

IASCL - Child Language Bulletin - Vol 37, No 2: December 2017

IN THIS ISSUE (please click on page numbers below to hop to the relevant section)

New IASCL Web Site.....	2
New and Updated Corpora in PhonBank, and Progress on Clinical Analyses within Phon	2
Introducing Childes-db	3
Raising the Awareness of Developmental Language Disorders.....	4
Report on the 6th East-African Conference on Communication Disability.....	5
New Irish Research Network in Childhood Bilingualism	6
Special Issue of LIA (Language, Interaction, Acquisition) on the Gesture-Sign Interface.....	6
Nijmegen Lectures with Elena Lieven.....	7
B Gordon Memorial Lecture, Expert Panel on Language Development in Bilingual Children, and Linguistics Festival	8
The International Child Phonology Conference (ICPC 2018)	10
The Child Language Symposium 2018 (CLS2018).....	12
The 2nd Bilingualism and Specific Language Impairment/Developmental Language Disorder (SLI/DLD) Conference (Bi-SLI 2018).....	13
The 3rd International Conference on Sign Language Acquisition (ICSLA).....	15
EUROSLA 28.....	15
The Conference on Developmental Language Disorders (Devo).....	17
International Symposium on Bilingualism 12 (ISB12)	17
FORTHCOMING CONFERENCES.....	18
BOOK ANNOUNCEMENTS	25
THESIS ANNOUNCEMENTS	26
FROM THE EDITOR.....	29
IASCL DONATION DRIVE.....	30
MEMBERSHIP	30

New IASCL Web Site

Brian MacWhinney, Carnegie Mellon University

The IASCL website has now been moved back to CMU and it is located at <http://iascl.talkbank.org>. Between 2004 and 2016, the site was located at <http://iascl.org>. However, due to complications with the website provider, we had to move first to <http://iascl.net>. Then, due to the retirement of the web developer, we returned hosting of the website to CMU. The current version of the website is almost identical to earlier versions. However, it will now be a bit easier for me to add updates and such directly.

Please feel free to contact me regarding such updates at macw@cmu.edu.

New and Updated Corpora in PhonBank, and Progress on Clinical Analyses within Phon

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

Over this past year, we primarily focused on updating the structure of the existing database, in order to increase compatibility with the overall PhonBank system, in particular the incorporation of % mor and % gra tiers to the large English-Providence, French-Lyon, and French-Paris corpora. This work involved the manual adjustment of thousands of annotations to these corpora, which are also the largest within our database. In addition, we added two extensive datasets on the first language acquisition of Spanish and German (Paidus), and bilingual development in these two languages (PhonBLA). Both of these corpora are to be found within the password-protected section of PhonBank.

We also added a sizeable number of datasets documenting bilingual, disordered, and typical development across 9 different languages:

- Bilingual-FallsChurch: Longitudinal case study of English-Japanese development
- Catalan-EstèveGilbert-Prieto: Prosodic documentation of babbling in four learners of Catalan
- Clinical-Cummings: Cross-sectional database of English disordered development
- Clinical-Granada: Cross-sectional database of Granada Spanish disordered development
- Clinical-Preston: Cross-sectional database of English disordered development
- Clinical-TorringtonEaton: Cross-sectional database of English typical and disordered development
- Davis-CDI: First-ever published database of lexical development based on Communicative Development Inventories documenting monolingual English learners
- Galician (Spanish) Koiné: Koiné database augmented with phonological annotations for the forms produced within the Galician dialect
- German-Stuttgart: Significant extension of the original corpus, also including TextGrid annotation
- Gildersleeve: Longitudinal documentation of babbling development in 7 learners of Quichua
- Norwegian-Garmann: Longitudinal documentation of 8 learners of Norwegian
- Taiwanese-Tsay: Longitudinal documentation of 4 learners of Taiwanese Chinese

From there, we turned our focus for data coding and analysis to the area of clinical phonology. In particular, we added symbols supporting the annotation of babbling development as well as diacritics useful to the annotation of disordered speech. We also added syllabifiers for Icelandic, Slovenian, Spanish, and babbling. We thoroughly revised our approach to acoustic analysis, through a complete re-write of the Praat module for TextGrid generation, annotation, and data extraction. We also added facilities for the acoustic analysis of spectral moments, useful in

particular for the study of the burst release of stop consonants and that of fricative consonants. We are currently completing our development of a uniform method to analyze both negative and positive Voice-Onset Time. This function is particularly needed for the study of early and disordered phonological productions, as well as for the comparative analysis of VOT across languages.

With these incremental improvements in place, we then turned our focus toward the development of ‘canned’ analyses for clinical speech. This represents the biggest part of our work on Phon over this past year. Working with specialists in the field (Drs. May Bernhardt, Sarah Masso, Glenda Masson, Alycia Cummings, Shelley Velleman, and Pilar Vivar), we now have preliminary versions of the following analyses:

- Percent Consonant/Vowel Correct [fully revised from previously-available version]
- Phone Accuracy
- Phone Inventory
- Phone Clusters
- Phonological Processes, which include: coronal backing, deaffrication, deletion, devoicing, glottalization, lateralization, liquid gliding and vocalization, stopping, velar fronting, and voicing.

In each case, the analyses come with pre-formatted reports that provide students, researchers, and clinicians with ready information about the relevant data.

We are currently completing our work on two systems recently proposed to analyze multisyllabic words, as well as on automated detectors for the commonly-observed processes of: metathesis, migration, reduplication, harmony (between non-adjacent phones), and assimilation (between adjacent phones).

Finally, we expanded our query system to incorporate easier ways to expand the results of queries through the addition of additional tier annotations. Finally, all the work described above incorporates a completely rewritten reporting system which, in its default form, enables the printing of formatted reports, which can also be exported as CSV for post-hoc analysis (e.g. in SPSS, R, or as part of spreadsheet applications).

Introducing Childes-db

Michael Frank, Stanford University

There is a new project that my collaborators and I have been working on, called childes-db. childes-db is an interface to the CHILDES database, allowing both interactive visualizations through a website and programmatic access to the corpus through an R package. The idea is to broaden the utility of CHILDES data, adding interactive tools that can be useful for class demos and general exploration while also adding a backend that can be used for creating reproducible analyses.

The site is available here: <http://childes-db.stanford.edu/>, and we have also written a [blogpost with more details on the project](#). The full group working on the project is Alessandro Sanchez, Stephan Meylan, Mika Braginsky, Kyle Macdonald, Dan Yurovsky, and me.

The site and underlying database are still in development, so please let us know your feedback and what functions you would find most valuable in your teaching and research.

