

IASCL - Child Language Bulletin - Vol 32, No 1: August 2012

IN THIS ISSUE

- [Interested in Organizing an IASCL Meeting?](#)
 - [An Interview with our New President, Eve Clark](#)
 - [Conference Report: Formal Approaches to Heritage Language](#)
 - [YouTube Channel for Specific Language Impairment \(SLI\): Spread the Word!](#)
 - [CLASTA: Communication & Language Acquisition Studies in Typical and Atypical Populations](#)
 - [New Academic Program in Speech Pathology](#)
 - [Forthcoming Conferences and Workshops](#)
 - [Conference and Workshop Calls](#)
 - [New CHILDES Corpora](#)
 - [Book Announcements](#)
 - [Thesis Announcements](#)
 - [Further Announcements](#)
 - [From the Editor](#)
 - [IASCL Donation Drive](#)
 - [Membership](#)
-

[Interested in Organizing an IASCL Meeting?](#)

By Eve Clark, IASCL President, Stanford University

The 2014 meeting of IASCL will be held in Amsterdam, and the 2017 meeting in Lyon.

For future meetings (2020, 2023), please send preliminary expressions of interest to:

Eve V. Clark - eclark@stanford.edu

[An Interview with our New President, Eve Clark](#)

By Angel Chan, Hong Kong Polytechnic University

Eve Clark is the Richard W. Lyman Professor of Humanities and Professor of Linguistics at Stanford University, Stanford, California. She studied French Language and Literature, then did her PhD (Linguistics, Edinburgh) on language acquisition before moving to Stanford.



Eve's research has focused on children's acquisition of meaning, beginning with her Semantic Features Hypothesis, and now framed by the pragmatic principles of Conventionality and Contrast. She has worked on the acquisition of lexical meaning for both relational and non-relational terms; on word-formation and lexical innovations, cross-linguistically; on children's uptake of 'new' words in the course of conversation, and on how adults license inferences about the meanings of new words. She has also worked on the role of joint attention in new word acquisition, and on the kinds of information adults provide to children about the referents of new words. Her research has been supported by the National Science Foundation, the National Institutes of Health, and The Spencer Foundation in the US, and through her collaborators, by the Israel-US Binational Science Foundation and the Agence National de Recherche. Her observational and experimental studies have appeared in numerous journal articles and chapters, and in two monographs: *The Ontogenesis of Meaning* (1979) and *The Lexicon in Acquisition* (1993). She is also known for her general text and reference book on acquisition, *First Language Acquisition* (2nd edn, 2009).

She is currently working on adult reformulations in interactions with young children, and how these provide feedback on errors, feedback that is also relevant to children's uptake of corrected forms; on the acquisition of verb paradigms in French where widespread homophony presents a particular challenge to discovery of the contrasting meanings involved, on the role of gesture in combination with speech in adult-child interactions, and on language-as-expertise.

In this interview, Eve comments on her impressions of the last IASCL congress, expectations for the next conference, views on the recent and future developments of the field, her own theoretical perspective on child language acquisition, and her current and future research plans.

Angel Chan: *Eve, you attended the IASCL congress in Montreal last summer. What was your general impression of the conference?*

Eve Clark: I was impressed by the range of questions being asked about the process of acquisition, and the open, eclectic, embrace of many different perspectives on studying first language acquisition. I was also fascinated by the topics the plenary speakers talked about: they all did a superb job of making science accessible without too much simplification, and they conveyed very clearly how exciting they found their research.

Angel Chan: *Do you have any expectations for the next congress?*

Eve Clark: Personally, I am particularly looking forward to the 2014 meeting being in The Netherlands - I have spent quite a bit of time there over the years, mainly as a Visiting Scientist at the Max-Planck-Institute for Psycholinguistics, and so having the next meeting in Amsterdam will be a real treat. I hope it will draw a lot of IASCL members too: Amsterdam is very accessible, a lovely city, full of breathtaking art, music, and

history. The actual organization and planning of the next congress is in the able hands of Anne Baker and her Organizing Committee. We will be following the general model set by the Montréal and Edinburgh meetings, with poster and symposia sessions, plus invited plenary talks. It is early days, though, and the Amsterdam organizers will be posting more information about plans (and abstract deadlines) early in 2013. A lot of the behind-the-scenes planning is already well on the way, but getting the details into place takes a bit more time. But look for a website announcement before the end of the year.

Angel Chan: Your last interview with the IASCL child language bulletin was back in May 2003. What do you consider the major developments in the field of child language over the last 9 years?

Eve Clark: I see several new directions that look exciting. There is a lot more attention being paid to modeling in studies of acquisition, particularly with Bayesian-type models. While these tend to focus on just a few dimensions at a time, this is an important development, and one that could be applied to cross-linguistic data, for example, for more rigorous assessments of how differences in language typology as well as in the amount of input can affect the process of acquisition. Researchers are also beginning to attend to more of the pragmatic factors in acquisition, looking, for example, at how conversational interactions shape children's acquisition of a language from the start, and how pragmatic demands on communication affect what children do and don't say under different circumstances. This suggests that we have now moved away from the formerly pervasive view of 'language as product' to a more realistic view of 'language-as-process'. And many researchers are looking at other dimensions in communication: gaze, facial expression, stance, hand/arm gestures, all factors that have often been ignored when it came down to talking about "language development". I think we now realize that we have to look at language as one piece, albeit a critical one, among the various skills we draw on to communicate.

Angel Chan: How do you see the future of child language studies? What questions or issues do you particularly hope that child language researchers could take up in the coming years?

