IASCL - Child Language Bulletin - Vol 33, No 2: December 2013

IN THIS ISSUE

Updates about the 13th International Congress for the Study of Child Language (IASCL 2014)

Jan de Jong, University of Amsterdam (Conference Organizer)

By the time this IASCL Bulletin is circulated, registration for the conference will be possible (http://www.iascl2014.org/registration/; registration starts on **15 Dec 2013**, early registration deadline is **7 March 2014**). It is very important that researchers who participate in a symposium or present a poster register early. If they do not, their contribution will be taken from the program.

Preconference Tutorials

The IASCL 2014 conference will include preconference tutorials on 14 July 2014. The aim of the tutorials is to give participants the opportunity to familiarize themselves with particular methodological developments in the field and/or to gain more advanced insights. The following tutorials are scheduled:

- Yvan Rose: Introductory tutorial to Phon: General overview and basic workflow

- Yvan Rose: Advanced tutorial to Phon: Data queries, and interoperability between Phon, CLAN and Praat.

- Paul Boersma: Praat

- Brian MacWhinney: Introduction to CLAN and the CHILDES database

- Brian MacWhinney: Advanced CLAN tutorial

- Walter Daelemans & Antal van den Bosch: Memory-based models of language learning and processing: A computational account

- Sven De Maeyer: Mixed-effects modeling using R

The tutorials will be open for registration together with the registration for the conference on 15 December 2013. Registration for individual tutorials is compulsory due to limitations on the number of participants. On-site registration will *not* be possible. The fee for attending a tutorial is 30 € (non-refundable).

In due time, the materials that will be used by the presenters will be distributed among the registered participants.

Note that there will be no printed materials available so participants are urged to bring the tutorial materials in the format that suits them.

Call for Proposals for IASCL 2020

Eve Clark, IASCL President

The IASCL Executive Committee is soliciting proposals for the 2020 meeting of the International Association for the Study of Child Language. Since the 2014 meeting will be held in Amsterdam, The Netherlands, and the 2017 meeting in Lyon, France, 2020 might a good time for a change of continents.

The IASCL meeting is a conference that covers a wide theoretical and methodological scope covering all aspects of language acquisition across the age span for both typical and atypical development.

IASCL is generally prepared to help conference organizers with a start-up loan and it usually provides some support for conference attendance,

primarily for PhD students (and exceptionally for others) in the form of bursaries.

What information do we need from you?

1. Names and contact information for potential organizing committee members from the candidate country or state

2. A site with

* a registration area near entrance to conference site

* an auditorium for plenary lectures (for 600+ people)

• 6 - 8 regular lecture rooms for parallel sessions, for 50-100 people each (with regular lecture equipment: projectors, etc.)

• an exhibit area for book displays and for posters, close to lecture halls

• technical support

• affordable accommodation nearby

Proposals should be submitted ASAP, before **1 March 2014**, to:

Email: eclark@stanford.edu

Or snail-mail:

Professor Eve V. Clark

Department of Linguistics

Margaret Jacks Hall, Bldg 460

Stanford University

Stanford, CA 94305-2150

USA

Call for the Nomination of IASCL Members of the Executive Committee

Virginia Mueller Gathercole, Chair of the Nominating and Appointing Committee

Deadline for Nominations: January 31, 2014

PLEASE DO NOT USE THE "REPLY" FUNCTION.   Send any messages to vmueller@fiu.edu.

Dear IASCL Members

The Nominating Committee of the IASCL (Erika Hoff, Ayhan Aksu-Koc, and myself as chair) seek nominations for eight (8) positions as

committee members on the Executive Committee of the IASCL, to replace the following outgoing members:

Anne Baker   Netherlands

Annick DeHouwer	Germany
Katherine Demuth	USA
Aylin Kuntay	Turkey
Anat Ninio	Israel
Susana Lopez Ornat	Spain
Edy Veneziano	France
Marilyn Vihman	UK

(Nine other members have positions that will continue until 2017. They are: Virginia Mueller Gathercole, USA; Ewa Haman, Poland; Maya Hickmann, France; Erika Hoff, USA; Mutsumi Imai, Japan; Barbara Blaha Pfeiler, Mexico; Sharon Unsworth, The Netherlands; Virginia Volterra, Italy; Marit Westergaard, Norway.)

The positions are tenable for six years (2014-2020). Current members of the Executive Committee cannot be re-nominated for a second term (statutes concerning the election procedures are copied below). The IASCL has a policy of seeking geographical balance in representation from members (with no more than 3 members from the same country).

Nominations should reach me at: vmueller@fiu.edu by January 31, 2014.

Nominations should be put forward in writing (or electronic equivalent, e.g. email). Nomination details should include the following:

- mailing/emailing address of the nominee,

- a brief statement of his/her qualifications for membership on the Executive Committee,

- his/her signature/evidence of agreement,

- and the signature/details of the nominator, who must be a member of the Association.

The Nominating and Appointing Committee will finalize the list of nominees in February 2014, and members will then vote on-line for their chosen candidates. The new appointments to the Executive Committee will be ratified at the next Business Meeting of the Association in Amsterdam.

We look forward to hearing from you.
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Relevant details of the Statutes:

The Nominating and Appointing Committee shall also submit a slate of nominees for the open positions on the Executive Committee. The slate will be based on suggested nominations from the membership, together with additional nominations from the Committee. The slate will preferably include twice as many nominees as there are open positions. Members shall cast as many votes as there are open positions on the Executive Committee. Nominees receiving the highest votes will be elected, subject to the requirement that no more than 3 members of the Executive Committee shall be from the same country. Balloting will take place no later than two months before the next congress when all appointments and elected member positions will be ratified at the Business Meeting. The President may upon consultation with members of the

Executive Committee fill vacancies on committees. Such appointments shall stand until the next congress.

Report: The 38th Annual Boston University Conference on Language Development (BUCLD 38)

Ben Ambridge & Amy Bidgood, Liverpool Child Language Study Centre, University of Liverpool

Also available at: http://liverpoolclsc.blogspot.co.uk/

The 38th annual Boston University Conference on Language Development took place during a beautiful autumnal weekend in November this year. Amy Bidgood and, then, Ben Ambridge report.

A highlight of the first day of the conference was the paper by Manaar Zuhurudeen and Yi Ting Huang, entitled "Effects of statistical learning on the acquisition of grammatical categories through Qur'anic memorization: A natural experiment". While many previous experiments have shown that people are able to learn the statistical properties of artificial languages through relatively brief exposure as part of an experimental task, this study cleverly used non-Arabic-speaking Muslims who had begun memorising the Qur'an at an early age, spending years learning the text with little to no semantic information. This 'natural experiment' compared memorisers such as these with non-memorisers in a task using low-frequency words (e.g. tree-trunk) that appear in the text of the Qur'an into novel 4-word sentences and tested if they were able to generalise these to other novel sentences. The study found that memorisers were significantly more accurate in this task, providing evidence for statistical learning from a non-experimental context.

Another talk that morning, in which "participants were administered a battery of tests", also provided me with a lovely dative overgeneralisation error.

