

IN THIS ISSUE

- [Update on the 11th International Congress in Edinburgh, 2008](#)
- [Report on Nijmegen Lecture Series 2007](#)
- [Update on CHILDES Corpora](#)
- [Forthcoming conferences and workshops](#)
- [Conference and workshop calls](#)
- [Book announcements](#)
- [General announcements](#)
- [From the editor](#)
- [IASCL donation drive](#)
- [Membership](#)

### **Update on the 11th International Congress for the Study of Child Language, Edinburgh, 28 July - 1 August 2008**

Dates for the next IASCL Congress, to be held in Edinburgh from 28 July to 1 August, are quickly approaching and the preparations are entering the final stage: venues are booked, speakers are confirmed, and abstracts are currently being reviewed. The outcome of the review process will be announced in mid-January and the programme will be available as early as March.

As announced previously, the next IASCL Congress will differ in format from the previous ones in two important ways. First, there will be a combination of plenary talks, thematic symposia, and independent poster sessions, but no independent paper presentations. Second, there will be only up to 4 symposium sessions running in parallel and posters will have their own independent slots. The important message is that the congress will be smaller in size. This is largely in response to the feedback received at and after the Berlin Congress in 2005, which indicated a concern shared by many IASCL members that the quality of recent congresses may have been compromised by the large number of independent papers and multiple parallel sessions. In addition, however, the number of attendees at the Edinburgh Congress needs to be limited, as the only venue that could be hired within the budget can accommodate up to 600 people. This may have consequences for registration, which may be closed once this number is reached. We will send updates on the status of registration to all conference presenters and IASCL members.

This year we have received a record number of submissions: 99 symposia, each containing between 3 and 6 papers that are thematically related, and 455 poster abstracts. Each poster abstract or each package of symposium abstracts is being assessed by three independent external reviewers in order to ensure the quality of the selection process. Given the space constraints, acceptance of abstracts will be significantly more competitive than in previous meetings.

The local organisers regard it as a priority to keep the conference as financially accessible as possible despite the generally high costs in the UK. We decided to keep the registration fees at the same level as at the Berlin congress. Nonetheless, we understand that traveling in the UK can be costly and participation in the Congress generally expensive. To alleviate the costs imposed particularly on junior colleagues, the Congress will provide a number of travel awards to students. The details of application for the IASCL travel award will be available in January via the Congress web-site. In order to make the financial policy as transparent as possible, we will release the conference budget of the IASCL 2008 for inspection during the business meeting at the Congress.

We hope that all the changes above will improve what already was an outstanding event.

We look forward to seeing you at the IASCL Congress in Edinburgh in July 2008!

The local organising committee

Mits Ota, Barbora Skarabela and Antonella Sorace

## Report on the Nijmegen Lecture Series 2007

By Paul Ibbotson, Max Planck Child Study Centre at the University of Manchester

Each year the Nijmegen lecture series offer an opportunity for a leading scientist in the field of psychology or linguistics to give a series of talks on their area of expertise. This year's speaker, Adele Goldberg, Professor of Linguistics at Princeton University, is a key proponent of the usage-based approach to language. The usage-based approach covers a family of related theories including cognitive grammar, radical construction grammar and unification construction grammar. Usage-based accounts share the same theoretical demand for descriptive and explanatory adequacy as other accounts of language, however, there is much more emphasis on psychological plausibility. Goldberg argues that language forms an integral part of human cognition and, as a result, any insightful analysis of linguistic phenomena needs to be rooted into what is known about human cognitive abilities such as memory, learning and attention. Given this cognitive commitment it is natural that it is an increasingly empirically driven enterprise drawing on corpus resources and psycholinguistic experimentation. Her particular variety of usage-based account – cognitive construction grammar – has been most systematically described in her latest book *Constructions at Work, the Nature of Generalization in Language*. This year in Nijmegen, over three days of seminars and lectures that followed the major themes of the book, Professor Goldberg attempted to account for adults' knowledge of constructions, children's learning of constructions, language-internal and cross-linguistic generalisations.

