IASCL - Child Language Bulletin - Vol 35, No 2: December 2015

IN THIS ISSUE

Updates on the 14th International Congress for the Study of Child Language, Lyon, 17-21 July 2017

Sophie Kern, Conference Organiser

The 14th International Congress for the Study of Child Language will take place in July 2017, and will be hosted by the University of Lyon.

Confirmed Plenary Speakers:

- Sharon Peperkamp (Laboratoire de Sciences Cognitives et Psycholinguistique, Paris, France)

- Asli Ozyurek (Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands)

- Marc Bornstein (National Institute of Health, Bethesda, USA)

- Gina Conti-Ramsden (The University of Manchester, UK)

- Monika Schmid (University of Essex, UK)

Website: http://www.iascl2017.org/

For any inquiries you may have regarding the IASCL Lyon 2017 Conference, please contact: iascl2017@ish-lyon.cnrs.fr

Report on the Workshop on Infant Speech Perception (WISP)

Nan Xu Rattanasone & Katherine Demuth, Child Language Lab, Macquarie University

The Workshop on Infant Speech Perception (WISP) held on 1st and 2nd September 2015 at Macquarie University highlighted recent research on infants' developing abilities to perceive and learn the phonological, morphological and prosodic systems of language. The workshop brought

together researchers from the fields of linguistics, cognitive science, computational linguistics and developmental psychology to discuss novel techniques and paradigms, shedding light on the diverse roles of speech perception abilities at various stages of infant development, across languages and populations. Keynote speakers across the two days comprised:

- Paola Escudero: Encoding of phonetic and phonological detail in early word learning (MARCS Institute, University of Western Sydney)
- Reiko Mazuka: Prosodic forms of infant-directed vocabulary can facilitate word learning (Riken Brain Science Institute and Duke University)
- Thierry Nazzi: Impact of phonological acquisition on early lexical processing: the C-bias revisited (LPP, Université Paris Descartes, Sorbonne Paris Cité and CNRS)
- Dan Swingley: Words and speech sounds in the first two years (Department of Psychology, University of Pennsylvania)

Some of the issues raised in discussions included the need for research on a more diverse range of languages other than English, as well as using a range of complementary measures to better account for individual infant performance. The workshop was sponsored by the Centre for Language Sciences (CLaS) at Macquarie University, and the Australian Research Council (ARC).

New Tools and Developments for the MacArthur-Bates CDIs

Philip Dale, University of New Mexico, the CDI Advisory Board

The CDI Advisory Board is very pleased to announce several new initiatives and tools for use of the CDIs. For more information on these, please visit the new-and-improved CDI website at http://mb-cdi.stanford.edu

1. The American English forms CDI: Words & Gestures, CDI: Words & Sentences, and CDI-III will be available as fillable PDF files shortly after the first of the year from Brookes Publishing at http://www.brookespublishing.com/resource-center/screening-and-assessment/cdi/. These forms can be emailed to parents and others who can complete the forms and return them by email to clinicians and researchers. The forms can also be completed on a tablet using the free Adobe Fill & Sign app. In addition, a new version of the CDI scoring program is under development which will automatically read and score the files, and prepare a report for parents, as well as export data to a CSV file. We anticipate that similar files will soon be prepared for the Mexican Spanish Inventarios I and II. Watch the pages on scoring programs on the CDI website for more information!

2. Also available after the first of the year will be fillable PDFs for the English and Spanish shortforms. These will be available from Larry Fenson, lfenson@gmail.com.

3. Lexical norms. A new, open database, Wordbank, compiles responses from many different CDI administrations in many different languages and provides exciting new resources for the construction of crosslinguistic lexical norms for many different research purposes. Like its predecessor, CLEX (Crosslinguistic Lexical Norms), Wordbank archives data from the MacArthur-Bates Communicative Development Inventories (MB-CDIs) in many different languages, including American English, Danish, Croatian, German, Italian, Mexican Spanish, Norwegian, Russian, Mandarin, Cantonese, Hebrew, Turkish and Swedish. However, Wordbank is not limited to norming datasets; it currently contains 42,955 CDIs from 14 languages. Specialized datasets (e.g., various clinical populations, bilingual children) as well as more general datasets, both cross-sectional and longitudinal, are welcome in Wordbank. Wordbank enables researchers to analyze MB-CDI data in terms of aggregate vocabulary, individual items, demographic variables, and more. It provides interactive visualizations, exploratory reports, and data export tools. Wordbank is open access! You can use the wordbankr package to access Wordbank data from R but many analysis functions are directly available online without need for programming. Learn more about Wordbank at http://wordbank.stanford.edu. (Note that users can still access the CLEX database, http://www.cdi-clex.org, but it is not currently being maintained. All data in CLEX are now incorporated in Wordbank as well.)