Nayeli Gonzalez-Gomez, Lisa Hsin et. al presented a nice study in the afternoon session highlighting the importance of keeping task demands to a minimum when working with young children in order to uncover otherwise unseen effects. Their study found that Spanish-speaking children aged as young as 3;4 showed comprehension of subject-verb agreement (which had only previously been shown in children over 4;8) when real nouns were used instead of nonce words. They used objeto(s) (object(s)) in sentences rather than the nonce words as in previous studies, bringing the age of subject-verb comprehension down to closer to that of French-speaking children (2;6).

On Saturday, Jesse Snedeker presented an interesting paper (with Margarita Zeitlin and Jean Crawford) looking at the influence of 'imageability' on the order in which words are acquired. Imageability, which is strongly correlated with concreteness, can be applied to words of all semantic categories (i.e. not just nouns) since, for example, it's easier to visualise the actions described by some verbs than others. While both word frequency and word imageability predicted age of acquisition, there was an interesting interaction: children learned words earlier which both were high-frequency and had high imageability (as might be expected) but not high-frequency words with low imageability (presumably things like function words) or low-frequency words with high imageability (perhaps more unusual nouns that only children in a few families know). That is, for words to be learned early by most children, they have to have both of these features.

Ben Ambridge's lunchtime symposium on Saturday, "Resolving a learnability paradox in the acquisition of word argument structure: What have we learned in the last 25 years?", was (I think) the best attended session of the conference. Adele Goldberg first discussed what we've learnt from statistical accounts, focussing on the importance of having a plausible competitor in order to preempt using a verb into an ungrammatical construction. Joshua Hartshorne then presented work with Jesse Snedeker on the importance of semantics, and a proposed 'Clean Mapping Principle', in which learners map semantic structures directly onto distributional clusters/syntactic categories. Ben then discussed a large body of work which investigates the influence of both statistical and semantic factors in the retreat from overgeneralisation errors, and tries to integrate the two approaches. Steven Pinker was the discussant for the symposium, although he was an engaging speaker, I was a little disappointed that his time was taken mostly with describing his own work, with little discussion of the three thought-provoking talks which had preceded his own. Unfortunately, there was also no time for questions or at the end of the session. Nevertheless, I hope that the large attendance at this session will have encouraged more researchers to think about this interesting area of research!

--- Amy Bidgood ----

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In addition to the talks by my own students - which were of course brilliant – I would like to pick out three talks/sessions that constituted particular highlights.

The first was Elena Lieven's Friday night keynote address. Of course, as Elena's former PhD student and current collaborator, I would say that, wouldn't I? But what really impressed me about the talk was the way that it was not only constructivist, but also constructive: It was a talk about why constructivism is right, rather than about why generativism is wrong. I was particularly pleased that Elena took the opportunity to clarify the constructivist position with regard to the issue of abstraction: The claim is not that there is no abstraction before – say – age 3, but that, whilst slow and gradual, abstraction begins even before the child has begun to speak (an example offered was that a child who can point to both a toy bear and a picture of a bear in response to hearing "teddy" has made some form of linguistic abstraction).

A centrepiece of this keynote was Julian Pine's research on English determiners. Since Virginia Valian's classic 1986 paper, a debate has raged over whether children's patterns of determiner use reflect innate knowledge of a DETERMINER category (Valian, and now also Charles Yang) or rote-learned formulae (e.g., the+cat, a+drink) that only gradually develop into abstract patterns (Pine, Lieven and colleagues). Virginia Valian not only announced – in the question session after Lieven's keynote - a forthcoming statistical challenge to Pine's latest paper (Pine, Freudenthal, Krajewski and Gobet, 2013), but also opened up a new front. Her student, Erin Quirk, presented evidence that children's reliance on potentially rote-learned formulae (not just DETERMINER+NOUN, but any frequent bigrams) increases with age; an effect which would seem to be in the opposite direction to that predicted by constructivist approaches.

"He was listening to the final session of the 38th annual Boston University Conference on Language Development when Professor Michael Stockwell of the University of East Suffolk noticed that some Principle C violations don't actually sound that bad". On the previous evening, I had enjoyed an interesting debate about these types of sentences (Harris & Bates, 2002) with one of the final session's speakers, Helen Goodluck. Essentially, the debate was over whether binding principles reduce to pragmatic factors (it's OK to use a full NP in one clause and a co-referential pronoun in another, provided that the latter provides background, peripheral or scene-setting information [which is why it will usually, but not always, be a subordinate clause]). Whilst we agreed to disagree, it was interesting to hear – in this final session – a summary of Professor Goodluck's considerable cross-linguistic research on this issue, which certainly provides some challenges for a pragmatic account. I

also very much enjoyed the talk by Lyn Frazier of "sausage machine" fame (ask your resident parsing expert), who presented an interesting account of how children might avoid using ill-formed sentences when trying to deduce the grammar of the target language.

This talk began from a theoretical starting point so different from my own that I didn't know quite how to figure out its implications for my views of language acquisition. But, of course, it's only by having our assumptions (and claims, methods and conclusions) challenged that we can move forward. Conferences where everyone is singing from the same hymn sheet are – for me at least – not nearly so interesting or so useful. BUCLD is the place where people get together to disagree, and that's why it's great.

-- Ben Ambridge---

Report: International Conference on the Acquisition of Referring Expressions: Crossed Perspectives

Anne Salazar Orvig, ILPGA, Université Sorbonne Nouvelle Paris 3

The conference on "*Acquisition of referring expressions: crossed perspectives*" was held on October 25th and 26th in Paris. This conference was jointly organized by the University Sorbonne Nouvelle, the University of Lille 3, the CNRS and the University of Neuchâtel on the occasion of the end of the project "Acquisition des expressions référentielles en dialogue, une approche multidimensionnelle (DIAREF)" funded by the French Agence Nationale de la Recherche.

The conference aimed to promote scientific encounters and discussions about various topics related with the acquisition of referring expressions such as, among others, the interaction between linguistic levels, statistical and distributional factors in usage and input, cognitive and socio-cognitive development, and dialogue and pragmatic-discursive factors, and thereby to enrich the knowledge of the processes underlying language acquisition in general.

The conference gathered scholars from various fields (linguistics, psychology, education, speech therapy) interested in the acquisition of referring expressions in very diverse languages (Arabic, Dutch, English, French, German, Greek, Hebrew, Inuktitut, Italian, Japanese, Korean, Polish, Portuguese, Sign Language, Spanish, Tachelhit , Thaï, Turkish, Ukranian) in various linguistics aspects (phonetics, prosody, morphology, syntax, discourse, pragmatics) and from contrasted theoretical perspectives. It was attended by 150 participants (scholars and students) from different parts of the world. French and English were the working languages of the conference.

The conference pre-opened with a reception and a tour in the new left bank area in Paris where the conference was held, on Thursday 24th afternoon. During the two following days, 28 oral presentations were given in two or three parallel sessions and 18 posters were presented in a poster session. The program included six keynote lectures :*"The roles of statistical distribution, form and function in children's development of referring expressions"* by Elena Lieven, *"The role of cross linguistic differences in the acquisition of referring expressions"* by Shanley Allen, *"Constructing subjects : fillers, clitics, and nominals"*, by Eve V. Clark and Edy Veneziano, *"Prosodic constraints on the emergence of determiners"* by Katherine Demuth, *"Reference and multifunctionality across child languages"* by Maya Hickmann and *"Acquisition of referring expressions in dialogue: a multidimensional approach"* by the DIAREF Team (Anne Salazar Orvig, Geneviève de Weck, Rouba Hassan and Annie Rialland).