The first lecture outlined the constructionist approach to language, stressing that speakers' knowledge of language consists of systematic collections of constructions, i.e. form-function pairings that are learned from

the input with domain-general processes. Unlike traditional generativist approaches, in the constructionist view of language there is no distinction between the 'core' and 'periphery' of grammar, neither are there null-elements, abstract movements or derivations. Instead, words, morphemes, idioms and argument structure are all considered the same kind of entity – constructions. The constructionist account acknowledges that we retain an impressive amount of item-specific knowledge, including relative frequencies of usage, and that we also categorize the input we hear into patterns based on form and function.

This raises the question of how learners acquire generalizations such that they can produce an open-ended number of novel utterances based on a finite amount of input. Goldberg makes the case that insights gained from research in general categorization can explain what makes learners create a constructional category instead of treating each utterance as an unrelated idiom. To take a non-linguistic example, we have representations of *dog* that are instances from experience. But at some point we must abstract over those exemplars to form some kind of probabilistic network of *dogness* so that we are not bewildered when we encounter a new instance of that category. As language users we have item-specific knowledge, for example, a specification of what kinds of phrases a verb can appear with. A familiar example is the distinction between a transitive verb like *devour*, which requires a direct object (i.e. we can say *He devoured the steak* but not just *He devoured*) and an intransitive verb like *dine*, which does not (i.e. we can say *He dined* but not *He dined the steak*).

Alternatively, abstract forms can convey meaning, independently of the main verb. For instance, if we are only presented with the sentence *he mooped her a flower* without any further context, we might interpret *moop* as meaning something analogous to 'give' (and the majority of people do). The reason we have intuitions about unfamiliar verbs is because we can understand the meaning of the verb based on its *relationship* to the other items. The construction (in this case the ditransitive) must be signalling what *kind* of verb *moop* can be, i.e. one that behaves like *give*. Assuming that constructions are at least as reliable cues to overall sentence meaning as verbs, the question then for those interested in the developmental trajectory of the construction is at what degree of abstraction is knowledge represented and at what age. Goldberg presented evidence that contrary to the nativist position, constructions *can* be learned and they can be learned quickly. We know that two-year-old children appear to have an intuition that the typical transitive construction at a very basic level represents asymmetrical activities rather than two participants engaging in the same act simultaneously, and young two-year olds already distinguish between such things as 'x is tickling y' and 'y is tickling x'. It seems that here we must be cautious about attributing to young infants highly abstract knowledge, such as the transitive construction with slots for agent and patient roles. It might be that some schema of the type 'x does something to y' equally accounts for children's performance on these types of tasks.

The second lecture set out to demonstrate that through a combination of the properties of the input (contra poverty-of-stimulus arguments) and general cognitive processes, we are able to account for how we learn our

systematic and complex knowledge of constructions. It is clear that children and adults do not rampantly generalise over a set of elements as if they were logicians cranking through every possible permutation. The claim is that this is because generalizations are constrained by conservative learning and statistical pre-emption. It is also true that children and adults readily generalize beyond their experience. This is encouraged by shared similarity among items, the predictive value of forming a category and priming. These processes all play a role in guiding us to make the right kinds of analogies and if one pays attention to the communicative *function* of the utterance, some improbable generalisations are never entertained to begin with. To give one example:

(1a) She painted the green house.

(2a) She painted the house green.

(3a) She knew the green house.

(4a) \*She knew the house green.

On the basis of (1) and (2) one might correctly generalise (3), but overgeneralise to incorrectly infer (4). If we peer inside each sentence and examine the meanings, we can paraphrase them as:

(1b) She painted a house that happened to be green.

(2b) She caused the house to become green by painting.

(3b) She knew a house that happened to be green.

(4b) ?She caused the house to become green by knowing.

It is clear that the unacceptability of (4) becomes obvious with the benefit of an adult-state semantic competence and a rich network of 'world-knowledge'. Understanding exactly how we acquire and deploy this knowledge in the way that we do is a question currently being addressed by many developmental psychologists. The difficulty of their task will be familiar to those in Artificial Intelligence who have endeavoured to capture these facts in formal semantics.

