bulletin, our followers have increased by 19% and 15%, respectively. If you aren't following us yet, please start doing so today!

And please don't forget: If you have an idea for a blog post, who we should interview next, content for our social media, another idea, or general feedback, don't hesitate to share it with us! You can reach us via email: iasclstaff@gmail.com.

Submissions for IASCL 2024 in Prague are Now Open

Filip Smolik, IASCL 2024 Organizing Committee Chair

The 16th Congress of the IASCL will take place on July 15 to 19 next summer, 2024, in Prague, Czech Republic. The preparations are in full swing now. In line with the tradition, the main program of the congress will start on Monday evening with the first keynote talk. This time, it will also include a special event commemorating the 50th anniversary of IASCL as an organization. Before the official opening, the Monday program will include seven or eight tutorials by leading researchers and teams on topics such as the developments in CHILDES, open

science practices in child language research, running metaanalyses, analyzing narratives, or documenting language acquisition in languages that were not previously described.

The main program from Tuesday to Friday will include keynote talk each day, poster sessions with around 100 posters each on Tuesday, Wednesday, and Thursday, and seven or eight parallel sessions. These will consist mainly of symposia, but two will be open to individually presented oral contributions. Our confirmed keynote speakers are Michael Frank, Agnes Lukács, Rushen Shi, Sabine Stoll, and Bencie Woll.

For junior researchers and researchers from countries with limited funding opportunities, IASCL will provide competitive travel bursaries. We encourage researchers to apply, information will be provided in detail as it becomes available.

Please submit your symposia proposals and abstracts of individual presentations at <https://iascl2024.com/abstract-submission/>

Note that the deadline for submissions is September 30, so please do not postpone.

The event will take place at the Faculty of Arts, Charles University, with beautiful views of the Prague Castle just across the river. But the main thing to look forward is the first in-person IASCL meeting in seven years, and many exciting and interesting talks, posters, discussions and friendly meetings. We will keep you posted via the congress website, IASCL and congress social media, and this bulletin, about further details of the congress, travel support, and recommendations for visiting Prague.

We are looking forward to seeing you all in Prague.

CHILDES Update

Brian MacWhinney, Carnegie Mellon University

The past year has seen several major advances in the CHILDES and TalkBank projects. Here we call attention to each of these developments.

1. Database Additions: Over the last year we have added several new child language corpora:
 - From Mits Ota, the Edinburgh corpus of 47 children followed longitudinally at ages 9, 15 and 21 months.

-
- From Marilyn Nippold, a corpus of children aged 7 to 15 discussing the rules of chess and strategies for winning a game.
 - From Martine Sekali, a longitudinal video case study of two British children.
 - For African-American English, we added corpora from Claire Cameron, DSLT (the DELV Project), and Isabel Barriere.
 - Kathy Tamis-Lemonda contributed the Lego video corpus.
 - From Leslie Rescorla, a longitudinal corpus from 38 late talkers and 22 controls.
 - From Elena Tribushinina, a corpus from nearly 1000 Russian-Dutch bilingual children.
 - From Liesbeth Schlichting and Jacqueline Van Kampen, a longitudinal corpus from four Dutch children
 - From Rob Zwitserlood, a corpus of 150 DLD and TD Dutch-speaking children ages 4-8.
 - For German, Nikolas Koch's longitudinal study of four children.
 - From Gisela Szagun, a revised version of her longitudinal German corpus.
 - From Velka Popova, additional subjects and material for the longitudinal corpus for Bulgarian.
 - From Erika Hoff, a bilingual corpus collected in South Florida of mother-child toy play and book reading in Spanish and English for 71 children at 30 months, with some children followed up at 36 and 42 months. Additionally there are transcripts for monolingual English-speaking children.
 - From Liliana Tolchinsky, the GRERLI Spanish corpus from older children and teenagers.
 - From Gordan Hrzica and Jay Roch, a corpus of MAIN story descriptions in Croatian.