Update on PhonBank and Phon: Steady Progress on Corpus Formatting, and Phon 1.7 Around the Corner

Yvan Rose & Gregory Hedlund, Memorial University of Newfoundland; Brian MacWhinney, Carnegie Mellon University

In the lines below, we provide a brief update from the PhonBank project within CHILDES. Since our last update, we have engaged in the formatting of two of the largest data sets currently available through CHILDES, the Lyon and the Providence corpora. This work has taken much longer than anticipated for technical reasons, many of which relate to 'legacy' annotation standards, which we need to address on a case-by-case basis. Because these corpora were created prior to the advent of PhonBank, their contributors could not have anticipated the need for these modifications. However, this is a good opportunity to remind everyone involved in corpus building within the realm of CHILDES/PhonBank to adhere to best practices to the extent possible. Not only does this enable systematic data analysis, but it also streamlines all steps related to data analysis. During this winter, we will hire a few additional workers to speed up the process, in the hopes of making these data analyzable within Phon as soon as possible.

In parallel with this work, we have made significant progress with the development of Phon. We are currently planning to release Phon 1.7 early in 2014. Below is a detailed list of the changes from version 1.6. While most of these changes are under the hood, in the form of a significantly streamlined application programming interface (API), something that will be most useful to power users and programmers, these changes also bring improvements in performance and extendibility for all users. Among other changes, we highlight updates to the Session Editor, in particular concerning the Record Data, IPA Lookup and Transcript Validation.

A) Improvements to IPA transcription support

- More stringent (i.e. more tightly defined) definitions

- Extended support for diacritics (for both typical and disordered systems)

- Support for contractions (e.g. within clitic groups)

- Support for user-defined annotations via plug-ins

B) New and updated facilities

- Added syllabification algorithms, for Swedish, Polish (many thanks to Inger Lundeborg Hammarström, Joe Stemberger, Gaja Jarosz, and Kathryn Mcgeean for their collaboration on these projects)

- In-depth revision and streamlining of all syllabifiers for English

- Addition of whole-word matching measures, for phones and syllable structure. Many thanks to May Bernhardt, Ruth Hanson and Christine Schretlen for their collaboration on this project)

- Support for the query of geminate consonants

- Transliteration dictionary (current support for Arabic; many thanks to Mohamed Lahrouchi and Melissa Barkat-Defradas for their useful input throughout this project)

C) Upgrade to Phonex, Phon's query language, with new features, including:

- Improved syntax, with further integration with regular expressions

- Support for searching compound phones

- Extended support for cover symbols

- Direct support for Unicode values

- Support for Phone classes (e.g. sets of phone matchers), including user-defined phone classes

- Incorporation of pre-defined phone classes

- Support for boundary markers

- Support for reluctant and possessive quantifiers

- Addition of quantifiers: "exactly n times," "between n and m times," "at least n times"

- Support for grouping (capturing, non-capturing, and named)

- Support for back reference within search strings

Together, these changes are also geared toward the incorporation of our support for acoustic analyses, via Praat, to be introduced at the IASCL meeting in Amsterdam this coming summer.

Update from *Journal of Child Language*

Heike Behrens (Editor of *Journal of Child Language*) & Melissa Good (Commissioning Editor (Linguistics) of Cambridge University Press)

In 2014, the *Journal of Child Language* will begin publishing six issues per year, in order to accommodate the increasing number of papers we receive. We have also reorganized the workflow to reduce the time a paper is under review. With very few exceptions, authors now receive a decision in less than four months. This is only possible through the efficient work of our excellent Associate Editors: Misha Becker, Aylin Küntay, Letitia Naigles, Caroline Rowland, Carol Stoel-Gammon, and Stephanie Stokes. Many thanks to them all. From 2014, we have increased the number of Associate Editors: Holly Storkel from the University of Kansas and Johanne Paradis from the University of Alberta have joined our team. Stephanie Stokes finished her term as Associate Editor and could not extend because of duties she assumed at her home university. Our heartfelt thanks for many excellent, thoughtful, and considerate reviews. It has been a delight to work with her!

We would also like to thank all our authors and reviewers for the time and effort they spend improving the quality of the papers we publish. We look forward to your continued contributions to the *Journal of Child Language*. But most of all, we look forward to celebrating the 40th anniversary of JCL at the conference of the International Association for the Study of Child Language (IASCL) in Amsterdam next July.

Cambridge Journals has recently implemented EPUB format on selected titles, including the *Journal of Child Language*. EPUB is an article format that sits rather neatly between PDF and HTML, in that it's portable but allows for reflowable text, images and tables. It can be viewed on a number of devices - iPads and Android tablets, as well as desktop software. We are among the first journal publishers to adopt this format. We have done so because we feel that EPUB is the future of e-publishing, particularly for those users who want to access an article quickly and

consume it later or elsewhere. The first issue to be available in this format will be 41.1, the January 2014 issue, so please have a look and let us know what you think.

Anne Baker's Official Farewell Lecture

Anne Baker, University of Amsterdam

Anne Baker has been professor of linguistics, specifically for Psycholinguistics, Language Pathology and Sign Linguistics, at the University of Amsterdam since 1988. When moving to the status of emeritus (she is of course still very active), on 11 October 11 2013 she gave a lecture in which she reflects on her career and the developments in the field over that time. The lecture is introduced in Dutch but is further in English with some closing words again in Dutch. The whole proceedings are interpreted into Sign Language of the Netherlands.

The lecture can be viewed at: http://youtu.be/8aiDEoSyqTY

'Child Language Seminar' renamed as 'Child Language Symposium'

Jenny Freed, Catherine Adams and Elena Lieven (2013 Child Language Seminar Organizing Committee)

Thank you all for your role in making the Child Language Seminar 2013 such a stimulating, enjoyable and interesting conference.

We would like to thank delegates for their feedback and suggestions regarding changing the name of the Child Language Seminar. Overall, delegates agreed that the term 'seminar' did not reflect the importance and impact of the event. We are therefore proposing to change the name to the 'Child Language Symposium' which we hope is a more appropriate name for the event and allows us to keep the familiar acronym 'CLS'.

The next 'Child Language Symposium' will take place in 2015.

CLASTA (Communication & Language Acquisition Studies in Typical and Atypical populations) Conference

Alessandra Sansavini, University of Bologna

The Italian Association CLASTA (Communication & Language Acquisition Studies in Typical and Atypical populations) will organize the CLASTA Conference in Bologna, Italy, on May 16-17 2014. Languages used in the conference will be Italian and English. Slides in the presentations will be in English. The call for papers will be available on the CLASTA website (www.clasta.org) in January 2014. The conference will have three

invited speakers (two from foreign Universities and one Italian) and several symposia that will be proposed through the call for papers.