The final lecture addressed the question of why languages are the way they are. Goldberg points out, reasonably enough, that there is very little agreement amongst linguists over what constitutes language universals and, in instances of stated universals, that these are tendencies. Instead, she argues that what look like linguistic universals or tendencies are in fact underlying universals of human cognition. Of particular importance in the context of language use and its acquisition are the principles of cooperative communication, processing constraints, and attentional biases. At several points in her lectures Goldberg stated that the slate is not blank, however, she never explicitly stated what predispositions she would consider are innate. Presumably, likely candidates might include the learning algorithms and perceptual biases that would power the pattern-finding skills needed to learn constructions. Perhaps this also includes an innate conceptual system that is primed to describe the world in terms of causation, force, time and substance. These seem to be the

kinds of properties people pay attention to when confronted with a novel verb like *moop* (and, of course, this would be the case for all verbs since each is once novel). While these predispositions maybe innate, they may not be uniquely human. It is the power, complexity and subtlety of our social cognition that appears to set us apart from other primates.

Many observers are sympathetic to the usage-based approach but they may wonder what determines when construction interactions are unacceptable if there is no 'universal grammar'. The discourse-based account of island constraints is an attempt to work through an example of when constructions may come into conflict. Ross (1967) developed the notion of syntactic 'islands' whose constituents cannot be questioned or extracted. For example, sentential subjects as in *That she knew Bob bothered John*, do not allow questioning of their internal object *\*Who did that she knew bother John?* In the spirit of Goldberg's earlier work *Constructions* (1995), phenomena that were thought to be purely syntactic receive a functional analysis. The 'backgrounded constructions are islands hypothesis' states that the well-formedness is determined by the compatibility of the constructions that are combined, specifically, constructions that require that a constituent be discourse-prominent cannot combine with constructions that require that the constituent be backgrounded in discourse. Contrast this with the Principles and Parameters account that states that the well-formedness of wh-questions is determined by the syntactic trees involved, i.e. the wh-phrase and the gap cannot be separated by more than one S or NP node (a condition known as "subjacency"). It is here that Goldberg's familiarity with derivational theories of syntax combined with empirical work on adult competence allows her to draw particularly insightful contrasts. Using a pragmatic account predicts a range of subtle facts that are difficult to account for with binary parameters, such as the shades of acceptability judgements in island constructions and the fact that previous discourse can reverse unacceptability judgements. Approaching the problem from this perspective seems to buy more explanatory and descriptive power while satisfying the usage-based desideratum of psychological plausibility.

Concluding this year's Nijmegen lectures series, Goldberg acknowledged the challenges ahead for the constructionist account of language, particularly, the need to specify in greater detail the learning mechanisms that underpin generalisations and define the nature of construction interaction in relation to preferred argument structure and discourse-pragmatics. Goldberg's work adds to the growing literature of what can be broadly called usage-based accounts and should be of interest to scholars in all branches of theoretical linguistics and psycholinguistics concerned with the nature of language and its acquisition.

Professor Adele Goldberg's personal website is [www.princeton.edu/%7Eadele/](http://www.princeton.edu/%7Eadele/).

Paul Ibbotson is a PhD student studying language acquisition at the Max Planck Child Study Centre at the University of Manchester.

## UPDATE ON CHILDES CORPORA

**New French and English Comparable Corpora:** The corpora are designed to provide a direct comparison between French and English, while also providing excellent material for the study of the learning of each language separately. It is currently the largest database available for the study of child phonology.

### Contributors:

- English data: Katherine Demuth's group at Brown University in Providence, RI
- French data: Harriet Jisa's group at the University of Lyon 2

### Details:

- Six children in each language (3 male and 3 female)
- Age range: 1;0-3;0
- Videotaped data (videos for 10 of the 12 children available from the web)
- Transcribed in IPA

### Location on CHILDES:

- English data: /Eng-USA/Providence
- French data: /Romance/French/Lyon

**New Addition to the Chinese University Cantonese-English Bilingual Corpus:** A seventh bilingual child, Janet, added to the corpus.