Raising the Awareness of Developmental Language Disorders

Amanda Owen Van Horne, University of Delaware

"The most common childhood disorder that you've never heard of"

Did you know...

....Girls with Developmental Language Disorder are ~2.5x more likely to be sexually abused than typical peers?

....Approximately half of all incarcerated youth have a language disorder, but only 1 in 4 is diagnosed?

....2 children in every classroom are likely to have DLD?

....poor oral language skills are associated with poor academic outcomes AND increased behavior problems, including truancy and suspensions?

....people with DLD are less likely to attend college, have a bank account, hold a driver's license or have a job than typical peers?

If you did not know this, you are not alone.

Developmental Language Disorder is an underdiagnosed and undertreated problem, largely because the public doesn't know about it. DLD has also been called Specific Language Impairment or Expressive/Receptive Communication Delay. There is a push to adopt the term DLD so that we can use consistent terminology internationally and align our terms with the DSM-5. Using the term DLD will improve awareness and increase our ability to advocate for support for these individuals with speech, language, and communication needs. (For more about the terminology, check out this blog post (<http://bit.ly/2yrZfpZ>).

DLD has a prevalence rate of 7% (that's ~1/14 people). DLD is an invisible disability with lifelong consequences and we, as people who study child language development and disorders, are a primary resource for educating the public about this problem.

On Friday, September 22nd 2017, there was an international campaign to raise awareness of DLD. Please take a moment to educate yourself or tell a friend about DLD. Have a conversation, give a shout out on social media, or share a youtube video to make the public more aware of the challenges and problems facing people with DLD.

Resources:

<https://www.facebook.com/radld.page/>

Twitter: #devlangdis and #DLD123

<https://www.youtube.com/user/RALLIcampaign>

<http://onlinelibrary.wiley.com/doi/10.1111/jcpp.2017.58.issue-10/issuetoc>

Report on the 6th East-African Conference on Communication Disability

Meike Albrecht, Leibniz University of Hannover

Kenyatta University, Department of Special Needs Education, co-hosted the 6th East-African Conference on Communication Disability from 9th to 11th February 2017. The event was hosted in partnership with the Association of Speech and Language Therapists of Kenya (ASLTK), Leibniz University Hannover, Department of Speech- and Language Pedagogy and Therapy, and was sponsored by the Starkey Hearing Foundation. The conference theme was “Communication Disabilities in Sub Saharan Africa - Development, Assessment, Training and Inclusion.”

Being one of the leading institutions in Speech and Language Therapists training in Sub-Saharan Africa, Kenyatta University was selected to host the conference. The acting Vice-Chancellor, Prof. Wainaina represented by Deputy Vice-Chancellor (Academic), Prof. Okumu graced the opening ceremony. In his remarks he noted that people with disabilities in general, and specifically those with communication disabilities in Africa, are too often left without the basic services and equipment they need. He urged the delegates to utilize the platform presented to learn from one another and subsequently apply the knowledge acquired to promote the welfare of persons with communication disabilities.

The interactions and deliberations during the East-African Conference generated recommendations on best practices in the field of communication disability. As a starting point for current and future work, the conference provided an avenue for expansion of an international network of experts, collaboration of various stakeholders and sharing on policies and practices that are most effective in improving the current status of communication disability in Sub-Saharan Africa.

In driving deliberations during the international conference, some of the keynote speakers include Prof. Juan Bornman, from the Centre for Augmentative and Alternative Communication at the University of Pretoria; Prof. Ulrike Lüdtkke, Head of Department Speech- and Language Pedagogy and Therapy, Leibniz University of Hannover - Germany; Prof. Anke Lesinki-Schiedat, ENT Surgeon consultant and medical head at the German Hearing Center.

We are very happy that all the conference papers will be published by Springer, NY in “Handbook of Communication Disorders in Sub-Saharan Africa” edited by Ulrike M. Lüdtkke, Edward Kija and Mathew K. Karia at the end of 2017!



New Irish Research Network in Childhood Bilingualism

Francesca La Morgia, The University of Dublin

There is a new Research Network based in Ireland, which brings together academics, teachers, early childhood educators and speech and language therapists, to discuss issues related to childhood bilingualism.

The meetings are free and open to all, and they take place 3 times per year. Our first Keynote Speaker is going to be Dr Enlli Thomas, from the University of Bangor.

We hope you can let us disseminate this information among your contacts.

This is the link to register for our first event:

<https://www.eventbrite.ie/e/irish-research-network-in-childhood-bilingualism-tickets-41135637800>

And this is the link to sign up for our mailing list:

https://docs.google.com/forms/d/e/1FAIpQLSfArBqcPnTF0ULLwJcc_twBmAf0lIQZe8FMoDVvXbB6DL6iBw/viewform?c=0&w=1

Special Issue of LIA (Language, Interaction, Acquisition) on the Gesture-Sign Interface

Aliyah Morgenstern, Sorbonne Nouvelle University; Michèle Guidetti, Université Toulouse Jean Jaurès

We are happy to announce the publication of the special issue of the bilingual (English/French) Journal:

Language, Interaction and Acquisition 8:1 (2017)

Guest Editors, Aliyah Morgenstern (Sorbonne Nouvelle University) and Michèle Guidetti (Université Toulouse Jean Jaurès)

The gesture-sign interface in language acquisition / L'interface geste-signé dans l'acquisition du langage

The aim of this special issue is to present and pursue the challenging discussions about the links between gestures and signs and their theoretical and methodological impact that took place during the GDR ADYLOC workshop (GDR CNRS [3195](#)) on April 4 - 5 2014 at Sorbonne Nouvelle University in Paris. The ADYLOC research group (led by Maya Hickmann and financed by the CNRS between 2009 and 2015) assembled a large number of French specialists around the topic Languages, Oral Language and Cognition: Acquisition and Dysfunction. This setting favored high quality scientific exchanges that brought about new questions, opened new fields and led to a number of collective research projects.

Our goal was to extend the general perspective on gestures and signs by taking into account not only hearing children with various linguistic and cultural backgrounds, but also deaf children with deaf parents or with hearing parents. Our aim was to show that we must view language as a multimodal phenomenon (Morgenstern, 2014; Morgenstern & Beaupoil, 2015; Vigliocco, Perniss, & Vinson, 2014) with both arbitrary and iconic components in order to better capture the gesture-sign interface in language acquisition. This special issue and its diverse set of papers

constitute an attempt to connect psychological, linguistic, and anthropological issues that highlight the plurisemiotic resources that characterize child language acquisition as well as the multidisciplinary approach necessary for its study.