2. Automatic Speech Recognition (ASR): In the summer of 2022, we worked with Houjun Liu to apply the Rev-AI ASR system and the Montreal Forced Aligner (MFA) to CHILDES and other TalkBank data using a Python script. This system has been remarkably successful, reducing transcription time to about 4 times recording time. We are now using it to automatically transcribe new data and to time-align older TalkBank data. An article describing this "Batchalign" system is now in press at JSLHR, and we have made the system publicly available at <https://github.com/talkbank>.

3. **Universal Dependency Tagging:** Using other facilities in the same Batchalign pipeline, we applied grammatical dependency taggers from the Universal Dependencies (UD) project to new languages in CHILDES. Specifically, we used UD taggers available through the Stanza interface to tag all of the data in CHILDES for Danish, Dutch, Afrikaans, Turkish, Swedish, Norwegian, and Icelandic. We invite speakers of these languages to evaluate the accuracy of these taggers. The tagging produces %mor and %gra lines that conform with CHAT, but the tags themselves are slightly different from those assigned by the MOR grammars in CHILDES. This work is very exciting, because it allows us to integrate work in CHILDES with work in the wider Computational Linguistic community that relies increasingly on crosslinguistic comparison based on UD tagging. UD taggers are available for over 100 languages, including these languages in CHILDES for which MOR taggers are not available: Irish, Welsh, Thai, Indonesian, Korean, Bulgarian, Croatian, Czech, Polish, Hungarian, Russian, Serbian, Slovenian, Arabic, Basque, Estonian, Farsi, Greek, Quechua, and Tamil. Being able to apply UD to these additional languages opens up CHILDES to much broader and more powerful crosslinguistic comparisons. We have made this new system publicly available at github. Although UD does a great job in terms of tagging grammatical relations, its analysis on the morphological level is less complete than that produced by MOR and we will keep both MOR and UD systems available for users.

4. **KIDEVAL, IPSyn, and DSS:** Last year, working with Jenny Roberts and Evelyn Altenberg, we published a version of automatic IPSyn that corrects for a variety of errors. This year, working then with psychometric analysis with Yang and Bernstein Ratner, we examined the predictivity of various IPSyn items and found that two of the scales led to negative correlations with age and were therefore eliminated. We are working on a similar analysis now for DSS. We are also receiving testing input from Pam Hadley at Illinois to correct residual errors in IPSyn.

5. **TalkBankDB:** Last year we completed initial development of the TalkBankDB data base search engine system. This year, we found that use of this system was so heavy that it put a strain on our servers' capacities. To deal with this, we rewrote the server access code to offload computations to the client machine. This is done by sending RESTful streams of data based on specific requests. We also installed a larger amount of memory on the server and now we are no longer experiencing any crashes. Going forward, we will be adding additional methods for cross-domain analyses for phonology, lexicon, syntax, and discourse. We are also continuing expansion of support for direct analysis of TalkBankDB data from R and Python.

6. **Collaborative Commentary:** Based on funding from NSF, we are continuing development of the Collaborative Commentary (CC) system. CC allows project groups to create a set of tags for language behaviors and locate instances of those tags in CHILDES data available directly through the TalkBankBrowser in the web. Eight research groups are using the alpha version of

this system for teaching and research. Three are using this for data in AphasiaBank, one for ClassBank data, one for DementiaBank data, and three for CHILDES data. Four instructors have used the system with students to teach coding and commentary for Conversation Analysis, discourse analysis, error analysis, and developmental milestone tracking.

Report on CHITEL II: II Congreso Hispanohablante *sobre el Trastorno del Lenguaje* (II Spanish-speaking Congress of Child Language Disorders)

Gabriela Simon-Cerejido, California State University, Los Angeles

We are delighted to report the successful completion of CHITEL II (II Congreso Hispanohablante sobre el Trastorno de Lenguaje) that took place on July 24th, 25th, and 26th at the Auditorio Alfonso López Pumarejo, Universidad Nacional de Colombia (Bogotá). The conference was organized by the Asociación Hispanohablante para el Estudio del Trastorno del Lenguaje (AHITL) and the Universidad Nacional de Colombia, and it aimed to bring together experts and researchers to discuss current perspectives on developmental language disorder (DLD) in Spanish-speaking children.