### Contributors:

- Virginia Yip of the Chinese University of Hong Kong, Stephen Matthews of the University of Hong Kong and their colleagues

### Details:

- Age range: 2;20-3;11
- Videotaped data available from the web
- Transcription in Cantonese and English with a %mor line
- Further details for the Chinese University Cantonese-English corpus can be found at <http://www.cuhk.edu.hk/lin/book/bilingualchild/>.

### Location on CHILDES:

- /Biling/YipMatthews

## FORTHCOMING CONFERENCES AND WORKSHOPS

**What: Acquisition of Functional Categories in Asian Languages**

*When:* 26 December

*Where:* Hong Kong, Hong Kong

*Details:* <http://www.arts.cuhk.edu.hk/~glow>

**What: The 6th GLOW in Asia**

*When:* 27 - 29 December

*Where:* Hong Kong, Hong Kong

*Details:* <http://www.arts.cuhk.edu.hk/~glow>

**What: Acquisition of African Languages 2008 (AAL 2008)**

*When:* 21- 22 January

*Where:* Stellenbosch, South Africa

*Details:* <http://jeanerz.com/AAL2008>

**What: Acquisition of Tense, Aspect and Mood in L1 and L2**

*When:* 9 - 10 February

*Where:* Birmingham, United Kingdom

*Details:* <http://www.aston.ac.uk/lss/whatsnew/theacquisitionoftenseaspectandmoo/>

**What: The First Nordic Conference on Clinical Linguistics 2008**

*When:* 9 - 10 February

*Where:* Joensuu, Finland

*Details:* <http://cc.joensuu.fi/linguistics/NorConfClinLing2008/>

**What: Human Universals as Constraints on Language Diversity (at the 30th Annual Meeting of the Deutsche Gesellschaft für Sprachwissenschaft)**

*When:* 27 - 29 February

*Where:* Bamberg, Germany

**What: The Role of Phonology in Reading Acquisition (at the 30th Annual Meeting of the Deutsche Gesellschaft für Sprachwissenschaft)**

*When:* 28 - 29 February

*Where:* Bamberg, Germany

**What: Evolution of Language: 7th International Conference (EVOLANG7)**

*When:* 11 - 15 March

*Where:* Barcelona, Spain

*Details:* <http://complex.ffn.ub.es/~evolang2008/>

**What: Generative Linguistics in the Old World (GLOW) 2008**

*When:* 25 - 29 March

*Where:* Newcastle upon Tyne, United Kingdom

*Details:* <http://conferences.ncl.ac.uk/glow2008/>

**What: Leipzig Spring School on Linguistic Diversity 2008 (LSSLD)**

*When:* 26 March - 4 April

*Where:* Leipzig, Germany

*Details:* [http://www.eva.mpg.de/lingua/conference/08\\_springschool/index.html](http://www.eva.mpg.de/lingua/conference/08_springschool/index.html)

