

IN THIS ISSUE

- [Updates about the 12th International Congress for the Study of Child Language, Montréal, 19-23 July 2011](#)
- [Forthcoming Conferences and Workshops](#)
- [Conference and Workshop Calls](#)
- [New CHILDES Corpus](#)
- [Book Announcements](#)
- [Thesis Announcements](#)
- [Further Announcements](#)
- [From the Editor](#)
- [IASCL Donation Drive](#)
- [Membership](#)

[Updates about the 12th International Congress for the Study of Child Language, Montréal, 19-23 July 2011](#)

By Henri Cohen, Université du Québec à Montréal & Université Paris Descartes -CNRS

Conference website: <http://www.iascl2011.org>



The response from the research community has been very strong. We have received over 800 abstracts to be considered for inclusion in the scientific program. It has not been possible to accept all submissions. I thank the reviewers who have dedicated much effort and time to help with the review process.

In the end, we have accepted about 60 symposia and over 350 poster submissions. The acceptance rate is just above 60%. All symposium contributors have been notified and letters have also been sent to contributors whose poster submission was not accepted. It's therefore a good sign if you have not received any notice from us about the fate of your poster :-)

I'm happy to mention that the response to the student competition has also been strong. Thirteen entries have been submitted for the oral

competition and we shall soon select the finalists the oral presentations.

This is looking up as a solid and varied scientific program. We are all looking forward to an exciting meeting in Montreal, this summer.

I take this opportunity to mention that all symposium and poster presenters must register before February 15, 2011, to be included in the scientific program.

Best wishes for the new year!

NEWS AND ANNOUNCEMENTS

FORTHCOMING CONFERENCES AND WORKSHOPS

What: Acquisition of Scope and Phrase Structure: Comparative Perspectives

When: 22-23 December 2010

Where: Hong Kong, China

Details: langacc@cuhk.edu.hk

What: The 85th Annual Meeting of the Linguistic Society of America

When: 6-9 January 2011

Where: Pittsburgh, USA

Details: <http://www.lsadc.org/info/meet-annual.cfm>

What: Morphological Complexity: Implications for Psycholinguistics

When: 28 January 2011

Where: Nijmegen, The Netherlands

Details: <http://www.morphology.surrey.ac.uk/Workshop.htm>

What: Experimental Methods in Language Acquisition Research (EMLAR VII)

When: 2-4 Feb 2011

Where: Utrecht, Netherlands

Details: <http://www.hum.uu.nl/emlar/home.htm>

What: The International Conference AutismComSym 2011: Communicative and Symbolic Behaviors in Children with Autism: Functional Specificities and Conditions of Appearance

When: 4-5 Feb 2011

Where: Paris, France

Details: <http://lewebpedagogique.com/comsym2011/>

***What:* Referential Expressions and Text Coherence at the Onset of School Age**

When: 23-25 Feb 2011

Where: Goettingen, Germany

Details: bittner@zas.gwz-berlin.de

***What:* Second Language Acquisition and Teaching Roundtable (SLAT Roundtable)**

When: 25-26 Feb 2011

Where: Tucson, USA

Details: <http://www.coh.arizona.edu/slatroundtable/>

***What:* Empirical Methods in Cognitive Linguistics 5.1 (EMCL 5)**

When: 6-11 March 2011

Where: Freiburg, Germany

Details: <https://sites.google.com/site/emcl5freiburg/>

***What:* 12th Tokyo Conference on Psycholinguistics 2011 (TCP2011)**

When: 11-12 March 2011

Where: Tokyo, Japan

Details: <http://tcp-blog.blogspot.com/2010/07/tcp-2011-conference-information.html>