Eve Clark: I expect to see much more cross-linguistic comparisons within semantic domains, along the lines of the work inspired by Melissa Bowerman on 'cutting and breaking', as well as 'placing' things in or on other things. Semantic domains show us how languages differ in their lexical resources and in the number of contrasts they rely on, and this contributes centrally to some basic typological differences. Making such comparisons enriches the typological differences we can see in syntactic structures, and adds to what we know about different language types and how they are learnt. I'd also like to see much more integration of linguistic development with other factors that contribute to the construction of a (successful) communication system -- how adults and children use gaze and gesture, for example, along with language, as they exchange information. And there we need to look at how adults do this too. An exclusive focus on language tends to limit the questions we think of asking and also the kinds of answers we might consider.

Angel Chan: In the first chapter of your book "First Language Acquisition" (second edition), you state that you view both social and cognitive development as critical to child language acquisition. What are the influences that have shaped such a view?

Eve Clark: Keeping a daily diary of a child's development makes one very aware of the multiple influences that are exerted on early

development. And I kept such a diary for 6 years. Infants are very sociable, for example, and that propensity plays a critical role in their earliest attempts to communicate, as well as in adult reactions to infants and small children. Cognitive development sets all sorts of milestones which have an effect, in turn, on what children are interested in and try to talk about at different stages and ages. By tracking what changes over time, we can gain insight into just what is developing in the intersecting skills that children master (in varying degrees) as they get older. For instance, thanks to Anne Fernald and her lab, one factor we now know is critical is how much adults talk to their children before age 3 -- the amount of language young children hear influences how fast they recognize familiar words and how rapidly they go on to add new words to their repertoires. The effects of such early linguistic input are probably life-long: we know they affect how well children do in school, in our culture, and this will also very likely affect how skilled they become, as they get older, in making use of language in communication.

Angel Chan: How about your current and future research plans?

Eve Clark: I have been working in several areas in the last few years -- on the forms and meanings of early verbs, on common ground and its accumulation during communicative adult-child exchanges, and on the relations between speech and gesture.

First, I have been collaborating with Edy Veneziano (Paris-Descartes) on how Francophone children learn the verb paradigms of French, and we have found that we have to look very closely at conversational exchanges in order to track children's acquisition of each specific verb form, the constructions it appears in, and its emerging meaning. We are also looking closely at the kinds of information adults offer about verbs, at how frequency in the input affects acquisition, and all the kinds of information available to children as they gradually add to their initial verb forms and their meanings, for each verb.

Second, I have become very interested in what's involved in taking turns in a conversation -- how turns are timed as one person yields the floor to another, how speakers place information in common ground during an exchange, and how they organize given and new information to update and so accumulate common ground. One of my students, Marisa Tice, is doing ingenious studies on the timing of turns in both child and adult speech, using eye-tracking techniques, and focusing on the cues they use to anticipate upcoming ends of turns, and another, Chigusa Kurumada, is looking at how certain prosodic contours trigger specific pragmatic inferences, and how early children learn to take account of such inferences, which again require an updating of common ground.

Third, with Bruno Estigarribia (University of North Carolina), I've been looking at some of the relations between verbal and gestural information in adult-child interactions, and in particular at the kinds of information gestures can provide for very young children. For example, when adults offer children new words, they often also present information about the referents of those words with words for parts, properties, and functions of an unfamiliar referent, for example, alongside gestures timed to match the speaker's words, where the speaker points at parts and properties as they are mentioned, and demonstrates the function or type of motion typical of the referent object as it is described. I hope to pursue all three of these topics further.

Angel Chan: Thank you very much Eve for sharing your thoughts with us!

Conference Report: Formal Approaches to Heritage Language, Mini-Conference at UMass Amherst

By Barbara Zurer Pearson, University of Massachusetts Amherst

The Language Acquisition Research Center (LARC) at the University of Massachusetts Amherst hosted a meeting on April 21-22 to explore “Formal Approaches to Heritage Language.” The conference followed Polinsky and Kagan (2007) in defining the heritage speaker (HS) as a “person raised in a home where one language is spoken, but who subsequently switched to another dominant language.” The question posed by the call for papers was to explore the formal properties of HS grammars and how they diverge from both “native baseline” and L2 speaker grammars. Fifty-six speakers and attendees from three continents, six countries, and seven states, representing at least ten languages, heard talks and posters one day and then gathered on a second day for a panel on special educational issues for heritage speakers.

Keynote Acrisio Pires of University of Michigan opened by framing the question in terms of general mechanisms of language variation. The day closed with a second keynote by Ana Perez-Leroux on minimalist insights into heritage grammars, and remarks by discussant Tom Roeper. The following morning, Maria Polinsky of Harvard set the stage for considerations for the education of heritage speakers and then led the lively panel comprised of Peggy Speas and Luiz Amaral of Amherst and Silvina Montrul of the University of Illinois Champaign Urbana. Responses to the conference questions, based on Russian, Spanish, Korean, Japanese, Portuguese, French, and Inuktitut (among others), probed specific effects seen in constructions such as inflected infinitives and modality distinctions in Brazilian Portuguese, differential object marking in Spanish, null objects, aspect, negative polarity items, and interrogative inversion. What common properties, one asks, are found across language pairs? What are language-specific responses?

The consensus from a post-event survey indicated that a small conference such as this is a viable format for leaders in the field to move the conversation along and at the same time draw new investigators into the field.

There were a small number of participants and talks, but a large number of researchers who I wanted to talk to. [I appreciated] no parallel sessions, dinner for participants, and the division into a day of talks and a day of workshops. ... The open and informal format of the workshop and the discussion were very good and made it possible to exchange thoughts and ideas - I think more than in most other conferences.

Downloadable papers and a photo gallery are available on the LARC website. <http://www.umass.edu/larc>

For more information, contact LARC directors, Luiz Amaral, Tom Roeper, or Barbara Zurer Pearson, also through the LARC website. Questions about a possible follow-up publication should be addressed to Acrisio Pires.

YouTube Channel for Specific Language Impairment (SLI): Spread the Word!

By Gina Conti-Ramsden, University of Manchester

Sitting in the back of a taxi, my friendly driver enquires about my job.

“I work with children with specific language impairment.”