The event witnessed the participation of 175 attendees from 17 countries, making it a truly international and enriching experience. Participants had the opportunity to engage in insightful discussions, attend thought-provoking presentations, and network with peers in the field.

Throughout the three days of the conference, participants explored new research and developments in the prevalence, assessment, and intervention of DLD in both monolingual and multilingual Spanish-speaking children across the American continent and Spain.

We extend our gratitude to all the distinguished speakers, presenters, and participants who contributed to the success of the conference. Their dedication and passion for advancing knowledge in Spanish typical and atypical language development were truly commendable.

We would also like to express our sincere appreciation to the organizing committee and all the volunteers who worked tirelessly to ensure the smooth functioning of the event. CHITEL III will meet in 2024 in Sevilla, Spain in conjunction with the XI Asociación para el Estudio de la Adquisición del Lenguaje (AEAL) Congress.

The XXII Meeting on Language Acquisition and Development

Paula Gómez (Universidad de Guadalajara) & Lourdes de León (CIESAS)

The XXII Meeting on Language Acquisition and Development will be held on September 25-26, 2023 at the University Center for Social Sciences and Humanities of the University of Guadalajara, Mexico. The acquisition meetings have been held since 1996 in different cities of Mexico sponsored by a network of Mexican Universities and Research Centers. Papers are generally presented in Spanish, some Amerindian languages and Euskera (Basque). On this occasion, there will be presentations on the acquisition of Spanish, Tsotsil Mayan, Yucatec Mayan, Wixárika (Huichol), and Euskera (Basque). The topics to be addressed are: lexicon, grammar, prosody, narrative, conversation, language socialization, pragmatics, multimodality, language pathology, bilingual acquisition, and literacy acquisition. The meeting will pay tribute to Donna Jackson-Maldonado, who unfortunately is no longer with us, and was one of the founders of this group. She was a great contributor to the field of language acquisition, language pathology, and was in charge of developing the MacArthur-Bates Communicative Development Inventory in Spanish, among other research topics.

Grants Available from HaBilNet

Annick De Houwer, Director of the Harmonious Bilingualism Network (HaBilNet)

HaBilNet, the Harmonious Bilingualism Network, offers (small) grant-in-aids for any outreach activities or research projects that relate to harmonious bilingualism, including supporting the non-societal languages that children hear at home. The next grant application period is between January 15-20, 2024. If you are interested in applying, please send an inquiry to Annick De Houwer, HaBilNet Director, at annick.dehouwer@habilnet.org.

General Call for Monographs and Edited Volumes for Trends in Language Acquisition Research Book Series (John Benjamins)

Shanley Allen & Evan Kidd, Editors

Dear Colleagues,

The *Trends in Language Acquisition Research* (TiLAR) book series, published by John Benjamins and edited by Shanley Allen and Evan Kidd, publishes monographs, edited volumes, and textbooks on all topics relating to child language acquisition (<https://benjamins.com/catalog/tilar>). The focus of the series is on original research on all aspects of the scientific study of language behavior in children, linking different areas of research including linguistics, psychology & cognitive science.

This is a general call to the child language community for book proposals. All topics covering issues in child language acquisition are welcome.

We are particularly keen to publish volumes with state-of-the-art collections of papers that synthesise research on specific languages and language families. This aims to provide an avenue to promote past work on languages that have received less attention in the literature, thus highlighting the value of language diversity to our discipline. We anticipate publishing several such volumes in 2025 and beyond to celebrate the 40th anniversary of the publication of Slobin's seminal *Crosslinguistic Study of Language Acquisition series*.

We encourage potential authors and editors to contact us at allen@rptu.de or evan.kidd@anu.edu.au. The John Benjamins guide for book proposals can be found here: <https://benjamins.com/content/authors/bookproposals>.

We look forward to hearing from you.