***What:* CUNY Conference on Human Sentence Processing (CUNY 2011)**

When: 24-26 March 2011

Where: Stanford, California, USA

Details: <http://linguistics.stanford.edu/cuny/>

***What:* Generative Approaches to Second Language Acquisition 11 (GASLA-11)**

When: 25-27 March 2011

Where: Seattle, WA, USA

Details: <http://depts.washington.edu/gasla11/>

***What:* The Society for Research in Child Development 2011 Biennial Meeting (SRCD 2011 Biennial Meeting)**

When: 31 March - 2 April 2011

Where: Montreal, Canada

Details: <http://www.srcd.org/submissions2011/callforsubmissions.cfm>

What: The 10th International Symposium of Psycholinguistics

When: 13-16 April 2011

Where: Donostia-San Sebastian, Spain

Details: <http://www.bcbl.eu/events/psycholinguistics/>

What: UIC Bilingualism Forum 2011

When: 14-15 April 2011

Where: Chicago, USA

Details: <http://hispanic.las.uic.edu/spanish/2011%20Bilingualism%20Forum.shtml>

What: The 4th International Conference of Cognitive Science (ICCS2011)

When: 10-12 May 2011

Where: Tehran, Iran

Details: <http://www.iccs.ir>

What: The Fourth International Conference of the French Cognitive Linguistics Association (AFLiCo IV)

When: 24 - 27 May 2011

Where: Lyon, France

Details: http://www.ddl.ish-lyon.cnrs.fr/colloques/AFLICO_IV/

What: LOT Summer School 2011

When: 13 -24 June 2011

Where: Leuven, Belgium

Details: <http://www.ling.arts.kuleuven.be/lotschool/>

What: The Eighth International Symposium on Bilingualism (ISB8)

When: 15 -18 June 2011

Where: University of Oslo, Norway

Details: <http://www.hf.uio.no/isb8>

What: The 12th International Pragmatics Conference

When: 3-8 July 2011

Where: Manchester, UK

Details: <http://ipra.ua.ac.be/main.aspx?c=.CONFERENCE12&n=1403>

What: The 11th International Cognitive Linguistics Conference (ICLC 11, 2011)

When: 11-17 July 2011

Where: Xi'an, China

Details: <http://www.iclc11.org/>

What: The 12th International Congress for the Study of Child Language (IASCL 2011)

When: 19-23 July 2011

Where: Montreal, Canada

Details: <http://iascl2011.org/>

What: Association for Linguistic Typology 9th Biennial Meeting (ALT9)

When: 21-24 July 2011

Where: Hong Kong, China

Details: <http://www.hku.hk/linguist/alt9/Home.html>

What: The 16th World Congress of Applied Linguistics (AILA2011)

When: 23-28 August 2011

Where: Beijing, China

Details: <http://www.aila2011.org/en/>

CONFERENCE AND WORKSHOP CALLS

What: 2011 SLA Graduate Student Symposium

When: 29-30 April 2011

Where: Iowa City, Iowa, USA

Details: <http://www.uiowa.edu/~flaregra/symp11/index.html>

Submission Deadline: 30 Dec 2010

What: The 5th Conference on Language, Discourse and Cognition (CLDC 2011)

When: 29 April - 1 May 2011

Where: National Taiwan University, Taipei, Taiwan

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

Submission Deadline: 15 Jan 2011

What: The 2nd Nordic Conference of Clinical (NorClinLing)

When: 5 - 7 May 2011

Where: Gran, Norway

Details: <http://www.hf.uio.no/clinical2011>

Submission Deadline: 15 Jan 2011

What: The 32nd Annual Meeting of the Department of Linguistics (amgl32)

When: 6 - 8 May 2011

Where: Thessaloniki, Greece

Details: amgl32-2011@lit.auth.gr

Submission Deadline: 30 Jan 2011

What: New Dynamics of Language Learning: Spaces and Places - Intentions and Opportunities (New Dynamics 2011)

When: 6-9 June 2011

Where: Jyväskylä, Finland

Details: <https://www.jyu.fi/en/congress/newdynamics2011/>

Submission Deadline: 15 Jan 2011

What: International Conference on Variation in First and Second Language Acquisition: Comparative Perspectives

When: 7-9 June 2011

Where: Paris, France

Details: <http://adyloc2011.sfl.cnrs.fr>

Submission Deadline: 15 Jan 2011

What: The Child Language Seminar (CLS 2011)