“Children with specific what?” comes the bewildered, but not unexpected, reply.



Each member of our group has had this type of experience. There is little awareness of specific language impairment (SLI) among the general public. This is particularly surprising when the facts are revealed: SLI is much more common than autism and about as common as dyslexia. Evidence estimates prevalence at around 3%: a child in every reception class.

SLI hinders understanding and expressive language. The impact can be serious, often affecting literacy, educational attainments, social interactions and ultimately the ability to participate in society and hold down a job. Yet because SLI is a hidden disability, it often goes unnoticed with many children, young people and their families missing out on accessing much needed help and support.

As therapists, it's distressing to see the effect late diagnosis can have on a young person's self-esteem and self-worth. This often comes from their struggles to succeed at school because of the heavy language demands of the curriculum and difficulties communicating within their family and social circles. SLI needs to be identified so that the people around the child can understand their needs, strengths and how best to support them.

So, we joined forces to form a group called **RALLI** - Raising Awareness of Language Learning Impairments. Our goal is simple: for awareness of SLI to be as widespread as awareness of dyslexia and autism.

In order to reach as large an audience as possible, we have just launched a YouTube channel where we are posting short videos about SLI from various perspectives. These will range from children talking about how SLI has affected their lives through to brief summaries of recent research. We urge you to look at our channel, subscribe, add your comments and forward the link to parents and professionals. We also plan to post videos for young people with SLI and we will be encouraging all audiences to send in their own videos to share. Please help us to spread the word!

Visit: www.youtube.com/rallcampaign

- Dorothy Bishop, Professor of Developmental Neuropsychology at Oxford University
- Gina Conti-Ramsden, SLT and Professor of Child Language and Learning at the University of Manchester
- Becky Clark, SLT and RALLI Editor
- Courtenay Norbury, SLT and Head of the Literacy, Language and Communication Laboratory at Royal Holloway, University of London
- Maggie Snowling, Professor of Psychology at the University of York

Acknowledgement: RALLI has been launched with funding support from Afasic, Afasic Cymru, The Waterloo Foundation and the Economic and Social Research Council (ESRC).

CLASTA: Communication & Language Acquisition Studies in Typical and Atypical Populations

By Virginia Volterra, Institute of Cognitive Sciences and Technologies & Maria Chiara Levorato, University of Padova

We are pleased to announce the foundation of a new scientific association in Italy. The members of the Provisional Executive Committee are:

- Olga Capirci (Institute of Cognitive Science and Technology, CNR , Roma)
- Simonetta D'Amico (University of Aquila)
- Sergio Di Sano (University of Chieti)
- Laura D'Odorico (University of Milano, Bicocca)
- Maria Chiara Levorato (University of Padova)

The aims of the association are:

- To promote and disseminate knowledge in psychology and developmental psychopathology of language and communication
- To promote the relationship between empirical research and clinical practice spreading information, scientific knowledge and operating practices, among researchers and professionals working in this field
- To promote training for students, young researchers, professionals and workers through the organization of seminars, workshops, summer schools, master's courses, ensuring a high profile scientific expertise

- To promote the exchange of scientific information, by creating an Association website, including research papers, bibliographies, critical reviews, conference presentations or posters and other working materials
- To encourage new collaborations on specific topics
- To promote the internationalization process developing and implementing contacts with colleagues, and non-EU companies and EU institutions
- To undertake publishing activities, through the Association website, such as the publication of conference proceedings and the publication of a newsletter

Anyone interested in collaborating with the association is invited to contact Maria Chiara Levorato, University of Padua,

E-mail: chiara.levorato@unipd.it

New Academic Program in Speech Pathology

By Roxanne Bélanger, Laurentian University

Laurentian University's Speech Language Pathology Department, in collaboration with the Departments of Biology, French Studies, Psychology and Sociology is proud to offer the first French-language Bachelor's of Health Science program (orthophonie) in the province. Laurentian University will accept its first cohort of M.H.Sc. students in September 2012.

The curriculum developed for this 4-year program is both engaging and challenging for the students, and includes a rigorous clinical component. Consequently, the student is provided with the competencies required to further pursue their education at the Master's level and a career as a Speech Language Pathologist or in other related areas.

The first cohort of Bachelor's level students was accepted in September 2008. In June 2011, Faculty had the privilege of assisting to the graduation of this cohort.

In September 2012, Laurentian University will open its doors to students in the newest French-language Master's in Health Science program (orthophonie) in Ontario. The program comprises two options: one M.H.Sc. with thesis and one M.H.Sc. without thesis. The mission of the program is to equip future clinicians with a solid theoretical and practical foundation, thereby making them capable of integrating research to clinical practice both in English and French. Given that there are waiting lists for speech and language services throughout Northern Ontario, Laurentian University is host to its own Speech Language Pathology Clinic. This clinic:

- offers high-quality assessment and intervention services throughout Northern Ontario

- enables students enrolled in the program to observe and apply concrete theories learned in the courses offered
- gives students the opportunity to obtain clinical experience in the assessment and treatment of communication disorders

Speech-Language Pathology laboratories are also situated on site, thus providing research opportunities to students within the programs. Faculty members at Laurentian University conduct research on a wide range of topics.

Roxanne Bélanger, PhD candidate, is a Speech Language Pathologist who is examining the neuro-developmental outcomes of children born prematurely. Her research interests include, but are not limited to the speech and language development of bilingual children born in a linguistic minority context.

Chantal Mayer, PhD candidate, is a Speech Language Pathologist who is pursuing her doctoral studies in the Human Studies program, also at Laurentian University, under the supervision of Elin Thordardottir, bilingual language acquisition expert from McGill University. Chantal's research interests include, among others, the language development of bilingual children with and without SLI in Northern Ontario.