The Acquisition Sketch Project

Evan Kidd (Australian National University) & Shanley Allen (University of Kaiserslautern-Landau)

The field of child language acquisition has a proud history of crosslinguistic research. The pioneering work of many researchers, much of which appeared in classic publications like Dan Slobin's (1985 - 1997) *Crosslinguistic Study of Language Acquisition* book series and Brian MacWhinney's and Elizabeth Bates' (1989) *Crosslinguistic Study of Sentence Processing*, highlighted the importance of taking into account the many ways that languages vary when building theoretical models of the acquisition process. In the words of the late, great [Melissa Bowerman](#), by doing so we “guard against parochial explanations of language acquisition” and move “towards theories that do justice to language diversity” (2011, p. 616).

As the field has matured in the decades since those classic publications, more research on an ever-expanding list of languages has appeared. However, as is the case with research, progress is incremental and slow. In a recent paper that took stock of the field's language coverage in our four main journals (*Journal of Child Language*, *First Language*, *Language Acquisition*, *Language Learning and Development*), [Kidd and Garcia \(2022\)](#) reported that while research on languages other than commonly-studied languages like English and German is increasing, our evidential base is still severely skewed, mirroring similar problems in the cognitive sciences in general (see [Blasi et al., 2022](#) for a recent review). They also reported that, in these journals, we only had papers on around 103 of the world's current 7,000 languages. Figure 1 shows the results of their analysis, visualising the numbers of papers published each year according to three categories: English (54% of all papers), other Indo-European languages (30%), and all other languages of the world (16%).

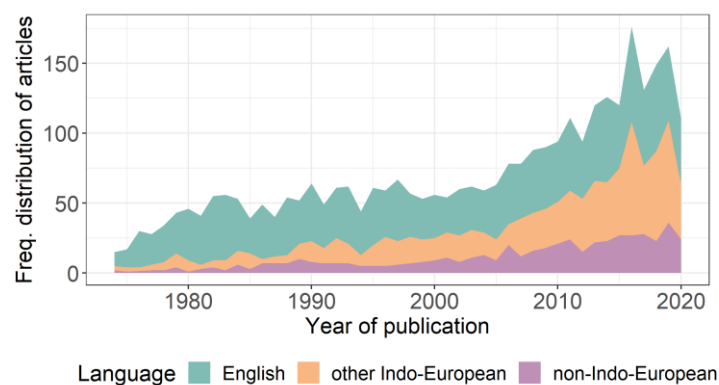


Figure 1. Frequency distribution of articles on English, other Indo-European languages, and non-Indo-European languages published in child language journals between 1974 and 2020. (Attribution: Figure taken from Kidd, E. & Garcia, R. (2022). How diverse is child language acquisition? *First Language*, 42, 703 - 735. <https://doi.org/10.1177/014272372111066405>.

Figure reproduced under Creative Commons CC By 4.0 International License. No amendments were made to the source material.).

So, despite our best efforts, there is still some work to do if we are to lay claim to a truly representative account of how children acquire their language(s). That is to say, we need to collect more data on diverse languages. There is some urgency to this need - we live in a period of rapid language loss: a good percentage of the world's languages are no longer being transmitted to children, with this rapid trend increasing with every year (see [Bromham et al., 2022](#)). This is not just a scientific problem: languages are crucial repositories of cultural knowledge, and maintaining connection to that knowledge via language is crucial to self-determination and psychological wellbeing. In the current [International Decade of Indigenous Languages](#), we as child language researchers can work with communities to help stem the flow of language loss.

But where do we start? Kidd and Garcia's (2022) analysis shows that increasing data on understudied and unstudied languages is a priority. There have been several recent proposals with this aim (e.g., [Cristia et al., 2023](#); [Jansco et al., 2020](#); [Pye, 2021](#)). Over the last few years, we have developed a model of data collection that aims at rapidly increasing language coverage in the field, with an eye to also giving back to communities that contribute data. Drawing inspiration from the field of language documentation, we propose that researchers write an "acquisition sketch" based on a minimum of 5 hours of naturalistic data from children aged 2 - 4 years. A sketch is a broad overview of properties of the input and children's early language development, covering core topics in acquisition, such as acquisition of the phonological system of the target language, lexical acquisition, and the acquisition of morphosyntax. There is a lot of flexibility built into the model, with researchers being free to focus on one part of the linguistic system over others, particularly if the language has some unique properties not before described in the literature.