**What: XVth Biennial International Conference on Infant Studies (ICIS) 2008**

*When:* 27 - 29 March

*Where:* Vancouver, British Columbia, Canada

*Details:* <http://www.isisweb.org/>

**What: The Genesis of Syntactic Complexity (at the 12th Biennial Rice University Symposium on Language)**

*When:* 27-29 March

*Where:* Rice University, Houston, Texas

*Details:* <http://www.ruf.rice.edu/~eivs/sympo/>

**What: Conference on Youth and Language**

*When:* 27 - 29 March

*Where:* Copenhagen, Denmark

*Details:* <http://jugendsprache.hum.ku.dk>

**What: Development of Complex Linguistic Structures**

*When:* 27 - 29 March

*Where:* Houston, TX, USA

*Details:* <http://www.ruf.rice.edu/~rls/conf.html>

**What: The Neurocognition of Memory and Language**

*When:* 28 March

*Where:* Washington DC, USA

*Details:* <http://cbbc.georgetown.edu/workshops/2008RA.html>

**What: Experimental and Theoretical Advances in Prosody**

*When:* 11 - 13 April

*Where:* Ithaca, NY, USA

*Details:* <http://ling.cornell.edu/prosody08>



**What: ILA 53rd Annual Conference on Language Policy/Planning**

*When:* 11 - 13 April

*Where:* Old Westbury, New York, USA

*Details:* <http://www.ilaword.org>

**What: Linguistic Variation Across the Lifespan**

*When:* 2 - 3 May

*Where:* Columbus OH, USA

*Details:* <http://www.ling.ohio-state.edu/~springsym/>

**What: The 2nd Conference on Language, Discourse & Cognition (CLDC-2)**

*When:* 17 - 18 May

*Where:* Taipei, Taiwan

*Details:* <http://homepage.ntu.edu.tw/~gilntu/>

**What: Between Discourse and Grammar 2008 (DG2008)**

*When:* 23 - 24 May

*Where:* Ghent, Belgium

*Details:* <http://members.chello.be/gert.desutter1/>

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

*When:* 28 July -- 1 August

*Where:* Edinburgh, United Kingdom

*Details:* <http://www.in-conference.org.uk/IASCL/>

**What: International Conference on Models of Interaction in Bilinguals**

*When:* 24 - 26 October

*Where:* Bangor, Wales, United Kingdom

*Details:* [www.bilingualism.bangor.ac.uk](http://www.bilingualism.bangor.ac.uk)

## **CALLS FOR PAPERS**

**What: 29th Ethnography in Education Research Forum**

*When:* 29 February - 1 March

*Submission deadline:* 1 January

*Where:* Philadelphia, PA, USA

*Details:* <http://www.gse.upenn.edu/cue/forum.php>

**What: 44th Annual Meeting of the Chicago Linguistic Society (CLS 44)**

*When:* 24 - 26 April

*Submission deadline:* 11 January

*Where:* Chicago, IL, USA

*Details:* <http://humanities.uchicago.edu/orgs/cls/call.html>

**What: Poster session Development of Complex Linguistic Structures (part of the 12th Biennial Rice Symposium on Linguistics)**

*When:* 27 - 29 March

*Submission deadline:* 31 January

*Where:* Houston, TX, USA

*Details:* <http://www.ruf.rice.edu/~rls/conf.html>

**What: Student session on Logic, Language and Computation (part of the 20th European Summer School in Logic, Language and Information)**

*Submission deadline:* 15 February

*When:* 4-18 August

*Where:* Hamburg, Germany

*Details:* <http://staff.science.uva.nl/~kbalogh/StuS13>

**What: European Second Language Association 18 (EUROSLA 18)**

*When:* 10 - 13 September

*Submission deadline:* 29 February

*Where:* Aix en Provence, France

*Details:* <http://blog.univ-provence.fr/blog/eurosla18>

**What: The Nature and Development of L2 French**

*When:* 7 - 8 July

*Submission deadline:* 29 February

*Where:* Southampton, United Kingdom

*Details:* <http://www.flloc.soton.ac.uk/conferences.html>

**What: Facing Movement (part of the Old World Linguistic Institute)**

*When:* 23 August

*Submission deadline:* 1 March

*Where:* Barcelona, Spain

*Details:* <http://www.linguistic-institute.info>

**What: Meeting Clitics (part of the Old World Linguistic Institute)**

*When:* 23 August

*Submission deadline:* 1 March

*Where:* Barcelona, Spain

*Details:* <http://www.linguistic-institute.info>

**What: The 3rd TIE Conference on Tone and Intonation**

*When:* 15 - 17 September

*Submission deadline:* 1 April

*Where:* Lisboa, Portugal

*Details:* <http://www.fl.ul.pt/LaboratorioFonetica/TIE3/>

**What: Workshop on the Acquisition of Romance Languages (The Romance Turn 3)**

*When:* 18 - 20 September

*Submission deadline:* 1 April

*Where:* Southampton, United Kingdom

*Details:* <http://www.romanceturn3.soton.ac.uk/>

**What: International Colloquium on Grammatical Inference (ICGI)**

*When:* 22 - 24 September

*Submission deadline:* 20 May

*Where:* St Malo, France

*Details:* <http://icgi08.irisa.fr/>

## **BOOK ANNOUNCEMENTS**

**IASCL series 'Trends in Language Acquisition Research' (TiLAR) announcing Volume 5 edited by Angela Friederici and Guillaume Thierry**