Michèle Minor-Corriveau, PhD candidate, is a Speech Language Pathologist who has successfully defended her thesis working on standardizing and validating a speech and language screening tool designed for use with the franco-ontarian population. Her research interests include but are not limited to standardizing and validating assessment batteries and treatment options in order to make them accessible to the franco-ontarian population; articulation and phonological disorders; and written language.

Manon Robillard, PhD candidate, is a Speech Language Pathologist who specializes in augmentative and alternative communication (AAC). Her interest in AAC stems from her clinical work with children having complex communication needs. For 12 years, she was a team member of an AAC clinic in Ontario. Her present research involves the establishment of core words for French speaking and bilingual children living in minority communities. She is also studying the influence of cognition and language on young children's ability to navigate a speech-generating device.

Students are therefore engaged in research activities from the baccalaureate level onward, learning from and collaborating with professors actively researching and working in the field.

These interdisciplinary undergraduate and graduate programs offer students across the province as well as across the country the opportunity to study Speech-Language Pathology in a culturally diverse linguistic minority setting, while offering the communities of Northern Ontario the promise of producing graduates in the ever-evolving field of Speech-Language Pathology, ready to provide high-quality service to populations with needs as diverse as their cultures.

NEWS AND ANNOUNCEMENTS

FORTHCOMING CONFERENCES AND WORKSHOPS

What: The 2012 Annual Meeting of the Cognitive Science Society (CogSci 2012)

When: 1-4 August 2012

Where: Sapporo, Japan

Details: <http://cognitivesciencesociety.org/conference2012/index.html>

What: The 7th International Conference on Construction Grammar (ICCG-7)

When: 10-12 August 2012

Where: Seoul, Korea

Details: <http://iccg7.hufs.ac.kr/>

What: Biennial Meeting EARLI SIG 5 Learning and Development in Early Childhood: Researching Development, Learning and Well-Being in Early Childhood

When: 27-29 August 2012

Where: Utrecht, The Netherlands

Details: <http://earlisig.fss.uu.nl/earli-sig-5-conference/>

What: Embodied and Situated Language Processing 2012 (ESLP 2012)

When: 28-30 August 2012

Where: Newcastle Upon Tyne, UK

Details: <http://eslp.cocolab.org/>

What: Measuring Behavior 2012: The 8th International Conference on Methods and Techniques in Behavioral Research

When: 28-31 August 2012

Where: Utrecht, The Netherlands

Details: www.measuringbehavior.org

What: The 13th Biennial Conference of the European Association for Research on Adolescence (EARA)

When: 29 August - 1 Sep 2012

Where: Spetses, Greece

Details: www.eara2012.gr

What: Workshop on Prosody in Typical and Atypical Populations

When: 3-4 September 2012

Where: University of Reading, UK

Details: <http://www.reading.ac.uk/ptap-conference.aspx>

***What:* The British Psychological Society Developmental Section Annual Conference 2012**

When: 5-7 September 2012

Where: Strathclyde University, Glasgow, UK

Details: <http://www.strath.ac.uk/humanities/research/bps2012/introduction/>

***What:* The 22nd Annual Conference of the European Second Language Association (EUROSLA22)**

When: 5-8 September 2012

Where: Poznań, Poland

Details: <http://ifa.amu.edu.pl/eurosla22/>

***What:* Narrative, Intervention and Literacy: Development of Oral Narratives, Intervention Procedures and Reading Comprehension (NIL2012)**

When: 6-7 September 2012

Where: Paris, France

Details: <http://lewebpedagogique.com/nil2012/>

***What:* The 18th Annual Conference on Architectures and Mechanisms for Language Processing (AMLaP 2012)**

When: 6-8 September 2012

Where: Riva del Garda, Italy

Details: <http://events.unitn.it/en/amlap2012>

***What:* The 22st Annual Conference of the European Second Language Association (EUROSLA22)**

When: 6-8 September 2012

Where: Poznań, Poland

Details: <http://ifa.amu.edu.pl/eurosla22/start>

***What:* Self-Talk: Forms and Practices**

When: 10-12 September 2012

Where: Paris, France

Inquiries: monologue@univ-paris3.fr

What: Deaf Children Development Conference

When: 11 September 2012

Where: City University London, UK

Details: <http://deafchildsdevelopment.eventbrite.com/>

What: The 8th International Conference on Third Language Acquisition and Multilingualism

When: 13-15 September 2012

Where: Castelló, Spain

Details: <http://www.linguapax.org/fr/nouvelles/2011/11/02/8th-international-conference-on-l3-acquisition-and-multilingualism>

What: The 16th Workshop on the Semantics and Pragmatics of Dialogue (SEMDIAL 2012)

When: 19-21 September 2012

Where: Paris, France

Details: <https://sites.google.com/site/semzial2012seinedial/>

What: The International Fall School Multilingualism: European and Asian Perspectives

When: 8-12 October 2012

Where: Hamburg, Germany

Details: <http://www.lima.uni-hamburg.de/index.php/de/graduerten-training/fall-school-2012>

What: The Generative Approaches to Language Acquisition in North America (GALANA 5)

When: 11-13 October 2012

Where: Kansas, USA

Details: <http://www.galana2012.ku.edu/home.html>

What: Workshop on Causality in Language and Cognition: From Prelinguistic to Linguistic Causality in Infants

When: 12 October 2012

Where: Paris, France

Inquiries: Bridget Copley (Email: bridget.copley@sfl.cnrs.fr)

What: Second Language Research Forum (SLRF)

When: 18-21 October 2012

Where: Pittsburgh, USA

Details: <http://ml.hss.cmu.edu/slrf2012/>

What: Workshop on Acquisition at the Interface (WAI)

When: 22-23 October 2012

Where: Tromsø, Norway

Details: http://castl.uit.no/index.php?option=com_content&view=article&id=260%3Aworkshop-acquisition-at-the-interface-&catid=281&Itemid=112

What: The Road Less Travelled: An International Conference on Heritage Languages and Heritage Language Acquisition