4. We will be updating the information on CDI adaptations, as it has become somewhat out of date. We will be contacting developers soon with a very brief survey, and would appreciate responses.

5. We invite feedback, comments and suggestions from users of these instruments. For Wordbank, please email wordbank-contact@stanford.edu.   For all other matters, send email to Larry Fenson, lfenson@gmail.com.

New and Updated PhonBank Corpora, and an Outlook on Upcoming Phon Analyses toward Clinical Phonology

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

In this brief update, we summarize our most central advances concerning both the PhonBank database and the Phon software program. For PhonBank, we have engaged in large-scale enrichment of already-published corpora, in particular through the addition of MOR and GRA tiers to the large Providence, Lyon, and Paris corpora, the latter one still undergoing revisions at the time of writing these lines. We are also nearing the publication of many other corpora, including new languages and new learning situations, as we detail below:

- English-Providence: Addition of MOR and GRA tiers to all records, for all participants. Published.

- French-Lyon: Addition of MOR and GRA tiers to all records, for all participants. Published.

- French-Paris: Addition of MOR and GRA tiers to all records, for all participants. The work is nearly completed at this stage; we expect to early in the new year.

- Clinical-Bernhardt: Clinical data on protracted English-learning children. Publication imminent.

- German-Grimm: Longitudinal data on German L1 development. Published.

- Paidus: L1 German and L1 Spanish learners. To be published in June 2016.

- PhonBLA: Bilingual German-Spanish learners. To be published in June 2016.

- Taiwanese: Full conversion from CHAT to Phon format.

- Arabic-Lebanese: Cross-sectional data on Arabic L1 development. To be published in early 2016.

- Arabic-Kuwaiti: Longitudinal data on Arabic L1 development To be published in early 2016.

- L2-VYSA: This will be the first corpus of second language development available through PhonBank. To be published in early 2016.

- Norwegian: Longitudinal Norwegian L1 data. To be published in early 2016.

- Catalan and Spanish: Series of corpora on Catalan and Spanish L1 development. To be published in early 2016.

In addition, we also have a number of corpora for both typical and late learners in the pipeline. All of these new additions to PhonBank are released in both Phon and CLAN (CHAT) formats. This offers a broad array of analytic possibilities from phonological, lexical and morpho-syntactic perspectives alike. The work we performed on the Providence, Lyon, and Paris corpora is particularly relevant in this context, as these corpora now offer many opportunities for morphological analysis, possibly combined with detailed phonological analysis.

Over the last year, we have also been working with members of the research community to improve our initial release of Phon 2. In our current version (2.1.7), the functions for acoustic analyses have been expanded, and the interface streamlined. In parallel, we have added and/or improved several functions for clinical assessments, including the Word Match, Percent Consonant/Vowel Correct, and PMLU assessments.

We have also integrated functions for version management (using GIT libraries) within Phon. Finally, we have refined different aspect of Phon's interface by adding facilities to the Project Manager, a status bar to the Session Editor, and new search methods. For example, within the Phones query, filtering of syllables types (e.g. open; closed) can be combined with other properties of the syllable (e.g. stressed; unstressed).

We are now working on a system for producing automated assessments in clinical phonology. Many of these aim to reproduce aspects of the now-deprecated PROPH+ software suite. In parallel, we are refactoring our reporting system in order to combine different queries and reports as part of unified analyses and reports, and automate many aspects of these functions. Using these improvements, researchers and clinicians will be able to output full phonological reports within just a few mouse clicks. At this stage, we have the required computational foundations in place, and expect to release this new system in an incremental fashion, adding assessment methods as we complete their development, throughout the course of 2016.

Recommendations Regarding the Use of iOS Devices for Video Recording

Brian MacWhinney, Carnegie Mellon University

After extensive testing, we have come up with a new set of recommendations regarding the use of iOS devices for video recording. According to our testing, these newer methods outperform the earlier camcorder-based methods in terms of portability, flexibility, and resultant audio and video quality. These recommendations are found at http://talkbank.org/info/dv.html

If you are doing video filming of live interactions, I think you may find this information useful.