The full details of the project, including a detailed two-part handbook and the very first sketches, are now available as a special publication in the Open Access journal *Language Documentation and Conservation* (<https://nflrc.hawaii.edu/ldc/sp28-the-acquisition-sketch-project/>).

The special publication is a living issue. It is our hope that many more sketches will be added over the next few months and years, and that beyond the life of the issue the sketch model will be taken up by other journals. An important outcome of the sketch process is the archiving of a fully annotated corpus of the sketch data into an open repository, continuing the tradition of our field's commitment to data sharing mechanisms like [CHILDES](#). Thus, while every sketch will be a triumph in its own right, a long-term outcome will hopefully be a more diverse set of parallel corpora that can continue the tradition of Slobin and colleagues.

We encourage anyone who is interested in following the sketch format to submit their work to the project. To facilitate this process, we will be doing the following:

- Bi-monthly online meetings that serve to guide researchers through the process of writing a sketch and build a community of sketch-writers.
- A pre-conference workshop at the [International Association for the Study of Child Language conference](#) in Prague, July 2024.

If you are interested in writing a sketch and being involved in our online meetings, we would love to hear from you. You can get involved by completed this online form: <https://forms.gle/Akx5S2N6MnyypDvV8>. Our first and second online meetings were on May 17 and July 19, respectively. You can watch the recordings on our YouTube channel: <https://www.youtube.com/@AcquisitionSketchProject>. Please watch out for more announcements.

If you have any questions, please contact one of the team members:

- Shanley Allen (allen@rptu.de)
- Lucy Davidson (lucinda.davidson@unimelb.edu.au)
- Rebecca Defina (rebecca.defina@unimelb.edu.au)
- Birgit Hellwig (bhellwig@uni-koeln.de)
- Evan Kidd (evan.kidd@anu.edu.au)

Recent and Upcoming Special Issues at *Journal of Child Language*

Jen Malat, Cambridge University Press

The *Journal of Child Language* invites you to celebrate its 50th anniversary year with four new Special Issues publishing throughout 2023:

Special issue 1: **Cross-cultural Language Development**

Keynote article:

Combining observational and experimental approaches to the development of language and communication in rural samples: Opportunities and challenges

Alejandrina Cristia, Ruthe Foushee, Paulina Aravena-Bravo, Margaret Cychosz, Camila Scaff, Marisa Casillas

With commentaries by Katherine Demuth, Francina Moloi, Litsepiso Matlosa & Mark Johnson; Rowena Garcia, Hannah Maria D. Albert, Ivan Paul Bondoc & Jocelyn Christina B. Marzan; Hannah Lutzenberger; Paul Okyere Omane, Titia Benders, Reginald Akuoko Duah & Natalie Boll-Avetisyan

Special issue 2: Individual Differences in Bilinguals

Keynote article:

Sources of individual differences in the dual language development of heritage bilinguals

Johanne Paradis

With commentaries by Erika Hoff; Vicky Chondrogianni; Natalia Meir; Cécile De Cat & Sharon Unsworth; Carol Scheffner Hammer

Special issue 3: Syntactic Bootstrapping

Keynote article:

Being pragmatic about syntactic bootstrapping

Valentine Hacquard

With commentaries by Toben H. Mintz; Kristen Syrett; Naomi Havron, Alex de Carvalho, Mireille Babineau, Monica Barbir, Isabelle Dautriche & Anne Christophe; Laura Wagner

Special issue 4: Computational Modelling of Language Acquisition

Computational modelling of language acquisition: An introduction

Titia Benders & Elma Blom

Realistic and broad-scope learning simulations: first results and challenges

Maureen de Seyssel, Marvin Lavechin & Emmanuel Dupoux

Neurocomputational modeling of speech motor development

Andrew M. Meier & Frank H. Guenther

Building a unified model of the Optional Infinitive Stage: Simulating the cross-linguistic pattern of verb-marking error in typically developing children and children with Developmental Language Disorder

Julian M. Pine, Daniel Freudenthal & Fernand Gobet

Computational cognitive modeling for syntactic acquisition: Approaches that integrate information from multiple places

Lisa Pearl

How does linguistic context influence word learning?