When: 26-27 October 2012

Where: Victoria College, University of Toronto, Canada

Details: <http://individual.utoronto.ca/perezleroux/site/roadlesstravelled.html>

What: The 37th Boston University Conference on Language Development (BUCLD 37)

When: 2-4 November 2012

Where: Boston, USA

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

What: New Trends in Experimental Psycholinguistics

When: 7 -9 November 2012

Where: Madrid, Spain

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

What: The IEEE Conference on Development and Learning, and Epigenetic Robotics

When: 7-9 November 2012

Where: San Diego, California, USA

Details: www.icdl-epirob.org

What: Maryland International Conference on Chinese as a Second Language (MICCSL1)

When: 10-11 November 2012

Where: College Park, Maryland, USA

Details: <http://www.umdcsl.umd.edu>

What: The 2012 ASHA Convention

When: 15-17 November 2012

Where: Atlanta, USA

Details: <http://www.asha.org/Events/convention/Future-Conventions/>

What: New Perspectives on Crosslinguistic Influence in Language Learning (CLI 2012)

When: 15-17 November 2012

Where: Zadar, Croatia

Details: <http://workshop.transfer-in-language-learning.net/>

What: Early Language Acquisition 2012 (ELA 2012)

When: 5-7 December 2012

Where: Lyon, France

Details: <http://www.ddl.ish-lyon.cnrs.fr/colloques/ELA2012/>

What: The 87th Annual Meeting of the Linguistic Society of America

When: 3-6 January 2013

Where: Boston, USA

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

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

When: 30 Jan-1 Feb 2013

Where: Utrecht, Netherlands

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

What: Specific Conditions in Language Acquisition (DGFS Workshop)

When: 12-15 March 2013

Where: University of Potsdam, Germany

Inquiries: Flavia Adani (adani@uni-potsdam.de), Johannes Hennies (e-mail: Johannes@hennies.org) and Eva Wimmer (eva.wimmer@uni-koeln.de)

What: The 5th International Conference of Cognitive Science (ICCS2013)

When: May 2013

Where: Tehran, Iran

Details: <http://iccs.ircss.org/en/Pages/default.aspx>

What: Language Development Courses at the Linguistic Institute

When: 24 June - 19 July 2013

Where: University of Michigan, USA

Details: <http://lsa2013.lsa.umich.edu/courses/>

What: The 18th meeting of the European Society for Cognitive Psychology

When: 1 September 2013

Where: Budapest, Hungary

Details: <http://www.escop.eu/index.php/escop-conferences>

CONFERENCE AND WORKSHOP CALLS

What: Three Factors and Beyond: The Socio-Syntax of (A)typical Language Acquisition and Development (3FB)

When: 16-18 November 2012

Where: Nicosia, Cyprus

Details: <http://www.research.biolinguistics.eu/CySLI/events.html>

What: The 14th Tokyo Conference on Psycholinguistics 2013 (TCP2013)

When: 8-9 March 2013

Where: Tokyo, Japan

Details: <http://www.otsu.icl.keio.ac.jp/tcp/>

Submission deadline: 30 Nov 2012

What: Experimental Approaches to Perception and Production of Language Variation (ExAPP2013)

When: 20-22 March 2013

Where: Copenhagen, Denmark

Details: http://lanchart.hum.ku.dk/exapp_2013/

Submission Deadline: 3 August 2012

What: The 11th International Symposium of Psycholinguistics

When: 20-23 March 2013

Where: Tenerife, Spain

Details: <http://www.neurocoq.ull.es/psycholinguistics>

Submission Deadline: 30 November 2012

What: The 26th Annual CUNY Conference on Human Sentence Processing (CUNY 2013)

When: 21-23 March 2013

Where: Columbia, USA

Details: <http://artsandsciences.sc.edu/cuny2013>

Submission Deadline: 1 December 2012

What: The 31st AESLA Conference. Communication, Cognition and Cybernetics (XXXIAESLA)

When: 18-20 April 2013

Where: La Laguna/Tenerife, Spain

Details: <http://aesla2013.tucongreso.es>

Submission Deadline: 30 November 2012

What: Generative Approaches to Second Language Acquisition (GASLA 12)

When: 26-28 April 2013

Where: Gainesville, FL, USA

Details: <http://www.gasla12.com>

Submission Deadline: 15 November 2012

What: Canadian Association of Applied Linguistics Annual Conference (ACLA - CAAL)

When: 3-5 June 2013

Where: Victoria, British Columbia, Canada

Details: <http://aclacaal.org/CongACLAAAn.htm>

Submission Deadline: 16 November 2012

What: The 9th International Symposium on Bilingualism (ISB9)

When: 10 -13 June 2013

Where: Nanyang Technological University, Singapore

Details: <http://linguistics.hss.ntu.edu.sg/ISB9/main.html>

Submission Deadline: 31 Oct 2012

What: The 12th International Cognitive Linguistics Conference (ICLC 12, 2013)

When: 23-28 June 2013

Where: Edmonton, Canada

Details: <https://sites.google.com/a/ualberta.ca/iclc12/>

Submission Deadline: 1 November 2012

What: Child Language Seminar (CLS 2013)

When: 24-25 June 2013

Where: University of Manchester, UK

Details: <http://www.psych-sci.manchester.ac.uk/aboutus/events/cls2013/>

Submission Deadline: will be announced in September 2012

What: The 19th International Congress of Linguists (19ICL)

When: 22-27 July 2013

Where: Geneva, Switzerland

Details: <http://www.cil19.org>

Submission Deadline: 1 September 2012

What: Association for Linguistic Typology 10th Biennial Meeting (ALT10)

When: 15-18 August 2013

Where: University of Leipzig, Germany

Details: <http://www.linguistic-typology.org/conferences.html>

Submission Deadline: 10 Dec 2012 (theme sessions), 15 Jan 2013 (papers/posters)

What: The 7th International Conference on Language Acquisition (AEAL 2013)