For further information, you may contact the local organizer Alessandra Sansavini, e-mail: alessandra.sansavini@unibo.it

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NEWS AND ANNOUNCEMENTS

FORTHCOMING CONFERENCES AND WORKSHOPS

What: **The 88th Annual Meeting of the Linguistic Society of America**

When: 2-5 Jan 2014

Where: Minneapolis, USA

Details: http://www.linguisticsociety.org/content/2014-annual-meeting

What: **LOT Winter School 2014**

When: 13-24 Jan 2014

Where: Amsterdam, The Netherlands

Details: http://www.lotschool.nl/index.php?p=10

What: **1st International Conference on Cognitive Neuroscience Malaysia (CoNNeCT'M 2014)**

When: 10-13 Feb 2014

Where: Kuala Lumpur, Malaysia

Details: http://dynamiclinguistics.blogspot.com

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

When: 28 Feb-1 Mar 2014

Where: Arizona, USA

Details: http://slat.arizona.edu/slat-interdisciplinary-roundtable

What: **The 36th Annual Conference of the German Linguistic Society (DGfS 2014)**

When: 5-7 Mar 2014

Where: University of Marburg, Germany

Details: http://www.online.uni-marburg.de/dgfs2014/index.php?sprache=english&seite=homep

What: **CUNY Conference on Human Sentence Processing (CUNY 2014)**

When: 13-15 Mar 2014

Where: Columbus, USA

Details: http://cuny14.osu.edu/front

What: **GURT 2014: Usage-based Approaches to Language, Language Learning, and Multilingualism**

When: 14 –16 Mar 2014

Where: Washington, DC, USA

Details: http://www8.georgetown.edu/college/gurt/2014/index.html

What: **Workshop on Studying Children's Interactions**

When: 15 –16 Mar 2014

Where: Burleigh Court, Loughborough University, UK

Details: http://homepages.lboro.ac.uk/~ssca1/CAWorkshops/LboroCAWorkshops.html; c.w.butler@lboro.ac.uk or carlywbutler@gmail.com

(Email: Carly)

What: **1st International Conference on Teaching Deaf Learners**

When: 19 –21 Mar 2014

Where: Amsterdam, the Netherlands

Details: www.teachingdeaflearners.com ; h.knoors@kentalis.nl (Email)

What: **Pronouns in Development**

When: 20 –23 Mar 2014

Where: Trondheim, Norway

Details: friederike.voss@ntnu.no (Email: Friederike Voss)

What: **International Workshop on the Gesture-Sign Interface in Language Acquisition**

When: 5 Apr 2014

Where: Paris, France

Details: Aliyah.Morgenstern@univ-paris3.fr (email)

What: **Experimental Methods in Language Acquisition Research (EMLAR X)**

When: 14 -16 Apr 2014

Where: Utrecht, The Netherlands

Details: http://www.let.uu.nl/emlar/

What: **The 22nd Annual Conference of the IACL & 26th North American Conference on Chinese Linguistics (IACL-22 & NACCL-26)**

When: 2 –4 May 2014

Where: Maryland, USA

Details: http://sllc.umd.edu/chinese/IACL22-NACCL26/EN

What: **Canadian Association of Applied Linguistics Annual Conference**

When: 26 -28 May 2014

Where: Ontario, Canada

Details: http://www.aclacaal.org/CongACLAAn.htm

What: **The 15th International Clinical Phonetics and Linguistics Association Conference (ICPLA 2014)**

When: 11-13 Jun 2014

Where: Stockholm, Sweden

Details: http://www.icpla2014.se/

What: **The 9th International Conference on Third Language Acquisition and Multilingualism**

When: 12–14 Jun 2014

Where: Uppsala University, Sweden

Details: http://www.moderna.uu.se/thirdlanguage2014/call-for-papers/

What: **Early Language Learning: Theory and Practice in 2014 (ELL 2014)**

When: 12-14 Jun 2014

Where: Umeå, Sweden

Details: http://www.trippus.se/web/presentation/web.aspx?view=category&evid=3job6L954u9fpvZT1zYbXw==&ecid=qTa6UnflZZQV9wBvPXkSvA==&ln=eng&template=Desktop

What: **The 6th International Conference on Cognitive Science**

When: 23-27 Jun 2014

Where: Kaliningrad, Russia

Details: http://www.conf.cogsci.ru

What: **Utrecht Summer School 2014**

When: July- August 2014

Where: Utrecht, Netherlands

Details: http://www.utrechtsummerschool.nl/

What: **Summer School: Infant Studies on Language Development in Europe (ISOLDE)**

When: 7-11 Jul 2014

Where: Potsdam, Germany

Details: http://www.uni-potsdam.de/isolde

What: **The Sixth Conference of the International Society for Gesture Studies: Gesture in Interaction (ISGS 6)**

When: 8-11 Jul 2014

Where: University of California, San Diego, USA

Details: isgs.ucsd.edu

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

When: 14-18 Jul 2014

Where: Amsterdam

Details: http://www.iascl.org/2014amsterdam.html

What: **The European Society for Cognitive Psychology ESCOP Summerschool on Language**

When: 14-19 Jul 2014

Where: Donostia - San Sebastian, Spain

Details: http://www.bcbl.eu/events/ESCOP-summerschool/en/

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

When: 10-15 Aug 2014

Where: Brisbane, Australia

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

CONFERENCE AND WORKSHOP CALLS

What: **Workshop on The Languages of LARSP (LangLARSP)**

When: 27-28 March 2014

Where: Reading, Berkshire, United Kingdom

Details: http://www.ucs.louisiana.edu/~mjb0372/index1.html

Submission Deadline: 31 December 2013

What: **Speech, Language, Hearing, Communication Sciences Student Research Day**

When: 28 March 2014

Where: New York, USA

Details: speechlanguagehearingsciconf@gmail.com

Submission Deadline: 1 Feb 2014

What: **Workshop on Late Stages in Speech and Communication Development (LSCD 2014)**

When: 3-4 April 2014

Where: London, United Kingdom

Details: http://www.ucl.ac.uk/psychlangsci/research/speech/lscd-2014

Submission Deadline: 6 January 2013

What: **2014 SLA Graduate Student Symposium**

When: 11-12 April 2014

Where: Wisconsin, USA

Details: http://2014slasymposium.lss.wisc.edu/

Submission Deadline: 1 Feb 2014

What: **The 35th Annual Meeting of the Department of Linguistics (amgl35)**

When: 9–10 May 2014

Where: Thessaloniki, Greece

Details: http://www.lit.auth.gr/amgl35/amgl35_en/index.html

Submission Deadline: 13 Jan 2014

What: **The 4th International Symposium on Tonal Aspects of Languages (TAL2014)**

When: 13 –16 May 2014

Where: Nijmegen, Netherlands

Details: http://tal2014.org

Submission Deadline: 15 Feb 2014

What: **The CLASTA (Communication & Language Acquisition Studies in Typical and Atypical populations) Conference**

When: 16-17 May 2014

Where: Bologna, Italy

Details: www.clasta.org; alessandra.sansavini@unibo.it (Email: Alessandra Sansavini)

Submission Deadline: will be announced in Jan 2014

What: **Challenges of Psycholinguistics and Psychology of Speech (COPAPOS)**

When: 16-17 May 2014

Where: Lutsk-Svityaz', Ukraine

Details: psycholing2014@gmail.com (Email: Serhii Zasiekin)