'Trends in Language Acquisition Research' (TiLAR) is the official publication of the International Association for the Study of Child Language (IASCL). The TiLAR Series publishes two volumes per three year period in between IASCL congresses. All volumes in the IASCL-TiLAR Series are invited (but externally reviewed) edited volumes by IASCL members that are strongly thematic in nature and that present cutting edge work which is likely to stimulate further research to the fullest extent. Besides quality, diversity is also an important consideration in all the volumes: diversity of theoretical and methodological approaches, diversity in the languages studied, diversity in the geographical and academic backgrounds of the contributors. After all, like the IASCL itself, the IASCL-TiLAR Series is there for child language researchers from all over the world.

Although it is IASCL policy to try and link one of the two tri-annual volumes in the Series to the main topic of the preceding IASCL congress, the IASCL-TiLAR series is emphatically not intended as congress or symposia proceedings. This implies that in the volumes related to congress themes there can be contributions by IASCL members that were not presented at the congress.

All IASCL members receive a copy of the two TiLAR volumes published between two IASCL congresses as part of their current membership. So far, four volumes have appeared. The four previous TiLAR volumes were on bilingual acquisition, sign language acquisition, language development beyond the early childhood years, and on the link between child language disorders and developmental theory. We are particularly pleased to present the fifth volume in the series. The fifth volume presents neurological and behavioural approaches to the study of early language processing. We are very grateful to the volume editors, Angela Friederici and Guillaume Thierry, for their willingness to take on the task of preparing a TiLAR volume on this exciting research. Dr. Friederici's superb keynote at the IASCL conference in Berlin in July 2005 has set the tone for the state-of-the-art collection of high quality chapters in the present volume. Top researchers in the field provide overviews of the main techniques, theoretical issues and results pertaining to the research carried out in their laboratories. The volume is expected to appear at the beginning of the new year.

We are certain that the fifth volume in the series will be a most valuable resource for child language researchers everywhere.

Annick De Houwer and Steven Gillis, General Editors, Antwerp, August 2007

### **Early Language Development: Bridging Brain and Behaviour**

*Volume Editors:* Angela D. Friederici and Guillaume Thierry, Max Planck Institute for Human Cognitive and Brain Sciences/Bangor University

*Publisher:* John Benjamin

Publication expected March 2008

### **Contents**

Preface

Introduction to Early Language Development: Bridging Brain and Behavior. *Angela Friederici and Guillaume Thierry*

1. The method of event-related brain potentials in the study of cognitive processes - A tutorial. *Claudia Männel*
2. Event-related potential studies of early language processing at the phoneme, word, and sentence levels. *Barbara T. Conboy, Maritza Rivera-Gaxiola, Juan Silva-Pereyra and Patricia K. Kuhl*

3. Behavioral and electrophysiological exploration of early word segmentation in French: distinguishing the syllabic and lexical levels. *Thierry Nazzi, Galina Iakimova, Josiane Bertoncini, Sylvain Mottet, Josette Serres and Scania de Schonen*
4. Reflections on reflections of infant word recognition. *Valesca Kooijman, Elizabeth K. Johnson and Anne Cutler*
5. The onset of word form recognition: A behavioural and neurophysiological study. *Guillaume Thierry and Marilyn May Vihman*
6. Neurophysiological correlates of picture-word priming in one-year-olds. *Manuela Friedrich*
7. The effects of early word learning on brain development. *Elizabeth A. Sheehan and Debra L. Mills*
8. From perception to grammar. *Jacques Mehler, Ansgar Endress, Judit Gervain and Marina Nespor*
9. The development of syntactic brain correlates during the first years of life. *Angela D. Friederici and Regine Oberecker*
10. Language acquisition and ERP approaches: prospects and challenges. *David Poeppel and Akira Omaki*