Table of Contents

Introduction

The gesture-sign interface in language acquisition	1 - 12
<i>Michèle Guidetti and Aliyah Morgenstern</i>	

Articles

Developmental evidence for continuity from action to gesture to sign/word	13 - 41
<i>Virginia Volterra, Olga Capirci, Maria Cristina Caselli, Pasquale Rinaldi and Laura Sparaci</i>	
The development of iconicity in children's co-speech gesture and homesign	42 - 68
<i>Erica A. Cartmill, Lilia Rissman, Miriam A. Novack and Susan Goldin-Meadow</i>	
Deaf and hearing children's picture naming: Impact of age of acquisition and language modality on representational gesture	69 - 88
<i>Robin L. Thompson, Rachel England, Bencie Woll, Jenny Lu, Katherine Mumford and Gary Morgan</i>	
Developing communicative postures: The emergence of shrugging in child communication	89 - 116
<i>Pauline Beaupoil-Hourdel and Camille Debras</i>	
A functional approach to self-points and self-reference in a deaf signing child and the (dis)continuity issue in child language	117 - 140
<i>Stéphanie Caët, Fanny Limousin and Aliyah Morgenstern</i>	
La négation chez les enfants signeurs et non signeurs: Des patrons gestuels communs	
<i>Marion Blondel, Dominique Boutet, Pauline Beaupoil-Hourdel et Aliyah Morgenstern</i>	

Nijmegen Lectures with Elena Lieven

Christina Bergmann, Max Planck Institute for Psycholinguistics

The Nijmegen Lectures committee is pleased to announce that the Nijmegen Lectures 2018 will take place on 26th, 27th, and 28th February, 2018. The lectures will be given by Elena Lieven, Professor of Psychology at the University of Manchester and Centre Director of the ESRC International Centre for Language and Communicative Development (LuCiD) established across the Universities of Manchester, Liverpool and Lancaster. <https://www.research.manchester.ac.uk/portal/elena.lieven.html>

The title of the lecture series is: "Understanding how children learn language: What progress has been made since 1965?"

The Nijmegen Lectures will include a poster session on topics related to the 2018 Nijmegen Lectures' theme. We invite abstract submissions for posters, particularly from junior researchers.

More information on

<http://www.mpi.nl/events/nijmegen-lectures-2018/abstracts-submission-form>

Deadline for submission is 21st December 2017. We will notify you of decisions by 19th January 2018.

For further information please go to the Nijmegen Lectures website: <http://www.mpi.nl/events/nijmegen-lectures-2018>

All lectures and seminars are free of charge and open to the public. Please note that registration is required for everybody who plans to attend.

We advise you to register as soon as possible because space is limited. You can do so by clicking on this link:

<http://www.mpi.nl/events/nijmegen-lectures-2018/registration>

We look forward to seeing you at the Nijmegen Lectures.

The 2018 Nijmegen Lectures organizing committee: Christina Bergmann, Susanne Brouwer, Saoradh Favier, Caroline Rowland, Tineke Snijders, Connie de Vos

B Gordon Memorial Lecture, Expert Panel on Language Development in Bilingual Children, and Linguistics Festival

V. C. Mueller Gathercole, Florida International University

Thursday, March 8, 2018, 6:30 - 9:00, & Friday, March 9, 2018, 9:00 - 5:00

Florida International University, Miami, FL, Room CBC 232-235



BARBARA GORDON MEMORIAL SPEAKER

Laurence B. Leonard: **WORD LEARNING AND RETENTION IN TYPICALLY DEVELOPING PRESCHOOLERS AND CHILDREN WITH LANGUAGE IMPAIRMENT**

INVITED PANEL: DEVELOPMENT AND DISORDERS IN BILINGUAL CHILDREN

Laurence B. Leonard: **THE INPUT AS A SOURCE OF GRAMMATICAL INCONSISTENCY IN CHILDREN WITH SPECIFIC LANGUAGE IMPAIRMENT**

Lisa M. Bedore: **DUAL LANGUAGE PROFILES OF SPANISH ENGLISH BILINGUALS WITH AND WITHOUT LANGUAGE IMPAIRMENT**

Barbara Conboy: **BUILDING A BILINGUAL BRAIN: SOME INSIGHTS FROM NEUROSCIENTIFIC METHODS WITH INFANTS & TODDLERS**

ADDITIONAL FEATURED TALKS

Laurence B. Leonard
Rachel E. Stark Distinguished Professor in the Department of Speech, Language, and Hearing Sciences, and Director of the Child Language Laboratory at Purdue University



Lisa M. Bedore

Professor in the Department of Communication Sciences and Disorders at The University of Texas at Austin and the director of the HABLA Lab

**Lisa M. Bedore**

Professor in the Department of Communication Sciences and Disorders at The University of Texas at Austin and the director of the HABLA Lab

Peter Machonis, FIU: **WHAT THE DICKENS WAS HAPPENING WITH PHRASAL VERBS IN THE 19TH CENTURY?**

Mark Finlayson and Joshua Eisenberg, FIU: **STORY DETECTION WITH SIMPLE VERB AND CHARACTER FEATURES**

Monica S. Hough, FIU: **CATEGORIZATION IN YOUNG ADULT BILINGUALS**

Virginia C. Mueller Gathercole, FIU, Hans Stadthagen-González, U Southern Mississippi, & Samia DeCubas, FIU: **EVIDENCE ON SEMANTICS-COGNITIVE INTERACTION IN BILINGUALS**

Justin Lauro & Erika Hoff, FAU: **PATTERNS OF DUAL-LANGUAGE PROFICIENCY IN EXPRESSIVE VOCABULARY DURING THE PRESCHOOL PERIOD**

Mehmet Yavaş, FIU, Annette Fox-Boyer, European University of Applied Sciences, Germany, & Blanca Schaefer, University of Sheffield, U.K.: **ACQUISITION OF #jC CLUSTERS IN GERMAN-SPEAKING CHILDREN: WHAT IS UNIQUE ABOUT /jv/?**

See <https://english.fiu.edu/linguistics/> or please contact Natasha Nickels, NecklesN@FIU.edu, 305-348-3155

The International Child Phonology Conference (ICPC 2018)

Elena Babatsouli, Institute of Monolingual and Bilingual Speech, Conference Chair

LOCATION: Great Arsenali, Old Venetian Harbor, Chania, Crete, Greece

DATE: 18-20 June 2018

CHAIR: Elena Babatsouli

CONTACT: ebabatsouli@ismbs.eu

CONFERENCE URL: <http://www.ismbs.eu/icpc-2018/>

Conference Description

The *International Child Phonology Conference (ICPC) 2018* will host original research on all aspects of children's language development and use in L1, bilingualism, multilingualism, dialects, and early second language acquisition, in typical and atypical (delayed/disordered) contexts. ICPC encourages a multi- and inter-disciplinary approach across phonology, phonetics, relationships between phonological development and other aspects of language acquisition, production and perception, psycholinguistics, cognitive linguistics, neurolinguistics, clinical phonetics and linguistics, sign language, acoustics, computational modelling, educational linguistics, and the application of new technologies. Theoretical, experimental, observational, and computational contributions are welcome. Oral presentations receive maximum exposure: one session at a time - no parallel sessions.