Submission Deadline: 15 Mar 2014

What: **Child Language Research Conference: Discoveries and New Directions**

When: 22-23 May 2014

Where: Melbourne Australia

Details: http://www.mcri.edu.au/research/research-projects/centre-for-childhood-language/news-and-events/

Submission Deadline: Early career researchers and clinicians deadline for proposals 7 February 2014

What: **The 26th International Conference on Foreign/Second Language Acquisition (ICFSLA 2014)**

When: 22-24 May 2014

Where: Szczyrk, Poland

Details: http://uranos.cto.us.edu.pl/~icfsla/index.htm

Submission Deadline: 31 Jan 2014

What: **Language: Synergies and Intersections (2014 Joint SAALA/SAALT/LSSA Conference)**

When: 24-27 Jun 2014

Where: University of the Witwatersrand, Johannesburg

Details: http://www.wits.ac.za/conferences/language

Submission Deadline: 22 March 2014

What: **Workshop on Cognitive Modeling and Computational Linguistics 2014 (CMCL-2014)**

When: 26 Jun 2014

Where: Baltimore, Maryland, USA

Details: http://cmcl.mit.edu/

Submission Deadline: 15 March 2014

What: **International Conference on Language Acquisition for Young Researchers 2014 (ICLAYR 2014)**

When: 27 Jun 2014

Where: Lisbon, Portugal

Details: https://sites.google.com/site/iclayrpt/

Submission Deadline: 17 Jan 2014

What: **Japanese Society for Language Sciences 16th Annual International Conference (JSLS2014)**

When: 28-29 Jun 2014

Where: Saitama, Japan

Details: http://www.jsls.jpn.org/?ml_lang=en

Submission Deadline: 10 Feb 2014

What: **The 2014 Annual Meeting of the Cognitive Science Society (CogSci 2014)**

When: 23-26 Jul 2013

Where: Quebec City, Canada

Details: http://cognitivesciencesociety.org/conference2014/index.html

Submission Deadline: 1 Feb 2013

What: **The 5th UK Cognitive Linguistics Conference (UK-CLC5): Empirical Approaches to Language and Cognition**

When: 29-31 Jul 2014

Where: Lancaster, UK

Details: http://www.lancs.ac.uk/fass/events/uk-clc5/index.htm

Submission Deadline: 10 Jan 2014

What: **Workshop on Formal and Experimental Pragmatics (FEP 2014)**

When: 11-15 Aug 2014

Where: Tuebingen, Germany

Details: https://sites.google.com/site/fepesslli2014

Submission Deadline: 8 March 2014

What: **The Laboratory Approaches to Romance Phonology (LARP7)**

When: 3-5 Sep 2014

Where: Aix-en-Provence, France

Details: http://larp7.sciencesconf.org

Submission Deadline: 31 March 2014

What: **The 8th International Conference on Construction Grammar (ICCG-8)**

When: 3-6 Sep 2014

Where: University of Osnabrueck, Germany

Details: http://www.blogs.uos.de/iccg8

Submission Deadline: 1 Feb 2014

What: **The British Psychological Society Developmental Section Annual Conference 2014**

When: 3- 5 Sep 2014

Where: Amsterdam, The Netherland

Details: http://www.bps.org.uk/events/conferences/developmental-section-annual-conference-2014

Submission Deadline: 28 Mar 2014

What: **The 24th Annual Conference of the European Second Language Association (EUROSLA24)**

When: 4-6 Sep 2014

Where: York, UK

Details: http://www.york.ac.uk/education/research/cllr/eurosla24/

Submission Deadline: 28 Feb 2014

What: **AMLaP 2014**

When: 3-6 Sep 2014

Where: Edinburgh, UK

Details: http://www.lifelong.ed.ac.uk/AMLaP/

Submission Deadline: 2 May 2014

What: **First International Association for Cognitive Semiotics (IACS) Conference**

When: 25-27 Sep 2014

Where: Lund, Sweden

Details: http://conference.ht.lu.se/iacs-2014/

Submission Deadline: 31 Dec 2013 (theme sessions); 1 Feb 2014 (oral presentations, posters)

What: **Experimental Psycholinguistics Conference (ERP)**

When: 1-3 Oct 2014

Where: Madrid, Spain

Details: conference@psi.uned.es

Submission Deadline: 15 May 2014

What: **Second Language Research Forum (SLRF)**

When: 23-25 Oct 2014

Where: Brigham Young University, Provo, USA

Details: http://ce.byu.edu/cw/slrf/host.php

Submission Deadline: 15 Jan 2014

What: **The 2014 ASHA Convention**

When: 20-22 Nov 2014

Where: Orlando, USA

Details: http://www.asha.org/Events/Convention/Call-for-Papers/

Submission Deadline: 8 Apr 2014

NEW and UPDATED CHILDES CORPORA

New Multilingual Corpus

A new corpus has been contributed by Megan Devlin and colleagues at the University of Ulster. This corpus, called ProjectS, is a study of a girl in Ulster learning English. Although the transcripts are largely in English, she is also learning Italian and Scottish Gaelic and those languages figure in the transcripts on occasion.

Sachs Corpus Linked

The transcripts for the Sachs corpus are now linked to the corresponding audio. The Sachs corpus has been used in many analyses of the acquisition of English and having these transcripts linked to audio may make additional types of analyses easier.

BOOK ANNOUNCEMENTS

Editors: Larisa Avram & Anca Sevcenco

Title: Topics in Language Acquisition and Language Learning in a Romanian Context

Subtitle: Selected Papers from Bucharest Colloquium of Language Acquisition, December 15-16, 2011

Publisher: Editura Universității din București

ISBN: 978-606-16-0261-2

The papers address topics in language acquisition and language learning in a Romanian context. Several areas of language development (in typical and atypical circumstances) are explored: syntax, phonology, pragmatics, narrative skills and bilingualism.

More information:

http://editura.unibuc.ro/topics-in-language-acquisition-and-language-learning-in-a-romanian-context/

Editors: Edith Bavin & Sabine Stoll

Title: The Acquisition of Ergativity

Publisher: John Benjamins

ISBN: 978-90-272-3479-7

Ergativity is one of the main challenges both for linguistic and acquisition theories. This book is unique, taking a cross-linguistic approach to the acquisition of ergativity in a large variety of typologically distinct languages. The chapters cover languages from different families and from different geographic areas with different expressions of ergativity. Each chapter includes a description of ergativity in the language(s), the nature of the input, the social context of acquisition and developmental patterns. Comparisons of the acquisition process across closely related languages are made, change in progress of the ergative systems is discussed and, for one language, acquisition by bilingual and monolingual children is compared. The volume will be of particular interest to language acquisition researchers, linguists, psycholinguists and cognitive scientists.