When: 13-14 June 2011

Where: Newcastle University, England

Details: <http://www.ncl.ac.uk/ecls/conferences/CLS2011/>

Submission Deadline: 1 Jan 2011

What: The International Child Phonology Conference (ICPC) 2011

When: 15-17 June 2011

Where: University of York, England

Details: http://yorkconferences.com/Delegate_Information/International_Child_Phonology_Conference.aspx

Submission Deadline: 15 Jan 2011

What: Lost for Words: Lost for Life (a conference on Speech Language and Communication Needs in older children and young people)

When: 15-17 June 2011

Where: City University London, England

Details: http://www.city.ac.uk/lcs/SLCN_Conf2011.html

Submission Deadline: 20 Jan 2011

What: Cognitive Modeling and Computational Linguistics (CMCL)

When: 23 June 2011

Where: Portland, Oregon, USA

Details: <http://www.psy.cmu.edu/~cmcl/>

Submission Deadline: 1 April 2011

What: Japanese Society for Language Sciences 13th Annual International Conference (JSL2011)

When: 25 -26 June 2011

Where: Suita, Osaka, Japan

Details: <http://www.jslweb.sakura.ne.jp/jsls2011/>

Submission Deadline: 1 Feb 2011

What: The 4th International Symposium on Bilingualism and Bilingual Education in Latin America (BILINGLATAM IV)

When: 29 June - 2 July 2011

Where: Oaxaca, México

Details: <http://www.bilinglatam-mexico.com/>

Submission Deadline: 31 Dec 2010

What: The 17th International Congress of Phonetic Sciences (ICPhS XVII) 2011

When: 17-21 August 2011

Where: Hong Kong, China

Details: <http://www.icphs2011.hk>

Submission Deadline: 1 March 2011

What: 20 Years of Learner Corpus Research: Looking Back, Moving Ahead

When: 15 -17 September 2011

Where: Louvain-la-Neuve, Belgium

Details: <http://www.uclouvain.be/en-cecl-lcr2011.html>

Submission Deadline: 27 Dec 2010

What: The Seventh International Conference on Third Language Acquisition and Multilingualism

When: 15 -17 September 2011

Where: Warsaw, Poland

Details: www.angli.uw.edu.pl/L3

Submission Deadline: 31 Jan 2011

What: New Trends in Experimental Psycholinguistics

When: 29 -30 September 2011

Where: Madrid, Spain

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

Submission Deadline: 1 April 2011

NEW CHILDES CORPUS

New Farsi Corpus

The Neiloufar Family of the Institute of Cognitive Science in Tehran has now contributed data on a second Farsi-speaking child to the CHILDES database. The first child that she had contributed was named Lilia and the new corpus is from Minu. Lilia was studied in 31 sessions from 1;11 to 2;10 and Minu in 104 sessions from 4;1 to 5;2. All of the files are fully linked to audio and coded morphologically on the %mor line.

BOOK ANNOUNCEMENTS

Editors: Nick C Ellis & Diane Larsen-Freeman

Title: Language as a Complex Adaptive System

Series Title: The Best of Language Learning Series

Publisher: Wiley-Blackwell

ISBN: 978-1-4443-3400-5

In celebration of Language Learning's 60th anniversary in 2008, the journal hosted a conference at the University of Michigan on the theme of "Language as a Complex Adaptive System." Leading researchers in linguistics, psychology, and complex systems discussed the path-breaking significance of this perspective for their work, demonstrating that an understanding of language learning can only come about from such interdisciplinary, integrated inquiry.

The articles in this volume summarize this new approach and illustrate it as it applies to language usage, structure, and change, sociolinguistics, cognitive linguistics, anthropology, language evolution, first language acquisition, second language acquisition, psycholinguistics and language processing, language education, individual differences, and language testing.