French MOR in CHILDES

Brian MacWhinney, Carnegie Mellon University

I am happy to announce that all 13 of the corpora in the French component of CHILDES (with the exception of the single-word phonological corpora) have now been completely tagged and analyzed using the FRA morphological analyzer and all ambiguities have been resolved at the lexical level. We thank Tony Kelly for his work on this. The corpora involved are: Champaud, Geneva, Hammelrath, Hunkeler, Leveille, Lyon, Montreal, MTLN, Palasis, Paris, Pauline, Yamaguchi, and York.

Upcoming Workshop: Developmental Perspectives on Language Processing, Macquarie University, May 2016

Katherine Revius & Katherine Demuth, Child Language Lab, Macquarie University

Seeing that much research has explored the processes by which adults comprehend language, but much less is known about how these abilities develop in children. To this end, we are organising the upcoming workshop on the Developmental Perspectives on Language Processing on 12th and 13th May, 2016 at Macquarie University to bring together researchers working on various aspects of language comprehension, in order to better understand how children process language in real time, and how different types of information are exploited during development. This

topic is especially timely given increasing evidence that efficient early language processing skills are critical for learning to communicate effectively. However, these skills may be limited in children with various types of language delay, including bilinguals and early L2 learners, children with hearing loss, and those with specific language impairment (SLI). Keynote speakers across the two days will comprise:

- Phaedra Royle (Université de Montreal)

- Jesse Snedeker (Harvard University)

- Karsten Steinhauer (McGill University)

- John Trueswell (University of Pennsylvania)

Papers/poster submissions are invited exploring all aspects of language processing—with a focus on spoken language processing—in children using online methods (e.g., eye-tracking, EEG, MEG, etc.). Contributions from adult research that raise theoretical/methodological issues for exploring developmental aspects of language processing are also welcome. The workshop is sponsored by the Centre for Language Sciences (CLaS) at Macquarie University, the Australian Research Council (ARC) FL130100014 and the ARC Centre of Excellence in Cognition and its Disorders (CCD).

More details: **www.ccd.edu.au/events/conferences/2016/langdev/index.html**

The Japanese Society for Language Sciences 18th Annual International Conference (JSLS2016)

Hiroko Kasuya, JSLS 2016 Publicity Committee

The Japanese Society for Language Sciences (JSLS) invites proposals for our Eighteenth Annual International Conference (JSLS2016). JSLS2016 will be held at the University of Tokyo, Komaba Campus (Komaba I), Tokyo, Japan (approx. 120 minutes from Narita Airport, 60 minutes from Haneda Airport).

We welcome proposals for two types of presentations: (1) oral presentations and (2) poster presentations. Submissions are invited in any area related to language sciences. Oral presentations are eligible for the 8th JCHAT Award (Best Paper, and Best Paper Using JCHAT/CHILDES, respectively). JSLS is a bilingual conference and papers and posters may be presented in either English or Japanese. Please be aware that the Conference Handbook abstracts will be accessible in pdf form on the JSLS homepage. This is a service exclusively for JSLS members.

Conference Dates: June 4th (Sat) – June 5th (Sun), 2016
Place: University of Tokyo, Komaba Campus, Tokyo, Japan

The deadline for submission of abstracts is January 15th (Fri.), 2016 (Japan Standard Time).

For more detailed information on the submission process, please visit the conference webpage:

http://jslsweb.sakura.ne.jp/wp/?p=694&lang=en

JSLS2016 Conference Committee Chair: Yuki Hirose (University of Tokyo Graduate School of Arts and Sciences)

For inquiries, please contact us at jsls-conf@googlegroups.com

JSLS: http://www.jsls.jpn.org/

NEWS AND ANNOUNCEMENTS

FORTHCOMING CONFERENCES AND WORKSHOPS

What: **The 12ᵗʰ Conference on Theoretical Issues in Sign Language Research**

When: 4-7 Jan 2016

Where: Melbourne Convention Centre Australia, Australia

Details: http://www.tislr12.org/

What: **2016 Budapest CEU Conference on Cognitive Development (BCCCD16)**

When: 7-9 Jan 2016

Where: Budapest, Hungary

Details: http://www.bcccd.org/

What: **The 90th Annual Meeting of the Linguistic Society of America**

When: 7-10 Jan 2016

Where: Washington, USA

Details: http://www.linguisticsociety.org/event/lsa-2016-annual-meeting

What: **LOT Winter School 2016**

When: 11-22 Jan 2016

Where: the University of Tilburg, Netherlands

Details: http://www.lotschool.nl/files/schools/2016_Winterschool_Tilburg/index.php