More information:

https://benjamins.com/#catalog/books/tilar.9/main

Language is a key human achievement, yet we still understand remarkably little about how the brain manages the complex feat of decoding acoustic signals into meaning, and converting intended meaning into speech. Studies of children who have difficulty communicating, and adults who lose the ability to produce or understand aspects of language after brain injury, can throw light on how language is learned and processed, yet there has been surprisingly little interaction between research on developmental disorders and those acquired after neurological injury. In this issue we bring together experts from these different domains to discover shared insights into how language is acquired and how it is organized in the brain. We find that on the one hand language can be divided into highly specialized processing stages that deal with specific components such as identifying speech sounds or applying grammatical rules, and that problems with these processes can be found in both children and adults. On the other hand, it is evident that language depends heavily on interactions with more basic processes of attention and perception. Our understanding of acquired language disorders in adults is increasingly informed by new insights about how language is initially learned. This issue is based on a Discussion Meeting held at The Royal Society 10-11 June 2013.

More information:

http://bit.ly/1eVtxla

http://rstb.royalsocietypublishing.org/content/369/1634.toc

This book offers a unique interdisciplinary perspective on argument structure and its role in language acquisition. Drawing on a broad range of crosslinguistic data, this volume shows that languages are much more diverse in their argument structure properties than has been realized.

The volume is the outcome of an integrated research project and comprises chapters by both specialists in first language acquisition and field linguists working on a variety of lesser-known languages. The research draws on original fieldwork and on adult data, child data, or both from seventeen languages from eleven different language families. Some chapters offer typological perspectives, examining the basic structures of a given language with language-learnability issues in mind. Other chapters investigate specific problems of language acquisition in one or more

languages. Taken as a whole, the volume illustrates how detailed work on crosslinguistic variation is critical to the development of insightful theories of language acquisition.

Crosslinguistic Perspectives on Argument Structure integrates important contemporary issues in linguistics and language acquisition.

More information:

http://www.routledge.com/books/details/9780415721998/

Author: Louise Cummings

Title: Communication Disorders

Publisher: Palgrave Macmillan

ISBN: 978-0-230-28506-4

What are communication disorders? How are they identified, assessed and treated? This introductory textbook presents the full range of developmental and acquired communication disorders, including specific language impairment, dysarthria, apraxia of speech, aphasia and stuttering. Covering clinical features, diagnosis and treatment, the book is an indispensable resource for students of linguistics, and speech and language therapy.

Communication Disorders also:

- includes clinical linguistic data throughout to illustrate specific features of communication disorders

- discusses disorders often neglected in introductory books, such as glossectomy and gender dysphoria

- contains in-text references to a companion website which has colour photographs, audio and video files, and 200 self-test questions

- provides exercises with answers, key point boxes, case studies, suggested readings and a glossary

More information:

http://www.palgrave.com/products/title.aspx?pid=486441

Editor: Virginia C. Mueller Gathercole

Title: Solutions for the Assessment of Bilinguals

Publisher: Multilingual Matters

ISBN: 978-1-783-09014-3 (Hardback) 978-1-783-09013-6 (Paperback)

'Solutions for the Assessment of Bilinguals' presents innovative solutions for the evaluation of language abilities and proficiency in multilingual speakers – and by extension, the evaluation of their cognitive and academic abilities. This volume brings together researchers working in a variety of bilingual settings to discuss critical matters central to the assessment of bilingual children and adults. The studies include typically developing bilingual children, bilingual children who may be at risk for language impairments, bilingual and multilingual children and adults

found in classrooms, and second-language learners in childhood and adulthood. The contributions propose a variety of ways of assessing performance and abilities in the face of the multiple issues that complicate the best interpretation of test performance.

More information:

Author: Carmen Silva-Corvalán

Title: Bilingual Language Acquisition

Subtitle: Spanish and English in the First Six Years

Publisher: Cambridge University Press

ISBN: 978-1-107-02426-7 (Hardback)   978-1-107-67315-1 (Paperback)

How do children develop bilingual competence? Do bilingual children develop language in the same way as monolinguals? Set in the context of findings on language development, this book examines the acquisition of English and Spanish by two brothers in the first six years of their lives. Based on in-depth and meticulous analyses of naturalistic data, it explores how the systems of both languages affect each other as the children develop, and how different levels of exposure to each language influence the nature of acquisition. The author demonstrates that the children's grammars and lexicons follow a developmental path similar to that of monolinguals, but that cross-linguistic interactions affecting lexical, semantic and discourse-pragmatic aspects arise in Spanish when exposure to it diminishes around the age of four. The first of its kind, this original study is a must-read for students and researchers in bilingualism, child development, language acquisition and language contact.

More information:

Editors: Marilyn Vihman & Tamar Keren-Portnoy

Title: The Emergence of Phonology: Whole Word Approaches, Cross-linguistic Evidence

Publisher: Cambridge University Press

ISBN: 978-0521762342

How well have classic ideas on whole-word phonology stood the test of time? Waterson claimed that each child has a system of their own; Ferguson and Farwell emphasised the relative accuracy of first words; Menn noted the occurrence of regression and the emergence of phonological systematicity. This volume brings together classic texts such as these with current data-rich studies of British and American English, Arabic, Brazilian Portuguese, Finnish, French, Japanese, Polish and Spanish. This combination of classic and contemporary work from the last 30 years presents the reader with cutting-edge perspectives on child language by linking historical approaches with current ideas such as exemplar theory and usage-based phonology and contrasting state-of-the-art perspectives from developmental psychology and linguistics. This is a valuable resource for cognitive scientists, developmentalists, linguists, psychologists, speech scientists and therapists interested in understanding how children begin to use language without the benefit of language-specific innate knowledge.

More information:

Author: Marilyn Vihman

Title: Phonological Development: The First Two Years. (2nd ed.)

Publisher: Oxford: Blackwell

ISBN: 978-1-118-34279-4 (hardcover); 978-1-118-34280-0 (paperback)

The field of child phonology has seen major developments in research, with substantial improvements in existing methods and the emergence of exciting new methods in the 18 years since the publication of Vihman's classic first edition. Drawing on this progress, Vihman has updated and completely revised her well-known text to focus on the very latest research in phonological development in the first two years of life – the period of the most rapid learning and the most dramatic developmental advances. Retaining its unique approach and coverage, the new edition expands the chapters on perception, vocal production and the transition into language use, including sections on the perception and production of native-language speech rhythms. A new chapter provides an overview of communicative and attentional as well as perceptual and vocal development in the first 18 months, with an additional focus on both implicit and explicit learning mechanisms. There are also entirely new chapters on segmentation and distributional learning, experiments in word learning, and bilingual phonological development. In addition, *Phonological Development* reviews theoretical models of perception as well as formalist and functionalist theoretical approaches to phonological development and concludes by considering the link between perception and production and the role of lexical knowledge and use in further learning.

More information:

http://www.yorkphondev.org; marilyn.vihman@york.ac.uk (email)

THESIS ANNOUNCEMENTS

Author: Stéphanie Caet

Title: Reference to Self and Addressee in the Speech of French- and English- Speaking Children and Their Parents

Institution: Sorbonne Nouvelle University

Before the age of 4, English- and French-speaking children use standard and non standard forms to refer to themselves and their addressee. In the past, several semantic, morphosyntactic and pragmatic parameters have been investigated as potential factors responsible for these various forms. In the present study, we examine the role of parental speech on children's productions. Previous research has in fact suggested that parents' standard as well as non standard ways of referring to themselves and their child when addressing her, may play a role in the process of pronoun acquisition (cf. Rabain-Jamin and Sabeau-Jouannet, 1989; Budwig, 1996; Kirjavainen et al., 2009; Morgenstern, 2011).