When: 4-6 September 2013

Where: Bilbao, Spain

Details: <http://www.aealbilbao.com>

What: The 13th International Pragmatics Conference

When: 8-13 September 2013

Where: New Delhi, India

Details: <http://ipra.ua.ac.be/main.aspx?c=CONFERENCE13>

Submission Deadline: announced later

What: The XIII Meeting of the International Association for the Study of Child Language (IASCL 2014)

When: 14-19 July 2014

Where: Amsterdam

Details: <http://iascl.talkbank.org/2014amsterdam.html>

Submission Deadline: will be announced in early 2013

What: The 17th World Congress of Applied Linguistics (AILA2014)

When: 10-15 August 2014

Where: Brisbane, Australia

Details: <http://www.aila2014.com/index.html>

NEW CHILDES CORPORA

New Clinical Corpus

A new clinical corpus contributed by Dr. Aparna Nadig and Janet Bang of McGill University is now available on CHILDES as part of the clinical corpora. The corpus is part of a larger study on word learning in children with autism spectrum disorders (ASD) and includes transcripts of

parent-child interactions during a brief play interaction (approximately 10 minutes). These include English-speaking and French-speaking families from Montreal, Quebec. The corpus includes both children with ASD (36-74 months old) and typically-developing children (12-57 months) who were recruited to match children with ASD on language ability. Sample sizes for the English-speaking sample include: 12 children with ASD and 25 children with typical development. Sample sizes for the French-speaking sample include: 8 children with ASD and 17 children with typical development. Full documentation can be found in the manual for clinical corpora at <http://childes.talkbank.org/manuals> under Language Disorders.

New French Corpus

A new French corpus has been contributed by Katerina Palasis of the University of Nice. The data include 20 hours of recordings of 22 children in a single kindergarten classroom. Their ages across the period of the study range from 2;5 to 4;0. The data are linked to either audio or video recordings and there was a special emphasis on the analysis of error types.

New American English Corpus

Braunwald-Max Planck Corpus is a new corpus contributed by Susan Braunwald with the help of the Max Planck Institute for Evolutionary Anthropology. The corpus consists of an electronic version of a diary kept by Sue Braunwald of her daughter's language development together with transcriptions and linked sound files. The main data collection periods covered in the electronic corpus were from 1;3 - 3;10 for the diary and 1;6 -4;6 for the recordings, with some later ones as well. Keeping the diary was an enormously arduous task for Sue as was making the recordings, and the CHILDES community is immensely grateful to her for contributing this corpus as well as to the Leipzig and Manchester members of MPI-EVA for turning it into the electronic version. Full details are in the section of the corpus manual for the American English segment of the database.

BOOK ANNOUNCEMENTS

Authors: Patricia Brooks and Vera Kempe

Title: Language Development

Publisher: Wiley

ISBN: 978-1-4443-3146-2

From the first moment of life, language development occurs in the context of social activities. This book emphasizes how language development interacts with social and cognitive development, and shows how these abilities work together to turn children into sophisticated language users—a process that continues well beyond the early years. Covering the breadth of contemporary research on language development, Brooks and Kempe illustrate the methodological variety and multi-disciplinary character of the field, presenting recent findings with reference to major theoretical discussions. Through their clear and accessible style, readers are given an authentic flavor of the complexities of language development research.

With such research advancing at a rapid pace, *Language Development* uncovers new insights into a variety of areas such as the neurophysiological underpinnings of language, the language processing capabilities of newborns, and the role of genes in regulating this amazing human ability.

More information:

<http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1444331469.html>

Editors: Jean-Marc Colletta and Michèle Guidetti

Title: Gesture and Multimodal Development

Publisher: John Benjamins

ISBN: 978-90-272-0258-1 (hardbound) 978-90-272-7392-5 (e-book)

We gesture while we talk and children use gestures prior to words to communicate during the first year. Later, as words become the preferred form of communication, children continue to gesture to reinforce or extend the spoken messages or even to replace them. This volume, originally published as a Special Issue of *Gesture* 10:2/3 (2010), brings together studies from language acquisition and developmental psychology. It provides a review of common theoretical, methodological and empirical themes, and the contributions address topics such as gesture use in prelinguistic infants with a special and new focus on pointing, the relationship between gestures and lexical development in typically developing and deaf children and even how gesture can help to learn mathematics. All in all, it brings additional evidence on how gestures are related to language, communication and mind development.

More information:

<http://benjamins.com/#catalog/books/bct.39/main>

Authors: Jean Berko Gleason and Nan Bernstein Ratner

Title: Development of Language (The 8th Edition)

Publisher: Allyn & Bacon

ISBN-10: 0132612380 *ISBN-13:* 978-0-13261-238-8

Combining the contributions of experts and highly-respected researchers, the eighth edition of *Language Development* offers a definitive exploration of language acquisition and development from infancy through adulthood.

Taking a multi-disciplinary approach, it examines what we know about language development—addressing communication development in infancy, phonological development, semantic development, morphology and syntax. Broadening the scope of study, it puts language development into larger biological, social and cultural contexts, while investigating individual differences, atypical development, literacy and even language development in adults.

New to This Edition:

- More cross-linguistic coverage of language acquisition (with an emphasis on Spanish acquisition) proves invaluable to students in all fields because of the growing non-English speaking segment of US population.
- New coverage of infant development and precursors to language development (Chapter 2) emphasizes why the first year of life sets the stage for typical language development—particularly in the perception and comprehension domains.
- Expanded coverage of contemporary topics such as communication in non-human primates; individual variation in human language development; and cultural influences that impact language development (Chapters 1 & 8) puts language development into larger biological, social, and cultural context.
- Newest research on the nature and most effective treatment of language disorders in children (Chapter 9) summarizes information from thousands of research reports on autism spectrum disorder, hearing impairment and cochlear implants, children with SLI and other populations.
- Recent findings on language use in mature/older adults (Chapter 11) explores findings related to language following stroke and language in individuals with Alzheimer's Disease.
- Revised projects and activities engage the reader with extended, hands-on, and real-world applications.