Special Lectures

Typologies of Child Speech Disorder: A survey and possible synthesis

Martin J. Ball, Bangor University, UK

Prosodic development in infancy: Behavioral and neurophysiological evidence

Barbara Höhle, University of Potsdam, Germany

Ingram's contributions to the study of first language acquisition, according to Ingram

David Ingram, Arizona State University, USA

The unpredictable world of the bilingual child: Empty transfer, full acceleration and stop and go

Conxita Lleó, University of Hamburg, Germany

Special Symposia

Besides contributed papers for regular oral or poster sessions, ICPC 2018 encourages the organization of special symposia. Each symposium will comprise 3-6 oral presentations.

Publications

An edited book with selected papers presented at ICPC 2018 on *Typical and Atypical Development in Child Speech* will be published.

Full-day Excursion

Following the conference, there will be a full-day excursion on June 21st to the coast of southern Crete (Sfakia, Frangokastello, Standing Sand

beach) through the White Mountains.

ICPC 2018 International Scientific Committee

Åsa Abelin (Gothenburg, Sweden)

Martine Adda-Decker (Paris, France)

Elena Babatsouli (Chania, Greece)

Maria de Fátima de Almeida Baia (Bahia, Brazil)

Martin J. Ball (Bangor, UK)

Hans Basböll (Odense, Denmark)

Avivit Ben-David (Jerusalem, Israel)

Barbara May Bernhardt (Vancouver, Canada)

Caroline Bowen (Wentworth Falls, Australia)

Ferenc Bunta (Houston, USA)

Barbara Davis (Austin, USA)

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Isao Ueda (Osaka, Japan)

Magdalena Wrembel (Poznań, Poland)

Naomi Yamaguchi (Paris, France)

Mehmet Yavaş (Miami, USA)

Virginia Yip (Hong Kong)

Krisztina Zajdó (Győr, Hungary)

Call for papers

www.ismbs.eu/icpc-2018-call-for-papers/

Important Dates

Submission deadline for symposium proposals: 20 November 2017

Abstract submission deadline for regular sessions and symposia: 20 January 2018

Date of notification: by 20 February 2018

Early registration deadline: 30 April 2018

Registration deadline for presenting authors: 30 April 2018

The Child Language Symposium 2018 (CLS2018)

Ludovica Serratrice, University of Reading

The Child Language Symposium 2018 - CLS2018 - will be hosted by the [Centre for Literacy and Multilingualism](#) - University of Reading - on Monday 25th June and Tuesday 26th June 2018.

The conference theme is "Multilingualism and literacy in typical and atypical development". The four keynote speakers are:

Kate Cain (Lancaster University)

Erika Hoff (Florida Atlantic University)

Caroline Rowland (Max Planck for Psycholinguistics - Nijmegen)

Charles Yang (University of Pennsylvania)

We welcome submissions in any area of language development (Artificial Languages, Bilingualism/Multilingualism, Cognition & Language, Discourse and Narrative, Gesture, Hearing Impairment and Deafness, Input & Interaction, Developmental Language Disorders, Neurolinguistics, Pragmatics, Pre-linguistic Development, Reading and Literacy, Signed Languages, Speech Perception & Production), and in particular any **papers that specifically address the conference theme.**

Abstract submission information

Abstract submission is **now open** and closes on **Monday 15th January 2018**. Please log in via [Easy Chair](#) to submit your proposal.

Types of presentations:

1) Paper, 2) poster, 3) colloquium, with thematically related papers, discussion and audience participation.

Length of abstracts:

Paper or poster (450 words max - excluding references and title of paper); colloquium (max. 650 words, excluding references and including titles of papers but no mention of presenters by name). If a colloquium proposal is accepted, an abstract will be requested for each paper, max 300 words.

For more details: <http://www.reading.ac.uk/celm/events/cls2018/call-for-proposals/>

The 2nd Bilingualism and Specific Language Impairment/Developmental Language Disorder (SLI/DLD) Conference (Bi-SLI 2018)

Theo Marinis, University of Reading

I am very pleased to announce that the 2nd Bilingualism and Specific Language Impairment/Developmental Language Disorder (SLI/DLD) conference will take on 27-28 June 2018 at the University of Reading - our website is now up and running:

<https://research.reading.ac.uk/bisli2018/>

Bi-SLI 2018 is the 2nd conference within the Bi-SLI conference series and aims to bring together researchers who wish to share results of studies on language development in bilingual children with SLI/DLD compared to bilingual children with typical development.

Several waves of migration within the past decades have led to an increase in the number of children worldwide who start pre-school in a language that is not the language spoken in the home. While speech and language therapists can successfully identify language impairment in monolingual children, this is far from obvious when the language they evaluate is the child's second language. Numerous studies have documented that bilingual children with Specific Language Impairment/Developmental Language Disorder (SLI/DLD) are over- or under-represented in speech-language therapy caseloads.

To address the issues of over- and under-representation of bilingual children with SLI/DLD in speech-language therapy caseloads, the European Cooperation in Science and Technology (COST) Action IS0804 'Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment' developed the LITMUS (Language Impairment Testing in Multilingual Settings) tools series that were designed to facilitate the identification of SLI/DLD in bilingual children. It also started the Bi-SLI conference series with Bi-SLI 2015 at the University of Tours (<http://bisli2015.univ-tours.fr/>).

The invited speakers for Bi-SLI 2018 are:

Prof Ianthi Tsimpli (University of Cambridge)

Prof Lisa Bedore (University of Texas at Austin)

Bi-SLI 2018 is immediately after the Child Language Symposium 2018 (25-26 June 2018) which will also be at the University of Reading (<http://www.reading.ac.uk/celm/events/cls2018/>).

Bi-SLI 2018 will be followed by a knowledge transfer workshop for speech & language therapists and other professionals who support multilingual children. The knowledge transfer workshop will be on the 29th June.