Raquel G. Alhama, Caroline Rowland & Evan Kidd

Literacy and early language development: Insights from computational modelling

Padraic Monaghan

Find these issues at [Cambridge.org/jcl](https://www.cambridge.org/jcl)

The 3rd Edition of the MacArthur-Bates Communicative Development Inventory (CDI) *User's Guide and Technical Manual* for American English CDIs

Virginia A. Marchman, Stanford University

Are you interested in parent report to assess language and communicative development in American English-speaking children under 3 years? Announcing the 3rd Ed. of the MacArthur-Bates Communicative Development Inventory (CDI) *User's Guide and Technical Manual* for American English CDIs (Words & Gestures, Words & Sentences, Level I and II short forms, and CDI III)! The new manual offers more comprehensive guidelines for CDI administration and scoring, additional chapters on applications with bilingual and clinical populations, as well as updated and improved normative data. We also are excited to announce our new web-based electronic platform (Web-CDI) and our new screening tool, the CDI-CAT, that provides a quick and easy assessment of vocabulary production (typically less than 5 minutes!) for children learning American English or Mexican Spanish. More information is available on the CDI website (<https://mb-cdi.stanford.edu>) and via Brookes Publishing (<https://brookespublishing.com/product/cdi>). See also Marchman & Dale (2023) for a recent review of these and other initiatives:

<https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1170303/full>.

FORTHCOMING CONFERENCES AND WORKSHOPS

What: Architectures and Mechanisms for Language Processing (AMLaP 2023)

When: 31 August-2 September, 2023

Where: Donostia-San Sebastián, Spain

Details: <https://www.bcbl.eu/events/amlap/en/>

What: Movement and Dyadic Interactions in Infancy: Novel Tools and Approaches

When: 21-22 September, 2023

Where: Warsaw, Poland

Details: <https://www.babylab-warsaw-conference-2023.com/>

What: International Developmental Language Disorder (DLD) Research Conference (IDLDRC)

When: 25-26 September, 2023

Where: Online

Details: <https://thedldproject.com/international-dld-research-conference/>

What: 52nd Poznań Linguistic Meeting (PLM2023)

When: 13-15 September, 2023

Where: Poznań, Poland

Details: <https://wa.amu.edu.pl/plm/2023/>

What: 22nd International Symposium of Processability Approaches to Language Acquisition (PALA2023)

When: 14-15 September, 2023

Where: University of Innsbruck, Austria

Details: <https://www.uibk.ac.at/ifd/pala2023/index.html.en>

What: The Romance Turn

When: 19-21 September, 2023

Where: Madrid, Spain

Details: <http://www.romanceturn.info/rt11/?i=1>

What: 16th Conference on Syntax, Phonology, and Language Analysis (SinFonJA16)

When: 21-23 September, 2023

Where: Brno, Czech Republic

Details: <https://view/sinfonija16>

What: XXII Meeting on Language Acquisition and Development

When: 25-26 September, 2023

Where: University of Guadalajara, Mexico

Details (please email): Lourdes de Leon lourdesdeleonp@gmail.com and Paula Gomez Lopez paulagomezl@yahoo.com.mx

What: Linguistic Variability in Heritage Language Research (RUEG2023)

When: 26-28 September, 2023

Where: Berlin, Germany

Details: <http://hu.berlin/rueg2023>

What: CROSSING THE BORDERS - Development of Language, Cognition, and the Brain

When: 4-6 October, 2023

Where: Potsdam, Germany

Details: <https://crossing-project.de/ctb-conference-2023/>

What: 2023 Community-Based Heritage Language Schools Conference

When: 13-14 October, 2023

Where: Washington, USA (Hybrid)

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

What: 14th International Conference of Experimental Linguistics (ExLIng 2023)

When: 18-20 October, 2023

Where: Athens, Greece

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

What: Bilingualism Matters Research Symposium 2023 (BMRS2023)

When: 20-21 October, 2023

Where: University of South Carolina, United States (Hybrid)