Glossary

Index

### **The Bilingual Child: Early Development and Language Contact**

*Authors:* Virginia Yip (The Chinese University of Hong Kong) and Stephen Matthews (The University of Hong Kong)

*Publisher:* Cambridge University Press

*Date:* 2007

*Paperback:* ISBN-13: 9780521544764

*Hardback:* ISBN-13: 9780521836173

How does a child become bilingual? The answer to this intriguing question remains largely a mystery, not least because it has been far less extensively researched than the process of mastering a first language. Drawing on new studies of children exposed to two languages from birth (English and Cantonese), this book demonstrates how childhood bilingualism develops naturally in response to the two languages in the children's environment. While each bilingual child's profile is unique, the children studied are shown to develop quite differently from monolingual children. The authors demonstrate significant interactions between the children's developing grammars, as well as the important role played by language dominance in their bilingual development. Based on original research and using findings from the largest available multimedia bilingual corpus, the book will be welcomed by students and scholars working in child language acquisition, bilingualism and language contact.

Strikingly original, the book presents new findings that show how children acquire two languages from birth. It puts forward new data from a pair of hitherto under-researched languages. The volume is supplemented by multimedia materials on the web: <http://www.cuhk.edu.hk/lin/book/bilingualchild/>.

**Later Language Development: School-Age Children, Adolescents, and Young Adults (third edition)**

*Author:* Marilyn A. Nippold (University of Oregon)

*Publisher:* Pro-Ed

*Date:* 2007

*Paperback:* ISBN-13: 978-1-4164-0211-4

*Hardback:* ISBN-10: 1-4164-0211-X

The book covers typical language development from ages 6 through 30 years, including topics such as syntax, the lexicon, derivational morphology, verbal reasoning, critical age hypothesis, figurative expressions (idioms, proverbs, metaphors, slang), humor, reading, writing, conversation, narration, persuasion, and explanation.

**GENERAL ANNOUNCEMENTS**

**New audiovisual materials for the promotion of CHILDES:** Angel Chan of the Chinese University of Hong Kong announced a 12-minute video clip "**CHILDES and bilingual corpora**" produced by Uta Lam and the team at the Chinese University of Hong Kong where Brian MacWhinney and Virginia Yip discussed the origin and evolution of CHILDES in the last two decades. The dialogue took place in June 2007 at the Chinese University of Hong Kong. It also covers a number of milestones (innovative technology, multimedia features, diversity of languages and automatic morphosyntactic analysis) and the construction of bilingual corpora.

The video is posted on the following websites:

<https://childes.talkbank.org/intro/>

<http://www.cuhk.edu.hk/lin/book/bilingualchild/Chapter1.html>

[http://www.dailymotion.com/relevance/search/brian+macWhinney/video/x37r50\\_200706brianyipinterview\\_people](http://www.dailymotion.com/relevance/search/brian+macWhinney/video/x37r50_200706brianyipinterview_people)

A slightly shorter version is posted on Youtube.

In addition, a 26-minute audio clip with the extended version of the interview is available at the CHILDES and CUHK websites.

## FROM THE EDITOR

The Child Language Bulletin is the newsletter of the International Association for the Study of Child Language. It is distributed free to all members of IASCL and it is published twice a year. The Bulletin is available on the IASCL web-page at <http://iascl.talkbank.org> and all members of the association will receive an e-mail message each time a new issue of the Bulletin is published. A hard copy of the Bulletin will only be sent to those members who ask for it by sending a message to the editor.

I encourage members to submit news and information that might be relevant to our research community. I would especially like to hear from doctoral students on new theses being completed. They are often a wonderful source of new data and new ideas that are not always easily accessible before publication.

Please do send any items that are of interest to the IASCL community to the address below - electronic mail is the easiest and fastest way to get in touch.

I am looking forward to your submissions!