Key dates:

8th January 2018: Abstract submission opens

5th February 2018: Abstract submission deadline

5th March 2018: Notification of acceptance

19th March 2018: Publication of programme

12th February 2018 to 23rd April 2018: Early bird registration

23rd April 2018: Registration deadline for presenters

24th April 2018 to 4th June 2018: Full fee registration

4th June 2018: Registration closes

25th to 26th June 2018: CLS 2018 (<http://www.reading.ac.uk/celm/events/cls2018/>)

27th to 28th June 2018: Bi-SLI 2018

29th June 2018: Knowledge transfer workshop for Speech & Language Therapists

The Conference is organised by the Centre for Literacy & Multilingualism at the University of Reading (<https://www.reading.ac.uk/celm/>).

Organising committee: Theo Marinis, Ludovica Serratrice, Emma Pagnamenta, George Pontikas

For more information, visit our web-site: <https://research.reading.ac.uk/bisli2018/>

The 3rd International Conference on Sign Language Acquisition (ICSLA)



Beyza Sumer, Max Planck Institute for Psycholinguistics

We are happy to announce that the 3rd International Conference on Sign Language Acquisition (ICSLA) will take place between 27-29 June 2018 in Izmir, Turkey. Please mark the dates in your calendar!

Our keynote speakers are:

- 1- Prof Marie Coppola, University of Connecticut, the USA
- 2- Prof Bencie Woll, University College London, the UK
- 3- Dr Rain Bosworth, University of California San Diego, the USA

Please check www.icsla2018.com for further information (with videos in International Sign and Turkish Sign Language). Abstract submission is already open!

EUROSLA 28

Verena Wecker, Westfälische Wilhelms-Universität Münster

Wednesday, September 5 - Saturday, September 8, 2018

University of Münster, Germany

www.uni-muenster.de/EuroSLA/

FIRST CALL FOR PROPOSALS

We are inviting proposals for presentations at Eurosla 28. All areas and approaches to the study of learning second/foreign/additional languages are welcome.

Academic programme

The academic programme will consist of presentations by the participants and the invited keynote speakers (Raphael Berthele (Fribourg, Switzerland), Claudia Felser (Potsdam, Germany), Johanne Paradis (Edmonton, Canada), Marianne Starren (Nijmegen, The Netherlands)), as well as the doctoral student workshop, and the Language Learning Roundtable (topic: the relation between learner grammar and input).

Types of presentations

- 1) Individual paper (length of presentation: 20+10 min.)
- 2) Colloquium with either 3 or 5 thematically related papers (length of a colloquium: 90 or 150 min., depending on the number of papers). Prior to submitting a colloquium, please send us an informal email to colloquium.eurosla@uni-muenster.de before January 15th, 2018.
- 3) Poster (A0, portrait)
- 4) Paper at the doctoral student workshop (length of presentation: 15+15 min.); the doctoral student workshop is intended to serve as a platform for discussion of ongoing PhD research and obtain feedback from senior researchers. These sessions are an opportunity for PhD students to present their work and discuss future directions. Students whose abstracts are accepted will then be required to send their presentation to a discussant (a senior researcher). The discussant will lead a 15-minute feedback/discussion session on their work.

Abstract submission information

The submission of presentation proposals opens on January 31st, 2018, and closes on February 28th, 2018. The proposals are submitted by filling in an online form (<https://evis.events/event/16/abstracts/>).

The proposals for all presentations will be evaluated anonymously by at least two members of the Eurosla Scientific committee. The criteria include the quality of the content and the clarity of the abstract, contribution to the field and thematic relevance. Colloquia will also be assessed according to range and coherence of the papers.

Presentation acceptances will be sent out by the end of April 2018.

Length of abstracts:

- Individual paper, paper at the doctoral student workshop, or poster: max. 3000 characters (incl. spaces), including references
- Colloquium: general abstract (max. 2000 characters (incl. spaces), including references) + abstracts for each paper (each max. 3000 characters (incl. spaces), including references). The general abstract should describe the topic of the colloquium and thus enable the reviewer to assess range and coherence of the papers. A colloquium as a whole can only be accepted if the overall quality of all included abstracts is high enough. If a colloquium is rejected, individual papers can still be accepted as papers in parallel sessions. Please note that only a limited number of colloquia can be accepted. Prior to submitting a colloquium, please send us an informal email to colloquium.eurosla@uni-muenster.de before January 15th, 2018.

Language policy

The working language of the conference is English but presentations are also welcome in other European languages.

Presenter policy

Each participant can appear as the first author of one presentation only. A colloquium convener can also present at the colloquium or elsewhere in the programme.

Student stipends

As in previous years, several student stipends will be available for doctoral students.

If you wish to apply, please send the following information to eurosla@uni-muenster.de before February 28th, 2018:

1. Name, institution, and address of institution
2. Official confirmation of a PhD student status
3. Statement from supervisor or head of Department that the applicant's institution cannot (fully) cover the conference-related

expenses.

Please note that applicants who have already received such a stipend in the past are not eligible to re-apply.

For general questions, please email eurosla@uni-muenster.de.

For questions concerning the colloquia, please email colloquium.eurosla@uni-muenster.de

For questions concerning the posters, please email posters.eurosla@uni-muenster.de

We look forward to seeing you in Münster, Germany, in September 2018!

The Conference on Developmental Language Disorders (Devo)

Stephanie Durrleman, Université de Genève

The Conference on Developmental Language Disorders (Devo) will be held in Madrid 26-28th September 2018. It intends to gather people working on any topic on developmental language disorders: Specific Language Impairment, Autism, Down Syndrome, Hearing Impairment, Williams Syndrome, X-fragile Syndrome, Prader-Willi Syndrome, Angelman Syndrome, Developmental Dyslexia. We will also consider papers on neurodegenerative impairments: Alzheimer, Huntington, Parkinson, as part of the life span development. Submission deadline: 1st March 2018.

For more information, see: <http://www.psycholinguistics.info/disorders/>

International Symposium on Bilingualism 12 (ISB12)

Elena Nicoladis, University of Alberta

Save the dates! International symposium on bilingualism 12 (ISB12) will take place in Edmonton, Alberta, Canada from June 23 to June 28, 2019. Presentations related to all topics related to bilingualism will be welcome. The theme of the conference is: The Next Generation, highlighting both the importance of the next generation in language maintenance and survival as well as the importance of the next generation of scholars in moving the field forward.