Table of Contents:

- * Editorial and Dedications (Nick C. Ellis & Diane Larsen-Freeman)
- * Language is a complex adaptive system: Position paper
'The Five Graces Group' (Clay Beckner, Richard Blythe, Joan Bybee, Morten H. Christiansen, William Croft, Nick C. Ellis, John Holland, Jinyun Ke, Diane Larsen-Freeman, & Tom Schoenemann)
- * A usage-based account of constituency and reanalysis (Clay Beckner & Joan Bybee)
- * The speech community in evolutionary language dynamics (Richard A. Blythe & William A. Croft)
- * Linking rule acquisition in novel phrasal constructions (Jeremy K. Boyd, Erin A. Gottschalk, & Adele E. Goldberg)
- * Constructing a second language: Analyses and computational simulations of the emergence of linguistic constructions from usage (Nick C. Ellis & Diane Larsen-Freeman)
- * A usage-based approach to recursion in sentence processing (Morten H. Christiansen, & Maryellen C. MacDonald)
- * Evolution of brain and language (P. Thomas Schoenemann)
- * Complex adaptive systems and the origins of adaptive structure: what experiments can tell us (Hannah Cornish, Monica Tamariz, & Simon Kirby)
- * Meaning in the making: meaning potential emerging from acts of meaning (Christian M.I.M. Matthiessen)
- * Individual differences: Interplay of learner characteristics and learning environment (Zoltán Dörnyei)
- * If language is a complex adaptive system, what is language assessment? (Robert J. Mislevy & Chengbin Yin)

More information:

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-144433400X.html>

Editors: Pedro Guijarro-Fuentes & Laura Domínguez

Title: New Directions in Language Acquisition

Subtitle: Romance Languages in the Generative Perspective

Publisher: Cambridge Scholars Publishing

ISBN10: 1-44382-123-3 *ISBN13:* 978-14-438-2123-0

This volume presents sixteen new articles on the acquisition of Romance languages by both well-established researchers and vital new contributors to the field. Under a generative umbrella, the articles in this collection investigate the acquisition of French, Romanian, Spanish, Catalan, Italian and Portuguese across different contexts including first language acquisition, bilingual acquisition, specifically impaired first language acquisition, child L2 acquisition, second language acquisition, as well as first language attrition. This volume advances our understanding of how languages are acquired and how the study of Romance languages contributes to clarifying challenging open questions on the acquisition of key functional categories and other related phenomena. In particular, the articles included assess complexity as a relevant factor shaping children's acquisition of syntactic and phonological structures, they refine crucial theoretical constructs such as parameter setting and language transfer, and propose language change as another crucial factor affecting the process of language acquisition and attrition.

More information:

<http://www.c-s-p.org>

Author: Lise Menn

Title: Psycholinguistics: Introduction and Applications

Publisher: Plural Publishing

ISBN10: 1-59756-283-1 *ISBN13:* 978-1-59756-283-6

This book is written to be accessible to upper division undergraduates in linguistics, psychology, and speech-language pathology, as well as a range of language professionals (speech-language pathologists, language teachers, educators). It includes a CD with samples of aphasic and child speech, plus a wide range of supplementary materials.

Ray Kent, in his foreword to the book, says: "In this remarkable book, Lise Menn lays out the field of psycholinguistics like a feast on the table of knowledge. Moving deftly between theory and experiment, she reviews contemporary understanding of basic questions on the use of language, such as: How do we acquire a first or later language? How do we understand and produce sentences? How do our brains process language? What causes errors in language production and what do these errors tell us about the neural organization of language? How do neurological disorders such as stroke lead to impairment of language? Menn's deep knowledge of the subject matter is beautifully matched with her verbal skills to produce a book that is inviting and rewarding to read. Above all, this extraordinary book carries the reader along a journey that explores the excitement of research accomplishments in the field of psycholinguistics. Readers who may have been frustrated in previous attempts to fashion an understanding of psycholinguistics from other books or journal articles are well advised to read this book for a clear and comprehensive account of the field."

More information:

http://www.pluralpublishing.com/publication_psl.htm

Author: Barbara Zurer Pearson

Title: Consegue que tu hijo sea bilingüe (Spanish version of the book 'Raising a Bilingual Child')

Publisher: Bilingual Readers

ISBN13: 978-84-92968-05-3

This book offers both an overview of why parents should raise their children to speak more than one language and details steps parents can take to integrate two languages into their child's daily routine. It also includes inspirational first-hand accounts from parents. The author provides parents with information, encouragement, and practical advice for creating a positive bilingual environment for young children.