What: **ICFLTAL 2016: International Conference on Foreign Language Teaching and Applied Linguistics**

When: 18-19 Jan 2016

Where: London, UK

Details: https://www.waset.org/conference/2015/01/london/ICFLTAL

What: **Presuppositions in Language Acquisition**

When: 23-26 Feb 2016

Where: Konstanz, Germany

Details: http://www.uni-potsdam.de/aladdin/en/complexity2016

What: **Sentence Complexity at the Boundary of Grammatical Theory and Processing: A Special Challenge for Language Acquisition**

When: 23-26 Feb 2016

Where: Konstanz, Germany

Details: http://www.uni-potsdam.de/aladdin/en/complexity2016

What: **The 38th Annual Conference of the German Linguistic Society (DGfS 2016)**

When: 24-26 Feb 2016

Where: Konstanz, Germany

Details: http://dgfs2016.uni-konstanz.de/en/home/

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

When: 26-27 Feb 2016

Where: Arizona, USA

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

What: **The 29th CUNY Conference on Human Sentence Processing**

When: 2-5 Mar 2016

Where: University of Florida, Florida, USA

Details: http://cuny2016.lin.ufl.edu/

What: **Florida Linguistics Yearly Meeting 3 and Linguistic Matters Festival**

When: 10–12 Mar 2016

Where: Florida International University, Miami, FL

Details: https://english.fiu.edu/linguistics/

What: **The International Symposium on Bilingual Processing in Adults and Children (ISBPAC)**

When: 14 –15 April 2016

Where: University of Kaiserslautern, Germany

Details: https://www.sowi.uni-kl.de/psycholinguistics/conference/submission-of-abstracts/

What: **Bilingual from Birth: Process, Pedagogy and Policy**

When: 28 –29 April 2016

Where: The Official Languages and Bilingualism Institute, University of Ottawa, Canada

Details: http://web5.uottawa.ca/ilob-ocs/index.php/2016/bilingual/schedConf/cfp

What: **The 5th International Symposium on Tonal Aspects of Languages (TAL2016)**

When: 24 –27 May 2016

Where: New York, USA

Details: https://ubwp.buffalo.edu/tal2016/

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

When: 30 May -1 Jun 2016

Where: University of Calgary, Alberta, Canada

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

What: **The 16th International Clinical Phonetics and Linguistics Association Conference (ICPLA 2016)**

When: 15-18 Jun 2016

Where: Halifax, Canada

Details: http://www.dal.ca/sites/icpla.html

What: **Tense, Aspect and Modality in L2 (TAML2)**

When: 20-21 Jun 2016

Where: University of York, UK

Details: www.york.ac.uk/education/taml2

What: **The Seventh Conference of the International Society for Gesture Studies: Gesture – Creativity – Multimodality**

When: 18–22 Jul 2016

Where: Sorbonne Nouvelle University, Paris, France

Details: http://isgs7.sciencesconf.org/?lang=en

What: **UK Cognitive Linguistics Conference (UK-CLC)**

When: 19-22 Jul 2016

Where: Bangor, UK

Details: http://ukclc2016.bangor.ac.uk/index.php.en

What: **The 10th International Conference on Multilingualism and Third Language Acquisition**

When: 1–3 Sep 2016

Where: the University of Vienna, Austria

Details: http://thirdlanguage2016.univie.ac.at/home/

CONFERENCE AND WORKSHOP CALLS

What: **2016 SLA Student Symposium**

When: 15-16 April 2016

Where: Wisconsin, USA

Details: http://symposium.sla.wisc.edu/

Submission Deadline: 25 Jan 2016

What: **The 28th North American Conference on Chinese Linguistics (NACCL-28)**

When: 5–8 May 2016

Where: Brigham Young University, USA

Details: http://www.chineselinguistics.byu.edu/

Submission Deadline: 15 Jan 2016

What: **Workshop on the Developmental Perspectives on Language Processing**

When: 12–13 May 2016

Where: Macquarie University, Australia

Details: www.ccd.edu.au/events/conferences/2016/langdev/index.html

Submission Deadline: 15 Feb 2016

What: **The 37th Annual Meeting of the Department of Linguistics (amgl37)**

When: 12–14 May 2016

Where: Thessaloniki, Greece

Details: http://www.lit.auth.gr/amgl37/

Submission Deadline: 31 Jan 2016

What: **The 28th International Conference on Foreign/Second Language Acquisition (ICFSLA 2016)**