Keynote speakers include:

Richard Clément

Erika Hoff

Marco Jacquemet

Enric Llurda

Roy Lyster

Invited theme sessions include:

Bilingualism in the context of world Englishes (organizer: **Suzanne Hilgendorf**)

First language learning and the brain (organizer: **Thierry Nazzi**)

Heritage language learning in children (organizer: **Silvina Montrul**)

Immersion (organizer: **Diane Tedick**)

Language and thought (organizer: **Bene Benedetti**)

Papers can be presented in either English or French. More information at: <http://sites.psych.ualberta.ca/ISB12/>

First call for papers: January, 2018

Second call for papers: June, 2018

Final call for papers: October, 2018

Abstract deadline: October 15, 2018

FORTHCOMING CONFERENCES

What: 2018 Budapest CEU Conference on Cognitive Development (BCCCD18)

When: 4-6 Jan 2018

Where: Budapest, Hungary

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

What: The 92nd Annual Meeting of the Linguistic Society of America (LSA 2018)

When: 4-7 Jan 2018

Where: Salt Lake City, Utah, USA

Details: <https://www.linguisticsociety.org/event/lsa-2018-annual-meeting>

What: Cognitive Modeling and Computational Linguistics (CMCL) 2018

When: 7 Jan 2018

Where: Salt Lake City, Utah, USA

Details: <https://cmclorg.github.io/>

What: Irish Research Network in Childhood Bilingualism

When: 12 Jan 2018

Where: Trinity College Dublin, Dublin, Ireland

Details: <https://www.eventbrite.ie/e/irish-research-network-in-childhood-bilingualism-tickets-41135637800>

What: ICFLTAL 2018: International Conference on Foreign Language Teaching and Applied Linguistics

When: 18-19 Jan 2018

Where: London, United Kingdom

Details: <https://www.waset.org/conference/2018/01/london/ICFLTAL>

What: AMLaP Asia 2018: Architectures and Mechanisms of Language Processing

When: 1-3 Feb 2018

Where: University of Hyderabad, Telangana, India

Details: <https://amlap2018asia.wordpress.com/>

What: Nijmegen Lectures 2018: Understanding How Children Learn Language: What Progress has been Made Since 1965?

When: 26-28 Feb 2018

Where: Nijmegen, the Netherlands

Details: <http://www.mpi.nl/events/nijmegen-lectures-2018>

What: The 40th Annual Conference of the German Linguistic Society (DGfS 2018)

When: 7-9 Mar 2018

Where: Stuttgart, Baden-Württemberg, Germany

Details: <https://lingalert.com/2017/08/21/dgfs-2018/>

What: B Gordon Memorial Lecture, Expert Panel on Language Development in Bilingual Children, and Linguistics Festival

When: 8-9 Mar 2018

Where: Florida International University, Florida, USA

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

What: The 31st Annual CUNY Sentence Processing Conference

When: 15-17 Mar 2017

Where: University of California, Davis, California, USA

Details: <http://cuny2018.ucdavis.edu/>

What: GLAD 2018: Managing Anaphora in Discourse: towards an Interdisciplinary Approach

When: 5-6 Apr 2018

Where: Grenoble, France

Details: <https://glad2018.sciencesconf.org/>

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

When: 18-20 Apr 2018

Where: Utrecht, the Netherlands

Details: <http://emlar.wp.hum.uu.nl/>

What: Australian Eye-Tracking Conference 2018 (AusET2018)

When: 26-28 Apr 2018

Where: Macquarie University, Sydney, Australia

Details: www.mq.edu.au/eye-tracking

What: The Asian Conference on Language Learning 2018 (ACLL 2018)

When: 27-29 Apr 2018

Where: Kobe, Japan

Details: <https://acll.iafor.org/>

What: The 15th Nordic Symposium on Child Language

When: 23-24 May 2018

Where: University of Southern Denmark, Denmark

Details: www.nordisksymposium.sdu.dk

What: The 3rd Summer School ISOLDE (Infant Studies on Language Development in Europe)

When: 11-15 Jun 2018

Where: Potsdam, Germany

Details: www.uni-potsdam.de/en/isolde/registration

What: The 3rd International Conference on Sign Language Acquisition (ICSLA)

When: 27-29 Jun 2018

Where: Istanbul, Turkey

Details: <http://www.icsla2018.com>

What: The 8th Conference of the International Society for Gesture Studies: Gesture and Diversity

When: 4-7 Jul 2018

Where: Cape Town, South Africa

Details: www.isgs8conference.com

What: The 25th Biennial Meeting of the International Society for the Study of Behavioural Development

When: 15-19 Jul 2018

Where: Gold Coast, Queensland, Australia

Details: <http://www.issbd2018.org/>

What: The 10th International Conference on Construction Grammar (ICCG10)

When: 16-18 Jul 2018

Where: Sorbonne Nouvelle-Paris 3 University, Paris, France

Details: <https://iccg10.sciencesconf.org>

What: The 11th International Conference on Multilingualism and Third Language Acquisition

When: 13-15 Sep 2018

Where: Lisbon, Portugal

Details: <http://www.iaml3conference2018.lettras.ulisboa.pt>

CONFERENCE AND WORKSHOP CALLS

What: ICCLA 2018: 20th International Conference on Child Language Acquisition

When: 27-28 Feb 2018

Where: Barcelona, Spain

Details: <https://www.waset.org/conference/2018/02/barcelona/ICCLA/home>

Submission Deadline: 31 Dec 2017

What: International Child Phonology Conference 2018 (ICPC 2018)

When: 18-20 Jun 2018

Where: Great Arsenali, Old Venetian Harbor, Chania, Crete, Greece

Details: <http://www.ismbs.eu/icpc-2018/>

Submission Deadline: 20 Jan 2018

What: Child Language Symposium 2018 (CLS 2018)

When: 25-26 Jun 2018

Where: The University of Reading, Reading, UK

Details: <http://www.reading.ac.uk/celm/events/cls2018/call-for-proposals/>

Submission Deadline: 15 Jan 2018

What: The 2nd Bilingualism and Specific Language Impairment/Developmental Language Disorder (SLI/DLD) Conference

When: 27-28 Jun 2018

Where: University of Reading, Reading, UK

Details: <https://research.reading.ac.uk/bisli2018/>

Submission Deadline: 5 Feb 2018

What: The Japanese Society for Language Sciences 20th Annual International Conference (JLS2018)

When: 2-3 Aug 2018

Where: Bunkyo Gakuin University, Fujimino Campus, Fujimino, Japan

Details: <http://jls.jpn.org/con/2018/en/>

Submission Deadline: 16 Feb 2018

What: The 51st Annual Meeting of the Societas Linguistica Europaea

When: 29 Aug - 1 Sep 2018

Where: University of Tallinn, Estonia

Details: <http://www.societaslinguistica.eu/>

Submission Deadline: 15 Jan 2018

What: The 3rd Lancaster Conference on Infant and Early Child Development (LCICD 2018)

When: 5-7 Sep 2018

Where: Lancaster University, UK

Details: <http://wp.lancs.ac.uk/lcid/>

Submission Deadline: 1 Mar 2018

What: EUROSLA 28

When: 5-8 Sep 2018

Where: University of Münster, Germany

Details: www.uni-muenster.de/EuroSLA/

Submission Deadline: 28 Feb 2018

What: The 51st Anniversary Meeting of the British Association for Applied Linguistics