Details: <https://www.bilingualism-matters.org/events/bilingualism-matters-research-symposium-2023>

What: Annual Meeting on Phonology (AMP2023)

When: 20-22 October, 2023

Where: Online

Details: <http://www.amp2023.info/>

What: Many Paths to Language (MPAL 2023)

When: 25-27 October, 2023

Where: Max Planck Institute, Netherlands

Details: <https://www.mpi.nl/events/many-paths-language-mpal-2023>

What: RCSLT Conference 2023: Embracing the Future Together

When: 1-2 November, 2023

Where: Online

Details: <https://www.rcslt.org/events/rcslt-conference-2023/>

What: The 48th Annual Boston University Conference on Language Development

When: 2-5 November, 2023

Where: Boston, USA (Hybrid)

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

What: ASHA Convention 2023

When: 16-18 November, 2023

Where: Boston, United States (Hybrid)

Details: <https://convention.asha.org/>

What: The Annual Conference of the Australian Linguistic Society (ALS 2023)

When: 29 November-1 December, 2023

Where: The University of Sydney, Australia

Details: <https://als.asn.au/Conference/2023/General>

What: Architecture and Mechanisms of Language Processing Asia

When: 1-3 December, 2023

Where: The Chinese University of Hong Kong, Hong Kong

Details: <http://ling.cuhk.edu.hk/amlap.asia/>

What: The 37th Pacific Asia Conference on Language, Information and Computation (PACLIC37)

When: 2-5 December, 2023

Where: The Hong Kong Polytechnic University, Hong Kong

Details: [https://paclit2023.github.io/#:~:text=The%2037th%20Pacific%20Asia%20Conference,with%20virtual%20presentation%20accomodations\)%20event.](https://paclit2023.github.io/#:~:text=The%2037th%20Pacific%20Asia%20Conference,with%20virtual%20presentation%20accomodations)%20event.)

CONFERENCE AND WORKSHOP CALLS

What: Budapest CEU Conference on Cognitive Development (BCCCD24)

When: 4-6 January, 2024

Where: Budapest, Hungary

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

Submission Deadline: 3 September, 2023

What: Speech-Language & Audiology Canada (SAC) 2024 Conference

When: 9-11 May, 2024

Where: Vancouver, British Columbia

Details: <https://www.sac-oac.ca/professional-development/sac-conference-2024/>

Submission Deadline: 2 October, 2023

What: 13th International Seminar on Speech Production (ISSP24)

When: 13-17 May, 2024

Where: Kolding, Denmark

Details: <https://issp24.sciencesconf.org/>

Submission Deadline: 15 December, 2023

What: Speech Pathology Australia 2024 National Conference (SPA 2024)

When: 26-29 May, 2024

Where: Perth, Australia

Details: https://www.speechpathologyaustralia.org.au/SPAweb/Professional_Education/Past_and_Future_National_Conferences/SPAweb/Professional_Development/National_Conference/Past_and_future_Conferences/Past_and_future_Conferences.aspx?hkey=95135a9e-4016-40a6-9f85-9181118f3297

Submission Deadline: To be announced

What: COP-L2: Interactional Competences and Practices in a Second Language

When: 5-7 June, 2024

Where: Kolding, Denmark

Details: <https://event.sdu.dk/registration-icop2024/conference>

Submission Deadline: 1 December, 2023

What: XVIth International Congress for the Study of Child Language (IASCL 2024)

When: 15-19 June, 2024

Where: Prague, Czech Republic

Details: <https://iascl2024.com/>

Submission Deadline: 30 September, 2023

What: Speech Prosody 2024 (SP2024)

When: 2-5 July, 2024

Where: Leiden, Netherlands

Details: <https://www.universiteitleiden.nl/sp2024>

Submission Deadline: 30 October, 2023

What: Highlights in the Language Sciences

When: 8-11 July, 2024

Where: Nijmegen, Netherlands

Details: <https://www.ru.nl/over-ons/agenda/highlights-in-the-language-sciences-conference-2024>

Submission Deadline: 15 January, 2024

What: Child Language Symposium (CLS2024)