More information:

<http://www.bilingualreaders.com/consigue-hijo-bilingue/>

<http://www.randomhouse.com/catalog/display.pperl?isbn=9781400023349>

<http://www.zurer.com/pearson/bilingualchild/Notes-newpages3.html>

Editor: Jae Jung Song

Title: The Oxford Handbook of Linguistic Typology

Publisher: Cambridge Scholars Publishing

ISBN10: 0-19-928125-4 *ISBN13:* 978-0-19-928125-1

This book provides a critical state-of-the-art overview of work in linguistic typology. It examines the directions and challenges of current research and shows how these reflect and inform work on the development of linguistic theory. It describes what typologists have revealed about language in general and discovered (and continue to discover) about the richly various ways in which meaning and expression are achieved in the world's languages.

Typological research extends across all branches of linguistics. The degree to which the characteristics of language are universal or particular is crucial to the understanding of language and its relation to human nature and culture. This book is an essential source of reference for linguists of all theoretical persuasions. It is a vital companion for all those working in linguistic typology or undertaking linguistic fieldwork on one or more languages.

Chapters which are particularly relevant to language acquisition:

27. Linguistic Typology and First Language Acquisition, *Melissa Bowerman*

28. Linguistic Typology and Second language Acquisition, *Fred R. Eckman*

More information:

<http://www.oup.com/us/catalog/general/subject/Linguistics/SyntaxMorphology/?view=usa&ci=9780199281251#Description>

THESIS ANNOUNCEMENTS

Author: Nicole Altvater-Mackensen

Title: Do Manners Matter? Asymmetries in the Acquisition of Manner of Articulation Features

Institution: Radboud University Nijmegen - The Netherlands

The thesis is available as a pdf file from Nicole Altvater-Mackensen (nicole.altvater-mackensen@zentr.uni-goettingen.de).

This thesis addresses the question how much and what kind of phonological detail children store in their lexical representation of words. More specifically it investigates the acquisition of manner of articulation features in the perception and production of German and Dutch children. Spoken language data of one- to three-year-olds were analyzed and a series of perception experiments was conducted investigating early world learning in 14-month-olds and the ability of 18- to 25-month-olds to detect mispronunciations in familiar words.

The data show similar asymmetries for Dutch and German children in both perception and production. In early stages of word learning infants are sensitive to mispronunciations that involve the substitution of a target fricative with a stop, but they are not sensitive to changes from a

target stop to a fricative. Similarly, they frequently produce a fricative for a stop, but they hardly replace a stop with a fricative in production. Moreover, we find developmental differences between Dutch and German children that can be related to the differences in the phonological systems of the two languages.

The results are couched in a framework that assumes that early lexical representations are not fully specified, lacking certain phonological detail. It is argued that children initially only specify the most prominent features in their lexical representations and that they add more detail to their representations in the course of development.

Author: Inbal Arnon

Title: Starting Big: The Role of Multi-Word Phrases in Language Learning and Use

Institution: Stanford University

Why are children better language learners than adults despite being worse at other cognitive tasks? Previous accounts have focused on biological, cognitive or neural differences between children and adults. In this dissertation, I suggest the answer lies, at least in part, in the linguistic units that children and adults learn from and how those shape subsequent learning. I propose the Starting Big Hypothesis: children are better at certain aspects of language learning because they learn from units that are larger and less analyzed than the ones adults learn from. Children's early units include ones that cross word boundaries (chunks like I-don't-know or what-is-this), while adults - because of their prior knowledge and learning environment - primarily learn from units in which word boundaries are already marked. The process of learning grammar by analyzing larger chunks may lead to a better outcome than learning by concatenating already analyzed parts (as adults may). I suggest that multi-word units facilitate grammatical and lexical learning and are part of the native adult inventory as well. I support this hypothesis by showing 1) that children's morphological knowledge is facilitated in frequent sentence-frames 2) that multi-word phrases are part of the native adult lexicon, and 3) that L2 learning of grammatical gender improves when learners are first exposed to larger chunks of language. The combined findings offer a novel perspective on the difficulty that adults experience in learning a second language. They enhance a usage-based view of first language learning that emphasizes the importance of multi-word phrases in the construction of grammar, and present evidence in support of an emergentist view of language where all linguistic experience (be it atomic or complex) is processed by the same cognitive mechanism.