When: 6-8 Sep 2018

Where: York St John University, York, UK

Details: <http://www.cvent.com/events/baal-2018-annual-meeting/event-summary-78e684777ce54042b0e7fd5e79f5dc7b.aspx>

Submission Deadline: 31 Mar 2018

What: The Conference on Developmental Language Disorders (Devo)

When: 26-28 Sep 2018

Where: Madrid, Spain

Details: <http://www.psycholinguistics.info/disorders/>

Submission Deadlines: 1 Mar 2018

What: International Symposium on Bilingualism 12 (ISB12)

When: 23-28 Jun 2019

Where: Edmonton, Alberta, Canada

Details: <http://sites.psych.ualberta.ca/ISB12/>

Submission Deadline: 15 Oct 2018

What: International Society on Early Intervention Conference 2019

When: 25-28 Jun 2019

Where: Sydney, Australia

Details: <http://www.dcconferences.com.au/isei2019/home>

Submission Deadline: 1 Oct 2018

BOOK ANNOUNCEMENTS

Author: Clark, E. V.

Title: First Language Acquisition (third edition)

Publisher: Cambridge University Press

ISBN: 9781316507605 (e-book)

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.



More information: <http://www.cambridge.org/us/catalogue/catalogue.asp?isbn=9781316507605>

Authors: Clark, E. V.

Title: Language in Children

Publisher: Routledge

ISBN: 9781315537405 (e-book)

Language in Children provides a concise and basic introduction for students studying child language acquisition for the first time. Starting from the first sounds a child produces, this book covers all the stages a child goes through in acquiring a language. This title:

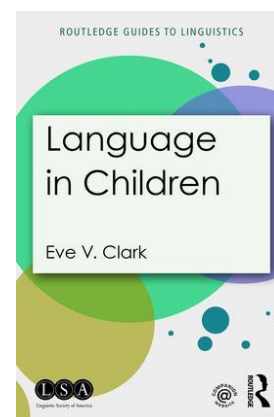
- Illustrates developmental stages from the recognition of sounds and words to the ability to hold a conversation, also covering bilingual upbringing and language disorders;
- Features real-life examples of all the phenomena discussed, from languages such as French, Spanish and Portuguese as well as English;
- Incorporates guidance on sources for further reading and exploration by chapter;
- Is supported by a companion website that includes exercises with links to real-world data in the CHILDES archive.

Written by an experienced author and teacher, *Language in Children* is essential reading for students studying this topic.

More information:

[https://www.routledge.com/Language-in-](https://www.routledge.com/Language-in-Children/Clark/p/book/9781138906075?utm_source=shared_link&utm_medium=post&utm_campaign=160903591)

[Children/Clark/p/book/9781138906075?utm_source=shared_link&utm_medium=post&utm_campaign=160903591](https://www.routledge.com/Language-in-Children/Clark/p/book/9781138906075?utm_source=shared_link&utm_medium=post&utm_campaign=160903591)



THESIS ANNOUNCEMENTS

Author: Ahmed Abdelaziz

Title: Joint Attention, Supported Joint Engagement and Follow-In Comments in the Language Acquisition Process of Typically Developing Children and Children with Autism: A Longitudinal Analysis

Institution: University of Connecticut

This study compared the roles of the socio-pragmatic and data-driven aspects of caregiver input in the vocabulary development of both Typically Developing (TD) Children and children with Autism Spectrum Disorders (ASD). The role of Joint Attention (JA) and Supported Joint Engagement (SJE) episode types, as well as Follow-In (FI) Comments, in the vocabulary development of TD Children and children with ASD, was investigated. The children with ASD consisted of two groups: High-Verbal (HV) and Low-Verbal (LV) children with ASD, in order to assess the effects of the different aspects of caregiver input on different initial language levels. Overall, Initiating Joint Attention (IJA), Responding to Joint Attention (RJA), Joint Attention that is Mutually established (MJA), as well as the FI utterances that were produced during these three episode types during the first three visits, significantly predicted later receptive and expressive language scores at visit 6, while utterances produced during PA, as well as utterances that were not FIs, negatively predicted later receptive and expressive language scores at visit 6. SJE measures did not predict later vocabulary scores, as shown in previous literature. The findings suggest that in these groups of children, the socio-pragmatic aspects played a larger role with LV children with ASD, whereas it played a milder role with both HV children with ASD, as well as with the TD children.

Author: Suzanne Aussems

Title: How seeing iconic gestures facilitates action event memory and verb learning in 3-year-old children

Institution: University of Warwick

People naturally produce iconic gestures when they speak. Iconic gestures that depict people's actions may influence the way children process action events and learn linguistic labels for these action events. This dissertation investigates experimentally whether seeing such iconic gestures promotes 3-year-old children's action event memory and verb learning.

First, we describe the development and norming of a large database that contains stimuli videos of actions events and iconic gestures (Aussems, Kwok, & Kita, 2017). Action videos showed actors moving in unusual manners and iconic gestures depicted how the actors moved. This stimuli database and the norming data are openly available through an online repository and may be useful for developmental psychologists working in the areas of language and gesture.

Second, we examined whether children remember action events differently when they see iconic gestures while encoding these events (Aussems & Kita, 2017). Seeing iconic gestures that depicted how actors moved while encoding action events boosted children's memory of actors and their actions. Specifically, children showed better memory for event aspects that were depicted in gesture.

Third, we investigated whether prior action knowledge promotes verb learning and whether seeing iconic gestures influences this process. Pre-exposure to unlabelled actions facilitated verb learning when those actions were shown with iconic gestures and when children were shown two actors performing the same actions simultaneously, but children performed better in the iconic-gesture condition.

Fourth, we asked whether children learn that intransitive verbs typically refer to people's actions from seeing iconic gestures that depict individual verb meanings. Children who were taught verbs with iconic gestures demonstrated such word-category knowledge about verbs in an immediate and delayed novel verb learning task in which different novel verbs were taught without iconic gestures.

We conclude that iconic gestures are meaningful social cues that can help children individuate people's actions, encode and remember complex action events, acquire individual verb meanings, and generate word-category knowledge about verbs. The studies reported in this dissertation advance our understanding of how seeing iconic gestures facilitates encoding action events and learning verbs in 3-year-old children.