When: 19-21 May 2016

Where: Szczyrk, Poland

Details: http://www.icfsla.us.edu.pl/index.htm

Submission Deadline: 31 Jan 2016

What: **The Seventh International Conference on Language, Culture and Mind**

When: 1-4 Jun 2016

Where: Hunan University, Changsha, China

Details: www.lcm7.org

Submission Deadline: 5 Jan 2016

What: **Japanese Society for Language Sciences 18th Annual International Conference (JSLS2016)**

When: 4-5 Jun 2016

Where: Tokyo, Japan

Details: http://jsls.jpn.org/conference/en/

Submission Deadline: 15 Jan 2016

What: **The 9ᵗʰ International Conference on Practical Linguistics of Japanese (ICPLJ9)**

When: 4-5 Jun 2016

Where: San Francisco Sate University, US

Details: http://foreign.sfsu.edu/events/40121-icplj9-japanese-textbook-workshops

Submission Deadline: 1 Feb 2016

What: **International Child Phonology Conference (ICPC 2016)**

When: 22–24 Jun 2016

Where: Northern Arizona University in Flagstaff, Arizona, USA

Details: https://nau.edu/CHHS/CSD/ICPC2016/

Submission Deadline: 15 Feb 2016

What: **Fifth Implicit Learning Seminar**

When: 23–25 Jun 2016

Where: Lancaster University, UK

Details: http://www.lancaster.ac.uk/implicit-learning-seminar/index.htm

Submission Deadline: 1 Mar 2016

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

When: 27-30 Jun 2016

Where: Potsdam, Germany

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

Submission Deadline: 31 Mar 2016

What: **The 24th Annual Conference of the IACL**

When: 17-19 Jul 2016

Where: Beijing, China

Details: http://iacl24.blcu.edu.cn/col/col9866/index.html

Submission Deadline: 15 Jan 2016

What: **The 38th Annual Meeting of the Cognitive Science Society (CogSci 2016)**

When: 10-13 Aug 2016

Where: Pennsylvania, USA

Details: http://cognitivesciencesociety.org/conference2016/index.html

Submission Deadline: 1 Feb 2016

What: **International Assoication of Logopedics and Phoniatrics (IALP) 30th World Congress**

When: 21-25 Aug 2016

Where: Dublin, Ireland

Details: http://ialpdublin2016.org/

Submission Deadline: 15 Jan 2016

What: **The 26th Annual Conference of the European Second Language Association (EUROSLA26)**

When: 24-27 Aug 2016

Where: Jyväskylä, Finland

Details: https://www.jyu.fi/en/congress/eurosla26

Submission Deadline: 28 Feb 2016

What: **The VIIIth International Conference of Language Acquisition**

When: 7-9 Sep 2016

Where: Palma de Mallorca, Spain

Details: http://www.uibcongres.org/AEAL/ficha.en.html

Submission Deadline: 1 Feb 2016

What: **The 7th Generative Approaches to Language Acquisition North America Conference (GALANA-7)**

When: 8-10 Sep 2016

Where: University of Illinois at Urbana-Champaign, USA

Details: https://publish.illinois.edu/galana2016/

Submission Deadline: 10 Feb 2016

What: **The 15th Biennial Conference of the European Association for Research on Adolescence (EARA)**