More information:

http://www.amazon.com/Development-Language-The-8th-Edition/dp/0132612380/ref=sr_1_1?s=books&ie=UTF8&qid=1338621461&sr=1-1#productPromotionscard

Author: Deborah A. Hwa-Froelich

Title: Supporting Development in Internationally Adopted Children

Publisher: Brooks Publishing

ISBN: 978-1-59857-191-2

Thousands of children are adopted from outside the United States each year—and professionals must be ready to meet their complex needs and recognize when to refer them for assessments and services. This is the evidence-based resource professionals need to fully understand the development of children adopted from abroad, make appropriate recommendations and referrals, and choose interventions that ensure the best outcomes.

Professionals working with internationally adopted children will recognize their accuracy in referring internationally adopted children for further developmental assessments and services; understand the impact of specific issues associated with international adoption, including

transitions in language and relationship development, health care, social interaction, and cultural values; discover effective intervention strategies for each developmental area; and study the theoretical foundations for the development of internationally adopted children.

With the clear and helpful referral indicators in each chapter, it's much easier for professionals to make educated decisions about whether a child needs further assessment. A must-have for a wide range of professionals—including early interventionists, educators, SLPs, therapists, pediatricians, and social workers—this book is the key to appropriate services that ensure the best outcomes for children adopted from abroad.

More information:

<http://products.brookespublishing.com/Supporting-Development-in-Internationally-Adopted-Children-P147.aspx>

Editors: Michael Siegal and Luca Surian

Title: Access to Language and Cognitive Development

Publisher: Oxford University Press

ISBN: 978-0-199-59272-2 (hardback)

One of the most important questions about children's development involves how knowledge acquisition depends on the effect of language experience. To what extent, and in what ways, is a child's cognitive development influenced by their early experience of, and access to, language? Likewise, what are the effects on development of impaired access to language? This book confronts directly the issue of how possessing an enhanced or impaired access to language influences children's development. Its focus is on learning environments, theory of mind understanding, and the process of deriving meaning from conversations. The book features chapters which are concerned with bilingualism, deafness, atypical child development, and development in cultures with limited vocabularies in areas such as number concepts. Throughout, it maps out what is known about the interface between language and cognitive development and the prospects for the future directions in research and applied settings.

More information:

<http://ukcatalogue.oup.com/product/9780199592722.do>

Editors: Sebastian Suggate and Elaine Reese

Title: Contemporary Debates in Childhood Education and Development

Publisher: Routledge

ISBN: 978-0-415-61490-0 (paperback) 978-0-415-61489-4 (hardback) 978-0-203-11555-8 (e-book)

- What are the risks and benefits of non-parental care for young children?
- What are the short- and long-term effects of academically vs. play-focused environments for learning?
- How and when should we teach reading?
- What are the purposes of Education?
- What is the best way to teach mathematics to children, from preschool and beyond?

Contemporary Debates in Childhood Education and Development is a unique resource and reference work that brings together leading international researchers and thinkers, with divergent points of view, to discuss contemporary problems and questions in childhood education and developmental psychology. Through an innovative format whereby leading scholars each offer their own constructive take on the issue in hand, this book aims to inform readers of both sides of a variety of topics and in the process encourage constructive communication and fresh approaches.

Spanning a broad spectrum of issues, this book covers:

- Phonic and whole language reading approaches
- The developmental effect of non-parental childcare
- The value of pre-school academic skill acquisition
- The most effective methods of teaching mathematics
- Standardized assessment - does it work?
- The role of electronic media and technology
- The pedagogical value of homework
- The value of parents' reading to children

This book combines breadth of vision with cutting edge research and is a 'must have' resource for researchers, students and policy makers in the fields of education and child development.

More information:

www.routledge.com/9780415614900

THESIS ANNOUNCEMENTS

Author: Lucimar Almeida Dantas

Title: How Our Children Learn to Talk? Path Acquisition of Portuguese Spoken in Brazil

Institution: Universidade Lusófona de Humanidades e Tecnologias

This research aimed to describe the pathway of acquisition of the Portuguese Language spoken in Brazil. Regarding theoretical basis, we make use of multiple approaches involving behaviorist, innatist, Piaget's cognitive, social-interactionist and emergentist approaches in order to help us study language acquisition. It is a longitudinal study which recorded every two weeks audio language development in two Brazilian children from the age of 1;00 to 5;00. The data were phonetically and/or orthographically transcribed and were analyzed in phonological, morphological and syntactic aspects. In the field of phonology, we study the process of acquisition of phonemes, the phonemes of difficult pronunciation and the repair strategies used by children. In morphology, we describe the learning process of nominal and verbal morpheme inflections. In syntax, we present the path followed by children in the construction of simple sentences and the different types of composed

phrases. In general, we observed a slow and gradual learning process in which biological, cognitive, social and linguistic factors interact. The process is marked by highs and regressions, indicative of a self-regulated system that learns.

Author: Thomas Doukas

Title: Acquisition of the Verbal Domain in Child Greek: Evidence from a New Child Greek Corpus

Institution: University of Reading

This thesis addresses the acquisition of the verbal domain in early Greek by exploring tense, finiteness, and subject-verb agreement based on samples from two monolingual children aged 1;7 - 2;11. The analyses of the data address two main theoretical accounts of language acquisition, namely, the generative approach and the usage-based approach. The results of the analyses, however, suggest that the latter approach did not provide sufficient empirical evidence to account for the data presented in this study.

Previous research suggested that sigmatic past in Greek is more prominent than non-sigmatic past, and therefore, its acquisition is subject to a dual mechanism. The results of the use of past tense suggest that sigmatic forms are used more often than non-sigmatic ones. A frequency analysis suggests that high frequency past tense forms in adults are used more often by children than low frequency ones.