However, no systematic study of the speech parents address to their child has been conducted.

To tackle this issue, we perform analyses on 4 corpora from the CHILDES database, composed of monthly video-recorded interactions in 2 French-speaking and 2 English-speaking dyads. Taking the children's non standard ways of referring to themselves and their interlocutor as our starting point, we first question the influence of the frequency of similar forms and constructions observed in the input, on the children's productions. Observing that the children use different forms in different contexts, we then ask whether these form-function associations can also be found in the input or whether children create them. Our method therefore combines constructivist approaches and functionalist approaches to the process of language acquisition.

Our observations suggest that children's productions reflect both the specificities of the surrounding input and their own linguistic and cognitive analyses. As they observe and use more and more language, acquire additional linguistic means of expressing their communicative intentions, and as the input and feedback they receive becomes diversified, children gradually come to refer to themselves as speakers and to their addressees as interlocutors.

Author: Claire Enzinger

Title: The Emergence of Adjectives in Child Language: Three Case Studies in French and English

Institution: Sorbonne Nouvelle University

Adjectives have not always had good press among writers, as they may reflect a distorted prose. Researchers in early lexical development currently regard adjectives as problematic: they may well emerge late in child language, and comprise a small portion of the lexicon. However, we argue that it is precisely this property, along with their subjective stance, which makes adjectives relevant for research. Given that their choice is non obligatory, both on the paradigmatic axis (for attributive adjectives) and on the syntagmatic one (determinative and classifying functions excluded), these markers may help reveal the speaker's sensory, perceptual and mental worlds.

Using a theoretical approach at the crossroads of the French enunciative and the Anglo-Saxon usage-based theories, the data of three children speaking French, English, and bilingual French English, were analyzed. We first tracked how their inventories developed until their fourth birthday, the range during which considerable variations occur. These perspectives were then broadened to encompass other categories so as to further understand how the adjectival category develops within this larger system. The environmental properties that might have an impact on the children's behavior were examined in detail.

The results show that children first use properties anchored in immediate perceptions, while their parents favour more abstract properties, often expressing affect. The English speaking dyad uses significantly more affective adjectives than the other dyads. Adjectives emerge a few months after the first conventional words, and remain a low frequency category (4% of the lexicon in average).

Author: Laila Kjærbæk

Title: Acquisition of Inflectional Morphology: A Study of Noun Plural Inflection in Normally Developed Danish Children in the Age of 0-10 Years

Original Title in Danish: Tilegnelse af bøjningsmorfologi: en undersøgelse af substantivernes pluralisbøjning hos normaltudviklede danske børn i alderen 0-10 år

Institution: University of Southern Denmark

The aim of this PhD project was to investigate the development of the noun plural inflectional category in Danish children from the first appearance up to the age of 10 years. In order to do so we examined the Danish noun plural system from a consequent sound perspective – something that has never been done before – since children learn language based on the spoken language they hear. The analyses and description of the Danish noun plural system resulted in 23 plural markers, in which each plural marker combines a plural suffix (including zero suffix) and a specific stem change (including no change).

The study is based on a multi-method research approach employing five different data types: 1) lexical data; 2) reported data; 3) naturalistic spontaneous child language input and output; 4) semi-naturalistic/semi-experimental data; 5) experimental data. This was done in order to get a fuller picture of Danish children's acquisition of noun plurals.

The study investigates the distribution of plural markers in the Danish lexicon compared to the one seen in child language input and output as well as the development of the noun plural category in Danish children. The study shows that the typical Danish child starts to produce noun plural forms around her/his second birthday. The amount of correctly produced plural forms increases with age, but the noun plural category is not yet fully acquired at the age of 10 years. The study indicates that factors such as sound structure, productivity and input frequency play important roles in the acquisition of inflectional morphology and the study shows interesting results regarding overgeneralization of plural markers. This PhD thesis also addresses important methodological aspects of studies in child language acquisition and contains a cross-linguistic study of the acquisition of stem change in Danish and German-speaking children.

Author: Rena Lyons

Title: Identity and Meaning-Making in Children with Primary Speech and Language Impairments

Institution: University of the West of England, Bristol

Primary speech and language impairment (PSLI) is a term used to describe children with a range of profiles, which include significant speech and language impairments, in the context of normal cognitive abilities. The aims of this thesis were firstly to explore identity construction in children with PSLI, and secondly to explore how these children made sense of their experiences.

Narrative inquiry was used to conduct this study. The participants were 11 children aged 9-12 years-old, presenting with PSLI. The aim was to generate storied accounts of events and happenings in their lives using interviews, supplemented with visual methods. An innovative analytical framework was designed, drawing on a range of narrative analytical methods, including an analysis of verbal and nonverbal evaluation markers, cohesion markers, as well as an analysis of agency and identities presented in the children's narratives.

The key findings were four interrelated themes, which were conceptualized in a working model comprising facilitators and potential barriers to

well-being and belonging. The four themes which contributed to well-being and belonging included: relationships; autonomy, agency, and competence; identities of belonging and difference; and hope and concern for the future. Facilitators of well-being and belonging were life events and experiences that the children evaluated in positive ways, whereas potential barriers were life events and experiences which they evaluated in negative ways. Although some children evaluated their experiences in mixed and sometimes contradictory ways, their evaluations were predominantly positive.

This thesis contributes to the field in four ways. Firstly, it provides new insights into identity construction in children with PSLI. Secondly, it adds to understandings of ways in which children conceptualize communication impairment. Thirdly, it deepens understandings of the determinants of well-being and belonging in children with PSLI. Finally, this thesis highlights the value of narrative inquiry as a means for listening to the voices of children with communication impairments.

Author: J. Douglas Mastin

Title: Exploring Infant Engagement, Language Socialization and Vocabulary Development: A Study of Rural and Urban Communities in Mozambique

Institution: Tilburg University

Full text available at: https://repository.uvt.nl/id/ir-uvt-nl:oai:wo.uvt.nl:5919139

My dissertation was undertaken within a larger project funded by the NWO – *Cultural and social aspects of multimodal interactions in language acquisition* (CASA MILA) – led by Dr. Paul Vogt. In 2009, I was offered the Ph.D. position in the project, and felt more than privileged to accept. My research within CASA MILA focuses specifically on three topics: the underlying theory of how infants engage with their environment, cultural forms of infant socialization in Mozambique, and the potential relationship that types of engagement and socialization might have with early language acquisition.

It became apparent early in the project that an assessment of how we define different types of human attention and social interactions (i.e., engagement) was missing from the literature. I realized that by analyzing the components of human engagement – attention between partners, attention to target references, and goal-oriented behavior – provided a systematic approach to assess engagement levels and their categorization. My novel application of *goal-oriented behavior* as an overt component provided a more extensive categorization of engagement than previously presented. In addition, I analyzed the statistical relationship between these engagement levels' distributions and infants' reported vocabulary size. Finally, I provided a novel analysis of infants' engagement with various individual partners and groups. This analysis allowed me to look deeper into the various forms of infant socialization, as well as how caregiving systems and cultural beliefs about infant development may relate to language acquisition.