Author: Nola Stephens

Title: Given-Before-New: The Effects of Discourse on Argument Structure in Early Child Language

Institution: Stanford University

PDF available at: <http://www.personal.psu.edu/nms20/research.html>

Child language researchers, particularly those studying the acquisition of syntax, have often viewed young children's utterances as isolated and self-contained units of analysis. But "language does not exist in a vacuum" (Clark & Clark 1978:227), and utterances don't either. This dissertation explores the influence of conversational context on early word order. Specifically, I consider how discourse givenness affects the order of postverbal arguments in the speech of preschool children.

In three elicited production studies, I systematically varied the structure of the discourse children heard just before they were asked to describe a filmed vignette. Study 1 targeted verbs of locative transfer, both alternating locative verbs (cf. She squirted the hotdog with the ketchup. vs. She squirted the ketchup on the hotdog.) and non-alternating ones (cf. She filled the cup with sand. vs. *She filled sand into the cup.). Studies 2 and 3 targeted alternating dative verbs (cf. She gave the man the hat. vs. She gave the hat to the man.). These studies provide converging evidence that (i) givenness has a robust effect on early argument ordering—like adults, children tend to use given-before-new ordering, (ii) this discourse effect can be largely, but not fully, attributed to the effect of discourse on referring expressions (viz. that given arguments tend to be pronominal and new ones tend to be lexical), (iii) givenness does not influence all verbs and all arguments equally. I argue that several factors are needed to explain the asymmetrical effects of givenness across verbs and arguments. These include patterns of distribution in the input, conceptual biases, and semantic and pragmatic properties of the verbs.

I also evaluate several mechanisms that might drive early given-before-new ordering: those that are addressee-based, speaker-based, or experience-based. My data do not decide between these, but they do offer preliminary evidence in favor of a speaker-based account. Ultimately, my dissertation highlights the importance of approaching syntactic acquisition from several directions simultaneously. Children must learn to attend to cues from form, function, and discourse and use their limited processing capacities to integrate these cues into a larger model of language production. Linguists must do likewise.

FURTHER ANNOUNCEMENTS

Foundation of an Interdisciplinary Professional Society for Children with Speech and Language Disorders: Invitation to Participate

By Julia Siegmüller (Speech and Language Therapy Institute of Research, EMS Academy of Medicine and Therapy, Rostock) & Annette Fox-Boyer (Dept of Speech and Language Therapy, Hochschule Fresenius, Hamburg) & Peter Marschik (Institute Of Physiology, Medical University Of Graz)

Research on speech, language and communication disorders has always been a meeting point for researchers working in different scientific fields and different types of practitioners working in therapy. In 2000 the ISES (Interdisciplinary conference on developmental language disorders) was founded in Munich in order to create for the first time a German-speaking forum where everybody working and researching in this field was able to meet and share his/her experiences and research results. Since then the community working in this field has grown and thus it is time to continue and extend this work by founding an interdisciplinary professional society. The aim of this project is to create a platform for more awareness outside our research and work community for children with speech and language disorders, as it is up to date possible and existing.

At the 6th interdisciplinary conference on language disorders (ISES 6), which took place from the 11th to the 13th of March 2010 in Rostock, there a kick of meeting for the foundation of the new society which aims to unite and represent researchers, practitioners, patients and parents in German speaking countries took place.

The results of this meeting were:

- a foundation conference will be held in May 2011
- the ISES will be integrated into the society as the society's conference and will take place again in 2012
- an interdisciplinary executive board of the society and its conference will be established at the foundation conference
- network contacts with third party funding support for clinical research will be established
- an interdisciplinary E-journal with an editorial board and reviewed articles will be founded, which aims to include a forum for parental groups of affected children
- a platform for presentation of ongoing research in the field of speech and language disorders will be built

Since then a lot of people from different professional groups (including speech and language therapists, linguists, special education teachers, psychologists and specialists in speech pathology and audiology) expressed their interest to become a member and support this plan.