Barbora Skarabela  
Linguistics and English Language  
School of Philosophy, Psychology & Language Sciences  
University of Edinburgh  
Adam Ferguson Building, 40 George Square  
Edinburgh EH8 9LL  
Scotland, UK

[barbora@ling.ed.ac.uk](mailto:barbora@ling.ed.ac.uk)

## IASCL DONATION DRIVE

The IASCL is a worldwide organisation, which means that it aims to serve child language researchers in all countries of the world. Child language research is important everywhere, both from a theoretical perspective (cf. for instance the significance of cross-linguistic evidence) and from a more applied point of view (cf. for instance the need for good description to allow for the assessment of language learning problems).

Unfortunately financial considerations are often a hindrance to the development of scientific disciplines in countries with severe economic problems. The IASCL has always been supportive of would-be IASCL members working in such countries by waiving membership fees for them.

IASCL funds are limited, though. In the past, donations from regular IASCL members have been very helpful in supporting colleagues from economically disadvantaged countries. In order to continue offering that support, your donations are very welcome indeed. Each donation, whatever the amount, will be acknowledged by a receipt signed by the IASCL Treasurer (useful perhaps for tax purposes). You may send donations in either pounds sterling or American dollars.

**(1) Cheques in pounds sterling payable to IASCL can be sent to:**

Dr Anna Theakston  
IASCL Treasurer  
University of Manchester  
Department of Psychology  
Oxford Road  
Manchester M13 9PL  
UK

Cash payments in pounds sterling can also be made by prior arrangements with Dr Theakston ([theaksto@fs1.fse.man.ac.uk](mailto:theaksto@fs1.fse.man.ac.uk)) at the above address.

**(2) For American dollar amounts, please send your donations to:**

Prof. Judith Becker Bryant  
IASCL Assistant Treasurer  
Department of Psychology, PCD 4118G  
University of South Florida  
Tampa, FL 33620-7200  
U.S.A.

The IASCL as a whole will be sure to benefit from the more diversified nature of its membership as a result of your donations. Many thanks in advance!

Anna Theakston, IASCL Treasurer  
[theaksto@fs1.fse.man.ac.uk](mailto:theaksto@fs1.fse.man.ac.uk)

## MEMBERSHIP

Memberships normally EXPIRE at the beginning of each congress, and congress registration includes membership for the next three years. If you did not attend the Congress in Berlin in July 2005, you are invited to (re)join the IASCL for 2005-2008. In addition to the congresses, the IASCL produces the Child Language



Bulletin twice a year, with directory information, book notices, interviews, a conference calendar, and other useful information. The Bulletin is included in the membership fee. Members will also receive a free copy of TiLAR5 and TiLAR6 as part of their membership. Members are also eligible for a substantial discount for the first four volumes of TiLAR, and for a reduced subscription fee to the following journals: Journal of Child Language, First Language, and the International Journal of Bilingualism.

Membership (US\$75 or £50 for regular members; US\$40 or £27 for students) is for three years, and expires on the first day of the next triennial Congress, to be held in the summer of 2008 in Edinburgh. If you wish to (re)join, please send in the following information together with your payment (on how to pay, see below):

Name:

Institutional affiliation (if any):

Complete mailing address, including institution (if applicable):

Phone/Fax:

Email/web page:

Major research interests (one or two lines max):

I would like to donate: Yes / No

Members in countries with nonconvertible currencies or currency transfer restrictions or other economic difficulties should request a waiver of the membership fee. Please write to the Treasurer (see below).

Donations for the support of colleagues and program in countries with currency and/or economic difficulties are welcomed. You may pay either in US dollars, or in pounds sterling.

- **Payment in dollars:**

Please send your check payable to Judith Becker Bryant for US\$75 (regular members) US\$40 (student members\*) and your information slip to:

Prof. Judith Becker Bryant  
Department of Psychology, PCD 4118G  
University of South Florida  
Tampa, FL 33620-7200  
U.S.A.

- **Payment pounds sterling:**

Membership fees are £50 (regular members) or £27 (student members\*). Please contact [Anna Theakston](#) for payment information:

Dr Anna Theakston  
IASCL Treasurer  
University of Manchester  
Department of Psychology  
Oxford Road  
Manchester M13 9PL  
UK

We look forward to hearing from you!