I was able to show that infant engagement in rural and urban Mozambique appears to follow and adhere to the characteristics of different prototypical learning environments. By applying different statistical analyses, results show that *dyadic engagement* (interactions with others, but without objects) is more beneficial for vocabulary development than *joint attention* (interactions with others and objects). While this was truer of the rural community, the role of dyadic engagement in the urban area was also accompanied by positive relations from joint attention.

This furthers the notion that urban non-industrial environments represent a middle ground between prototypical nonindustrial rural and industrial urban environments. The role that dyadic engagement plays here is important because its specific relationship with vocabulary development has not been previously documented. In addition, by analyzing social networks, I was able to show how communal ideas regarding caregiving manifest through different forms of joint engagement with various communication partners. By doing so, it became apparent that engagement outside of the mother-infant pair has significant relations with vocabulary development, which have not been previously exposed in parallel research. Such results can help in the development of novel research programs for the study of language acquisition, as well as possibly improve parental education programs in non-industrial cultures.

Author: Silvia Nieva

Title: Function of the Dialogue Structure in the Transition from One to Two Words

Original Title in Spanish: Función de la estructura de diálogo en la transición de una a dos palabras

Institution: Universidad Complutense (Madrid, Spain)

From a developmental and conversational perspective, the present work studies changes that take place in the transitional period between productions of predominantly single words to the production of mostly emission of two or more words.

Bloom (1973) defined the production of isolated words strung in conversation as Holistic Succesive Single Word Utterances (SSWUs), referring to them in this work as Isolated Holistic Word Emissions in Succession (EPAS) (Acronym for *Emisiones Holísticas de Palabras Aisladas en Sucesión* in Spanish). We deal with conversational sequences in which children produce isolated words with a thematic continuity between them, and that are separated from each other either by adult intervention, or by a long pause.

These sequences could be a precursor to multiwords emissions, when providing the child with a format that enables the expansion of his/her isolated productions and allows him to be an active agent in his/her learning (Schwartz, Chapman, Prelock, Terrell, and Rowan, 1985; Veneziano, 1999 and Her-Israel and McCune, 2011).

The current work is the result of a dense observational longitudinal study based on data collected from the records of the corpus of audiovisual productions of a Castilian monolingual child from the age of 1,08 months to 2,01 and their caregivers (Nieva, 2013).

Arising hypotheses are threefold: 1) predictions about pragmatic-discursive level, 2) predictions about pragmatic-formal level and 3) predictions about the relationship between both levels. In addition, we have been searching for evidence of intra-subject variability.

Results of the analysis drew some evidences of changes over the period studied, both on pragmatic-discursive level and pragmatic-formal level, and they show some points of agreement. Therefore, both of them could be complementary ways to promote the production of multiword emissions and, therefore, the combination of words from the syntactic knowledge.

References

Bloom, L. (1973). *One word at a time*. The Hage: Mouton and Co.

Herr-Israel, E. y McCune, L. (2011). Successive single-word utterances and use of conversational input: a pre-syntactic route to multiword utterances. *Journal of Child Language, 38,* 166-180.

Nieva, S (2013). Nieva Longitudinal CHILDES Corpus. URL: http://childes.talkbank.org/data/Romance/Spanish/Nieva.zip . ISBN 1-59642-433-8

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FURTHER ANNOUNCEMENTS

MacArthur-Bates Communicative Development Inventory Norming Database Now Publicly Available

By Philip Dale, University of New Mexico

The norming study for the CDI instruments was one of the first large-sample studies of early language development. The data have proven highly useful for both clinical and research purposes. There have been two primary formats for those data. The norms provided in the Fenson, Marchman, Thal, Dale, Reznick & Bates (2007) *MacArthur-Bates Communicative Development Inventories: User's Guide and Technical Manual – Second Edition* aggregate across words (or grammatical items, or gestures) to provide a reliable and valid index of individual children's development relative to their gender and age. Alternatively, data can be aggregated across children for individual words, grammatical items, or gestures to provide information on the development of individual items. These data are available on the CLEX website http://www.cdi-clex.org along with comparable data from an ever-growing set of other languages (10 to this point). However, for still other research questions, investigators will need data at the most basic level, that is, responses for individual children on individual items. On a number of occasions we have made the entire dataset available to researchers on an individual basis, but we realize that others might find it of use now, and in the future.

For this reason, and to mark the 25th anniversary of the work of the CDI Advisory Board, we have decided to place the entire norming dataset in the public domain, in the CHILDES system. This dataset, available in both SPSS and Excel formats, is that used for the 2007 revised User's Guide and Technical Manual, and is expanded relative to the original dataset, with the goal of being more representative of the population of the US. The total sample size is 2550 children. Users should read carefully the relevant section of the User's Guide (pp 50-56) to understand exclusion criteria, measures, and other issues for defining appropriate samples. The files may be found at http://childes.psy.cmu.edu/tools/CDI/

We are especially pleased to take this step in honor of the memory of our colleague, friend and inspiration Elizabeth Bates. Liz was deeply committed to the public exchange of instruments, data, theories and ideas. We hope that the availability of these data will contribute to ongoing discussions and development of our understanding of early language development.

The CDI Advisory Board

Larry Fenson, Chair

Dorthe Bleses

Philip Dale

Donna Jackson-Maldonado

Virginia Marchman

Judy Reilly

J. Steven Reznick

Donna Thal

Call for Papers: New West Asia Journal of Speech-Language Pathology

By Ghada Khattab, Newcastle University

Editors:

Dr Ghada Khattab, Newcastle University, Newcastle-upon-tyne, UK

Professor Reza Nilipour, University of Welfare and Rehabilitation Sciences, Iran

Professor Seyhun Topbaş, Anadolu University, Turkey

*Associate Editor***:** Professor Martin Ball, University of Louisiana at Lafayette, USA

This new journal aims to provide a forum for academic discussion and progress in all areas of communication disorders, as related to the West

Asia region (a region taken to include the Arabian Peninsula, the Levant, Iraq, Iran, Turkey and Egypt). It will publish peer-reviewed studies of

all aspects of communication disorders and the provision of therapeutic intervention. Studies that explore theoretical developments and their

applications, as well as more directly applied articles on specific therapeutic techniques, will be welcome.

To submit a paper to be considered for publication in this journal, or to find out how to subscribe, please send an email to Rachael Wilkie,

Publisher: rachael_jrpress@btinternet.com

ISSN 2052-8744

Further information about the author guidelines: http://www.jr-press.co.uk/wajslp-author-guidelines.html

Language History Questionnaire (LHQ 2)

By Ping Li, Pennsylvania State University

Some colleagues may have already used our LHQ (Li et al. 2006), and here is the newly updated LHQ2.0 for your information:

The paper: http://journals.cambridge.org/repo_A900dorS

Li, P., Zhang, F., Tsai, E., & Puls, B. (2013). Language History Questionnaire (LHQ 2.0): A new dynamic web-based research tool. *Bilingualism:*

Language and Cognition. doi:10.1017/S1366728913000606

The website: http://blclab.org/language-history-questionnaire/

Currently we are implementing English, Chinese, French, Italian, Portuguese, and Spanish versions (the first three already available). Your comments and suggestions will be welcome.

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

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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

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MEMBERSHIP

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