When: 9-11 July, 2024

Where: Newcastle University, United Kingdom

Details: <https://blogs.ncl.ac.uk/cls2024/>

Submission Deadline: 31 March, 2024

What: 5th International Symposium on Applied Phonetics (ISAPh 2024)

When: 30 September- 2 October, 2024

Where: Tartu, Estonia

Details: <https://sisu.ut.ee/isaph2024>

Submission Deadline: 30 March, 2024

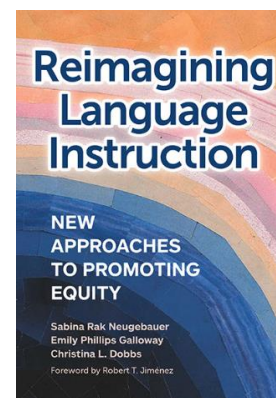
BOOK ANNOUNCEMENTS

Authors: Sabina Rak Neugebauer, Emily Phillips Galloway, Christina L. Dobbs

Title: *Reimagining Language Instruction: New Approaches to Promoting Equity*

Publisher: Teachers College Press

Online ISBN: 9780807781999



Use this unique volume to transform the learning and teaching of language so that all students are empowered to succeed. This book offers insight into how to teach language—a core component of developing skilled readers and writers across all content areas—in ways that value the rich and diverse language assets students bring to the classroom. The authors provide guidance to help K-12 teachers move beyond current approaches to teaching language in the classroom to support equitable student outcomes in both linguistically diverse and linguistically homogeneous classrooms. The text provides a step-by-step process to uncover conceptions of language and its instruction that undercut opportunities to learn. Readers will gain new strategies for teaching the language of school tasks while integrating students’ distinctive language experiences as resources for learning. School leaders will learn how to implement a schoolwide exploration into teaching language that promotes equity, all while building collaboration among administrators, teachers, and students.

Book Features:

- Promotes linguistic equity by providing teaching strategies and whole-school practices critical for optimizing student success and access to instruction, assessment, and reading.
- Provides classroom examples that show readers how to engage in the core practices described in the book across developmental levels and academic disciplines.
- Includes reader-friendly and user-supportive features, such as text boxes that describe the principles that undergird the approaches.

-Offers classroom vignettes depicting common instructional challenges and tensions to show how teachers can engage in equitable, evidence-based practices for student success.

-Uses reflection questions to help readers track their developing understanding of ideas and to reflect on their own values and teaching goals.

For more info: <https://www.tcpres.com/reimagining-language-instruction-9780807768884>

Authors: Liliana Tolchinsky & Ruth A. Berman

Title: *Growing into Language: Developmental Trajectories and Neural Underpinnings*

Publisher: Oxford University Press

Online ISBN: 9780191945137

Print ISBN: 9780192849984



We argue that children undergo significant linguistic and socio-cognitive developments from childhood to adolescence and beyond, and that these derive from a combination of changes in the brain (based on genetic endowment) and environmental factors like ambient language(s), SES background, and literacy. Based on our own research backed up by findings of philosophers, (psycho)linguists, neurobiologists, and cognitive scientists, the book traces neurological underpinnings and developmental trajectories in authentic language use in diverse communicative contexts from storytelling and peer talk to writing academic essays.

Following a brief prologue and a review of how the brain drives language at different periods in development (Chapter 1), Chapters 2 through 7 each embrace a particular world of knowledge and use of language. Beginning along a timeline, the book deals with using the past for narration (Chapter 2), talking and writing about events in the present (Chapter 3), and relating to (im)possible eventualities in the future (Chapter 4); it then proceeds to the domains of figurative language (Chapter 5), metalinguistic activities (Chapter 6), and gaining literacy in writing, reading, and digital communication (Chapter 7). Chapters 2 through 7 are constructed around an introduction to the domain, followed by a description of linguistic means of expression, neurological underpinnings, and developmental trajectories. The book concludes with an overview of fresh insights shed on these topics and the factors that booster development, finally pointing to questions for future study.

For more info: <https://academic.oup.com/book/45748>

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.