When: 16–19 Sep 2016

Where: La Barrosa, CÁDIZ, Spain

Details: https://www.earaonline.org/biennial-meetings/

Submission Deadline: 31 Mar 2016

What: **The 35th Second Language Research Forum (SLRF2016)**

When: 22-25 Sep 2016

Where: Columbia University, USA

Details: http://www.tc.columbia.edu/slrf2016/

Submission Deadline: 15 May 2016

What: **The 9th International Conference on Construction Grammar (ICCG-9)**

When: 5-7 Oct 2016

Where: Federal University of Juiz de Fora, Brazil

Details: http://www.ufjf.br/iccg9/

Submission Deadline: 31 Mar 2016

What: **The 2016 ASHA Convention**

When: 17-19 Nov 2016

Where: Philadelphia, USA

Details: http://www.asha.org/Events/convention/General-Information/

Submission Deadline: 12 Apr 2016

What: **The 2nd International Conference on Teaching Deaf Learners**

When: 22-24 Mar 2017

Where: Amsterdam, the Netherlands

Where: http://www.teachingdeaflearners.com

Submission Deadline: to be announced

What: **The 14th International Congress for the Study of Child Language (IASCL 2017)**

When: 17-21 July 2017

Where: Lyon, France

Where: http://iascl2017.org/

Submission Deadline: to be announced

BOOK ANNOUNCEMENTS

Editors: Edith Bavin and Letitia Naigles

Title: The Cambridge Handbook of Child language (2nd edition)

Publisher: Cambridge University Press

ISBN: 978-107-08732-3

The second edition of the Cambridge Handbook of Child Language is now available. The volume is published as a new book. It has been vastly extended, now including a section on reading (5 chapters), new topics, new authors and major updates to topics covered in the first edition. This wide-ranging survey traces language development from prelinguistic infancy to adolescence in typical and atypical contexts. The material is intuitively grouped into six thematic sections, enabling readers to find specific in-depth information easily.

Reviewers' comments include:

"It is rare to see such a broad and representative range of perspectives covered in a single volume . . . " Janet Werker, UBC

"The book is an essential resource for students and researchers for understanding the increasingly interdisciplinary nature of child language research and for undertaking their own work." Philip Dale, UMN

More information:

http://www.cambridge.org/us/academic/subjects/languages-linguistics/psycholinguistics-and-neurolinguistics/cambridge-handbook-child-language-2nd-edition

Authors: Adriana Belletti and Maria Teresa Guasti

Title: The Acquisition of Italian: Morphosyntax and its Interfaces in Different Modes of Acquisition

Series Title: Language Acquisition and Language Disorders, 57

Publisher: John Benjamins

ISBN: 9789027253194 (hardbound) 9789027253200 (paperback) 9789027268532 (e-book)

A major contribution to the study of language acquisition and language development inspired by theoretical linguistics has been made by research on the acquisition of Italian syntax. This book offers an updated overview of results from theory-driven experimental and corpus-based research on the acquisition of Italian in different modes (monolingual, early and late L2, SLI, etc.), as well as exploring possible developments for future research. The book focuses on experimental studies which address research questions generated by linguistic theory, providing a detailed illustration of the fruitful interaction between linguistic theorizing and developmental studies. The authors are leading figures in theoretical linguistics and language acquisition; their own work is featured in the research presented here. Students and advanced researchers will benefit from the systematic review offered by this book and the critical assessment of the field that it provides.

More information:

https://benjamins.com/#catalog/books/lald.57/main

Author: Eve Clark

Title: First Language Acquisition (third edition)

Publisher: Cambridge University Press

ISBN: 978-1-316-50760-5

How do young children learn language? When does this process start? What does language acquisition involve? Children are exposed to language from birth, surrounded by knowledgeable speakers who offer feedback and provide extensive practice every day. Through conversation and joint activities, children master the language being used around them. This fully revised third edition of Eve V. Clark's bestselling textbook offers comprehensive coverage of language acquisition, from a baby's first sounds to a child's increasing skill in negotiating, explaining and entertaining with language. This book, drawing together the most recent findings in the field, and illustrated with examples from a wide range of experimental and observational studies, including the author's own diary observations, presents an essential and comprehensive guide to first language acquisition. It will be fascinating reading for students of linguistics, developmental psychology, and cognitive science.