Studies in child Greek proposed an early stage of development, during which children produce non-finite non-adult verbal forms, also referred to as the Root Infinitive stage. The data analysis shows very few non-finite non-adult forms. These occur in children's speech only for a very short period at around the age of 2 years. The frequency analysis reveals that input does not relate to the production of RIs in children's speech.

Previous studies on the acquisition of verbal morphology showed that children's use of person and number markings are not productive and that children use mainly the 3rd singular. The subject-verb agreement analysis shows that error rates are low in children's speech and that subject-verb agreement is used productively from very early on. A frequency analysis shows that use of inflectional morphology is very similar between the two children but different from adults.

To conclude, this thesis provides new evidence for very early acquisition of the verbal domain in child Greek.

FURTHER ANNOUNCEMENTS

Childes.talkbank.org

By Brian MacWhinney, Carnegie Mellon University

In order to more accurately reflect the relation between the CHILDES and TalkBank Projects, we have added the hostname childes.talkbank.org to the Internet DNS tables. The old name of childes.psy.cmu.edu will continue to work. However, in future communications and links, we will refer to the CHILDES host machine as childes.talkbank.org.

This hostname change is intended to underscore the ways in which CHILDES, AphasiaBank, PhonBank, TBIBank, DementiaBank, and similar projects are sub-components of the overall TalkBank system.

Antwerp CHILDES Mirror

By Brian MacWhinney, Carnegie Mellon University

Thanks to the hard work of Joris Gillis and additional moral support from Steven Gillis, there is now a fully functioning mirror of the CHILDES site in Antwerp at <http://www.cnts.ua.ac.be/childes/>. This site continually mirrors all of the pages of the Pittsburgh site along with all of the transcripts and media.

Having this mirror available provides an important backup for the system lest something unforeseen and catastrophic occur in Pittsburgh or even if we just make some silly mistakes. Of course, we keep multiple backups of data, but having a complete online mirror provides a very different level of protection. Also, if the Pittsburgh site is occasionally down, people can access the Antwerp site and sometimes it may also prove to be more responsive, depending on network topography.

At the moment, all of the pages and transcripts are available. Not all of the media are yet in place, but they will be there soon.

Brian would like to stress that Joris has provided this mirror and the various scripts upon which it depends on a strictly volunteer basis. Many thanks to him for providing this service and to Steven for his moral support.

Special Issue of *Journal of French Language Studies on Language Acquisition*

By Aliyah Morgenstern, Université Paris III - Sorbonne Nouvelle

We are pleased to announce the online publication of a special issue of *Journal of French Language Studies on Language Acquisition*:
First language acquisition of French grammar (from 10 months to 4 years old).

Editor: Martine Sekali (Université Paris Ouest Nanterre-La Défense)

The papers present results of analyses conducted in the framework of the CoLaJE project (COmmunication LAngière chez le Jeune Enfant: <http://colaje.risc.cnrs.fr>) financed by the "Agence Nationale de la Recherche". The authors thank all the members of the CoLaJE team for their extensive feedback on the first drafts of the papers, and the anonymous reviewers for their rich and constructive comments. The data used (the Paris corpus) can be downloaded or consulted on CHILDES (<http://childes.psy.cmu.edu/>) or on the CoLaJE website.

<http://journals.cambridge.org/action/displayIssue?jid=JFL&tab=currentissue#>

Contents:

First language acquisition of French grammar (from 10 months to 4 years old) Introduction

MARTINE SEKALI

The Paris Corpus

ALIYAH MORGENSTERN and CHRISTOPHE PARISSÉ

Le rôle de la prosodie dans les premières constructions grammaticales: étude de cas d'un enfant français monolingue

KARINE MARTEL and CHRISTELLE DODANE

CATEGORIES IN THE MAKING: Assessing the role of semantics in the acquisition of noun and verb categories

CAROLINE ROSSI and CHRISTOPHE PARISSÉ

Rising grammatical awareness in a French-speaking child from 18 to 36 months: uses and misuses of possession markers

MARIE LEROY-COLLOMBEL and ALIYAH MORGENSTERN

Développement de la référence à soi chez une enfant de 1;05 à 3;00: de l'influence de l'input à la reconstruction du système

STÉPHANIE CAËT

The unfolding of the verbal temporal system in French children's speech between 18 and 36 months

CHRISTOPHE PARISSÉ and ALIYAH MORGENSTERN

The emergence of complex sentences in a French child's language from 0;10 to 4;01: causal adverbial clauses and the concertina effect

MARTINE SEKALI

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.

To make a donation, please make your payment via Paypal, using the appropriate button at <http://iascl.talkbank.org/join.html>. Once you reach the 'Thank you for your payment' page on the Paypal site, you will be offered the option of printing a receipt (useful perhaps for tax purposes). If you experience any difficulties making your payment, please contact [the Treasurer](#).

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

If you attended the IASCL conference in Montreal 2011, you will remain a member of IASCL until the first day of the 2014 congress. 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 £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 2014 in Amsterdam. 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 welcomed.

To join IASCL, to renew your membership, or to make a donation please make your payment via Paypal, using the appropriate button at <http://iascl.talkbank.org/join.html>. Once you reach the 'Thank you for your payment' page on the Paypal site, you will be offered the option of printing a receipt. From the 'Thank you' page, you should also use the button on that page to return to IASCL, where you can complete your full membership details. If you experience any difficulties making your payment or completing your registration details, please contact [the Treasurer](#).

*Students are asked to send proof of their status to the treasurer of IASCL at the address below, or by scanning and emailing proof of status to [the Treasurer](#). Proof of student status: a letter on headed paper signed by authorised personnel from the Faculty, or a copy of a currently valid dated and signed student registration card or equivalent.

Dr Anna Theakston

IASCL Treasurer

Coupland Building 1

School of Psychological Sciences

University of Manchester

Oxford Road

Manchester M13 9PL

UK