We would like to invite all interested persons and institutions to participate in this upcoming society. Information about the program of the ISES and how to participate can be found at www.linfor.de. If you want to be informed regularly by our newsletter, just send a mail to s.roedel@ews-rostock.de. A membership fee will be required when the society is established in May 2011 (20th/21st in Leipzig).

Journal of Child language: Call for Papers for a Special Issue on ATYPICAL Language Development

The papers would include theory and data on children who are acquiring their first language in atypical ways, attributable to either developmental (i.e., genetic, including but not limited to children with autism, Williams Syndrome, Down Syndrome, fragile X syndrome, Specific Language Impairment) or acquired (e.g., neonatal or early experienced brain damage or maltreatment) etiologies. Highest priority will go to papers which are not just descriptions of the problem in various clinical populations, but test theories and/or compare children cross-linguistically.

Relevant questions could involve what the attested language delays and deficits reveal about:

- the processes of language acquisition: For example, which processes of language development proceed similarly to the typical case? Are some aspects of language development delayed because of deficits in other aspects that need to be acquired first?
- the representation & organization of language: For example, do the delays/deficits adhere to/follow the subcomponents of language? To what extent do the delays/deficits reveal how language relies on non-linguistic cognition?
- the biology/neuropsychology/genetics of language: For example, what is the relationship between the timing of typical and atypical language development and different aspects of brain development? How can we tie together processes at the gene, neural, and behavioral levels?

Papers should be a maximum of 10,000 words, but shorter papers would be preferred. The deadline for submission is June 24th 2011.

Submissions should be made on Manuscript Central: <http://mc.manuscriptcentral.com/jcl>

In the covering letter, please state that the manuscript is to be considered for this special issue. Instructions for Contributors are

available on Manuscript Central.

Journal of Child Language: Changes to the Editorial Team

By Edith Bavin, La Trobe University

There will be a change of editorship of JCL from the beginning of 2011, with Heike Behrens joining Edith Bavin as co-editor in place of Philip Dale.

The members of the JCL editorial team thank Philip for the fantastic job he has done. His expertise, enthusiasm and support have been invaluable. We have enjoyed working together and wish him every success in his on-going research.

There are also two changes to the Associate Editors. Paul Fletcher, a long standing member of the team, and Kamil ud Deen are moving on. Their contributions to JCL are very much appreciated. The two new Associate Editors are Stephanie Stokes, who joined the team a few months ago, and Misha Becker, who starts at the beginning of 2011.

The first issue of 2011 includes a review article by Carol Stoel-Gammon, on the [relationships between lexical and phonological development in young children](#), with a set of commentaries by researchers in this area. We plan to include other review articles in future volumes, and a second special issue in the near future.

Journal of Child Language: JCL and IASCL

By Martine Walsh, Cambridge University Press, mwalsh@cambridge.org

On behalf of Cambridge University Press, I would like to echo Edith's words of thanks to the outgoing members of the *JCL* team, especially to Philip, with whom I've worked closely these last four years. Before we know it IASCL will be upon us and we will gather in Montreal. *JCL* and the Press is delighted to welcome delegates to a drinks reception by way of thanks to the many of you who have reviewed papers for the editors or contributed your own work. The time between submission and first decision has reduced significantly to an average of four months, and this is in great part due to the excellent team of reviewers and editors. So thank you! Keep an eye on the conference programme for details of the reception.

For those of you with an interest in citations, you may be curious to know which articles from *JCL* have been more cited. The following articles topped the list:

- The ontogenesis of speech acts by Jerome S. Bruner (vol 2/2)
- A cross-language study of prosodic modifications in mothers' and fathers' speech to preverbal infants by Anne Fernald, Traute Taeschner, Judy Dunn, Mechthild Papousek, Bénédicte de Boysson-Bardies and Ikuko Fukui (vol 16/3)
- The child language data exchange system by Brian MacWhinney and Catherine Snow (12/2)

- Children use syntax to learn verb meanings by Letitia Naigles (17/2)

Citations present one side of the story, but what are online users currently downloading from *JCL*? In the last year, these have been the most frequently viewed articles:

- Developing language in a developing body: the relationship between motor development and language development by Jana M. Iverson (vol 37/2)
- Gesture as a support for word learning: The case of under by Karla K. McGregor, Katharina J. Rohlfing, Allison Bean and Ellen Marschiner (vol 36/4)
- Child-directed speech: relation to socioeconomic status, knowledge of child development and child vocabulary skill by Meredith L. Rowe (35/1)
- Preschool-aged children have difficulty constructing and interpreting simple utterances composed of graphic symbols by Ann Sutton, Natacha Trudeau, Jill Morford, Monica Rios and Marie-Andrée Poirier (vol 37/1)

Since *JCL* is the Journal of the International Association of Child Language, all members are entitled to a massive reduction on a personal subscription of \$48/£27 for a print volume or \$30/£20 for online access (current volume plus all issues back to 1997). To subscribe at this rate, simply email journals@cambridge.org.

Multilingualism Blog

By Madalena Cruz-Ferreira

<http://beingmultilingual.blogspot.com/>

NOVA Show on Parrots and Language

By Jean Berko Gleason, Boston University

This program featuring Irene Pepperberg will be of interest to language development classes (to be broadcast February 9).

<http://www.pbs.org/wgbh/nova/nature/profile-irene-pepperberg.html>

Program description: An unlikely scientific team, Irene Pepperberg and her talking parrot, Alex, revolutionized scientists' ideas about animal communication and intelligence. Yet even after Alex's premature death, Pepperberg still struggles to convince some critics that Alex's accomplishments—counting, reasoning, identifying shapes and colors—are more than mere party tricks.

NSF Data Sharing

By Brian MacWhinney, Carnegie Mellon University

You may have noted that NSF has recently implemented a requirement that, beginning in January, proposals must include a detailed plan for data-sharing. For proposals going to the SBE Sciences, the relevant policy can be downloaded from:

http://www.nsf.gov/sbe/SBE_DataMgmtPlanPolicy.pdf

The requirement is that proposals should include a clear plan to share primary data in standard formats and this plan will be monitored through yearly reports, final reports, and during requests for further funding. In this regard, it would certainly make sense for people collecting child language data to propose that they will share their data through the CHILDES database. It also seems appropriate to refer to placing data in CHAT format as a way of using a standardized data format. The only limiting condition noted in the NSF statement is that, often, individuals should not be identifiable. To match this requirement, we focus on removing any identification through the use of last names, both in the transcripts and the audio.

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

Room GH632

Department of Chinese and Bilingual Studies

The Hong Kong Polytechnic University

Hunghom, Hong Kong SAR

China

editor.iascl.clbulletin@gmail.com; ctaachan@polyu.edu.hk

IASCL DONATION DRIVE

The IASCL is a worldwide organization, 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). Please contact [Dr Theakston](#) for further details.

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](#) at the above address.

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
anna.theakston@manchester.ac.uk

MEMBERSHIP

You are strongly encouraged to join IASCL or renew your membership by paying membership fees through our conference web site around the time of each triennial conference. If, however, you did not attend the last conference, and have not since renewed your membership, you can do so now. Current membership fees are £50 for regular members, and £27 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 (£50 for regular members; 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 2011 in Montreal. Members in countries with nonconvertible currencies or currency transfer restrictions or other economic difficulties should request a waiver of the membership fee. Additional contributions for the support of colleagues and program in countries with currency and/or economic difficulties are welcomed. Please get in touch with [the Treasurer](#).

To join IASCL or renew your membership, please complete the [online registration form](#). To make your payment, please telephone 00 44 1361 884466 and ask to speak to Colette or Katherine, explaining that you wish to pay IASCL membership fees OR email colette@foxfleming.co.uk. We will be able to take most credit/debit cards except American Express and Diners Club Card. Please note that credit card payments attract an administration fee of £5. *If you wish to pay the student membership fee, please send proof of student status to the treasurer at the address below:

Dr Anna Theakston

IASCL Treasurer

Coupland Building

School of Psychological Sciences

University of Manchester

Oxford Road

Manchester M13 9PL

UK

For more information, please visit <http://www.iascl.org/join.html>.