- Offers a breadth of content, covering several course topics, and a friendly writing style, appealing to students and instructors
- Author has an international reputation as leading expert on the subject
- Includes numerous examples from the author's personal diary observations and experimental studies

- Draws on languages other than English to provide a comparative perspective on the process of language acquisition

More information:

Editors: Theres Grüter and Johanne Paradis

Title: Input and Experience in Bilingual Development

Series Title: Trends in Language Acquisition Research, 13

Publisher: John Benjamins

ISBN: 978-90-272-4406-2 (new: paperback)

Children acquiring two languages, either simultaneously or sequentially, have more variation in their linguistic input than their monolingual peers. Understanding the nature and consequences of this variability has been the focus of much recent research on childhood bilingualism. This volume constitutes the first collection of research solely dedicated to the topic of input in childhood bilingualism. Chapters represent a range of theoretical and methodological approaches to the study of childhood bilingualism, covering a variety of language combinations and sociocultural contexts in Europe, Israel, North and South America. As a reflection of the field's current understanding of the intricate relationship between experience and development in children growing up with two or more languages, this volume will be of interest to scholars and practitioners working with bi- and multilingual learners in various sociolinguistic and educational contexts.

More information: https://benjamins.com/#catalog/books/tilar.13/main

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Editor: Stavroula Stavrakaki

Title: Specific Language Impairment: Current Trends in Research

Series Title: Language Acquisition and Language Disorders, 58

Publisher: John Benjamins

ISBN: 9789027253217 (hardback) 9789027268426 (e-book)

This volume is dedicated to the field of Specific Language Impairment (SLI), addressing important research questions, including: the interrelation of genetic and cognitive profiles of individuals with SLI; the comorbidity issue and clinical boundaries between SLI and other developmental disorders; cross-linguistic manifestations of SLI; and theory-motivated therapy approaches to individuals with SLI. This volume brings together researchers with different scientific backgrounds and research disciplines, challenging current points of view and offering new perspectives on issues of SLI and developmental disorders.

THESIS ANNOUNCEMENTS

Author: Kiri Mealings

Title: An Investigation into how the Acoustics of Open Plan and Enclosed Classrooms Affects Speech Perception for Kindergarten Children

Institution: Macquarie University

Open plan classrooms, where several class bases share the same space, have recently re-emerged in Australian primary schools. This is due to a more child-centred teaching philosophy which focuses on group work, sharing resources, and the social development of the child. They also promote team-teaching and joint collaboration which is thought to facilitate a more cooperative and supportive teaching and learning atmosphere. However, because of the large number of children engaging in different activities and the lack of barriers between classes, these spaces are subject to high noise levels. Therefore, it is timely to conduct research in these classrooms to assess their appropriateness for 5-6-year-old Kindergarten children.

This thesis by publication is comprised of five studies that aim to comprehensively compare the listening environments of four different types of classrooms: an enclosed classroom with 25 children, a double classroom with 44 children, an untreated linear fully open plan triple classroom with 91 children, and a purpose-built semi-open plan Kindergarten-to-Year-6 classroom with 205 children. Chapter 1 provides an introduction to the studies. Chapter 2 describes the first objective study which calculated and compared the noise levels, signal-to-noise ratios, speech transmission index scores, and reverberation times across classrooms. Chapter 3 describes the development of a new classroom speech perception task that can be conducted live and efficiently in real classroom listening environments. This speech perception task was used in the third study (Chapter 4) to objectively assess how the acoustics of the classrooms measured in the first study affect children's speech perception accuracy and speed. Chapters 5 and 6 describe the subjective studies of this thesis which examined the children's and teachers' perceptions of their classroom listening environment via a questionnaire. Finally, Chapter 7 discusses the impact of these findings for each classroom, draws conclusions, and suggests future research directions.

Author: Anna Wolleb

Title: Syntactic Representations in the Bilingual Mind: the Role of Executive Function and Pragmatics in Cross-Language Priming

Institution: Arctic University of Norway

In this thesis I investigate how syntactic forms are represented and accessed in the mind of bilingual children. In particular, I explore the role of executive control and pragmatics in the selection and use of these representations. To do so, I tested a group of Norwegian-English bilingual children and a group of Norwegian age-matched monolinguals in a priming paradigm and in a cognitive task (the Dimensional Change Card Sort, DCCS). I investigated word order in possessive constructions and dative alternation. These forms were chosen because they allow for different

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word orders, which vary depending on semantic and discourse factors. That is, the different structures were elicited by means of a priming task (both within- and between-language) where children were first exposed to the alternating word orders (prime) and then had to describe a picture by selecting one the two possible options (target). My goals are two-fold: first, to show that priming within-language is stronger than priming between-language, arguably due to the involvement of an inhibitory mechanism; second, to demonstrate that the access to the abstract syntactic representation is mediated by semantic and pragmatic factors.

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!

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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

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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.

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Anna Theakston, IASCL Treasurer

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