References:

Aussems, S., & Kita, S. (2017). Seeing iconic gestures with action events facilitates children's memory of these events. *Child Development*. doi: 10.1111/cdev.12988

Aussems, S., Kwok, N., & Kita, S. (2017). GestuRe and ACTion Exemplar (GRACE) Video Database: Stimuli for Research on Manners of Human Locomotion and Iconic Gestures. *Behavior Research Methods*. doi: 10.3758/s13428-017-0942-2

Author: Tessel Boerma

Title: Profiles and paths: Effects of language impairment and bilingualism on children's linguistic and cognitive development

Institution: Utrecht University, Faculty of Social and Behavioral Sciences, Department of Special Education

Bilingualism has become the norm rather than the exception due to increasing linguistic diversity in many countries in the world. The growing number of bilingual children on clinical caseloads is a challenge for professionals working with children with an inborn language impairment (LI), which interferes with a child's ability to learn language. If the language development of a bilingual child raises concerns, it is often difficult to determine the origins of the child's difficulties. Language problems may stem from insufficient exposure to the target language as a result of the distributed nature of a bilingual child's input, but can also be caused by deficient learning mechanisms (or both). The question is how to distinguish delay from disorder in the presence of partially overlapping language profiles.

In the past few years, there has been a growing body of work that tackled this question, focusing mostly on children's language abilities. The current dissertation contributes to this research by investigating the effects of LI and bilingualism on children's skills in both linguistic and cognitive domains, including studies that evaluated promising clinical tools, that made cross- and within-domain comparisons, and that took a developmental perspective. In doing so, we aimed to (1) support a reliable diagnosis of LI in bilingual contexts, (2) identify the risks and strengths of bilingual children with LI, and (3) provide insight into the origins of the partially overlapping language profiles of bilingual children and children with LI.

Link: <http://dspace.library.uu.nl/handle/1874/356269>

Author: Evelyn Bosma

Title: Bilingualism and cognition: the acquisition of Frisian and Dutch

Institution: Fryske Akademy / University of Amsterdam

This dissertation investigates the interplay between bilingualism and cognition. This is done by examining the linguistic and cognitive development of 5- to 8-year-old children who grow up in Fryslân, a bilingual province in the north of the Netherlands where both Frisian and Dutch are spoken. The Frisian and Dutch languages that are spoken nowadays share a large part of their vocabularies and morphosyntactic structures. This extensive overlap between the two linguistic systems offers a rich opportunity to investigate how cross-language similarity interacts with variables such as exposure, age of onset and cognitive functioning, and to investigate whether growing up with two closely

related languages has an effect on children's cognitive capacities. By following 120 Frisian-Dutch bilingual children over the course of three years, this dissertation seeks to deepen our understanding of the ways in which language and cognition interact.

Link: <https://pure.uva.nl/ws/files/16854241/Thesis.pdf>

Author: Iris Chin

Title: Variability in Pragmatic Abilities in Children with Autism Spectrum Disorder

Institution: University of Connecticut

Communication involves information beyond what is coded in the linguistic stimuli produced by a speaker. How individuals are able to extract additional, pragmatic meaning from a speaker's utterance (i.e., what kind of skills/knowledge might be involved) is relatively understudied. To address this question, the current study examined 7- to 10-year-old typically developing (TD) children and children with autism spectrum disorder (ASD)'s ability to interpret four different pragmatic devices: conventional implicatures, scalar implicatures, relevance implicatures, and metaphors. We were interested in determining whether variability in children with ASD's ability to process such devices would be found and if so, whether their relative strengths and weaknesses would be related to other deficits often reported in this population (e.g., theory of mind). This may provide insight as to what underlying skills/knowledges are involved in the processing of the different pragmatic devices. To probe the question more directly, we also examined to what extent factors such as working memory, theory of mind, and general language ability predicted TD children's performance on the pragmatic devices. We found that both TD children and children with ASD demonstrated variability, albeit slightly differently, in their ability to interpret these different devices. We also found that the various contributors predicted performance on the pragmatic devices differently. From these findings, we concluded that different pragmatic devices require different sets of skills/knowledge. Moreover, it appears that pragmatics is acquired in a more piecemeal manner, with different pragmatic devices undergoing different developmental trajectories.

Author: Antje Skerra

Title: The availability of cohesive means in children with developmental language disorder

Institution: Universität Potsdam

The aim of the study was to disentangle the interrelation between deficits in the grammatical development and the ability to understand texts.

In 3 experiments the comprehension and production of intersentential pronouns as well as connectives were assessed. A large cohort of $n = 120$ with $n = 40$ children (age 3 years to 10 years 11 months) with specific language impairment (SLI) or Developmental Language Disorders (DLD) was compared to age- and language-matched control groups. Cross-sectional and longitudinal data were collected.

The main question was: Whether and how does syntactical knowledge in children with DLD influence the processing of intersentential pronoun resolution and connectives in discourse?

Most of the theoretical background came from the *Minimal Default Grammar - Hypothesis* (Penner & Roeper, 1998). This framework postulates that children with DLD adhere to an interim grammar without CP- shell. As such, the account predicts a considerable deficit at the level of the syntax-discourse interface.

In experiment 1, the comprehension of intersentential pronouns in non-canonical clauses was compared with the production in canonical and adverb initial clauses. In experiment 2, the children had to judge the truth of the sentences with *weil* 'because' and *aber* 'but'. The connective *weil* is syntactically embedded within the matrix clause. The connective *aber* however is syntactically non-embedded within the sentences; it introduces a co-ordinate clause. Finally, in experiment 3 the children told picture stories. The focus of the analyses was on the production of referential and relational devices in all syntactical positions.

Results show highly significant differences between the performance of the DLD group as compared to the control groups (SSES < EA $p < .001$; SSES < CA $p < .001$). Children with grammatical impairment neither understand nor use referential and relational cohesive devices within the CP-position. Strong correlations were also found between the grammatical development of the children and the availability of cohesive means.

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 EF740

Department of Chinese and Bilingual Studies

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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.

If you would like to make a donation, please contact [the Treasurer](#).

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

Anna Theakston, IASCL Treasurer

anna.theakston@manchester.ac.uk

MEMBERSHIP

If you attended the IASCL conference in Lyon 2017, you will remain a member of IASCL until the first day of the 2020 congress. If, however, you did not attend the last conference, and have not since renewed your membership, you can do so now. Current membership fees are £55 for regular members and £30 for students. Members are eligible for a substantial discount for volumes 1-6 of TiLAR, and for a reduced subscription fee to the following journals: the Journal of Child Language, First Language, and the International Journal of Bilingualism. Your fees will contribute to the organization of the upcoming Congress and they will be especially valuable in the provision of student travel bursaries.

Fees:

Membership (£55 for regular members; or £30 for students*) is for three years, and expires on the first day of the next triennial Congress, to be held in the summer of 2017 in Lyon, France. Members in countries with nonconvertible currencies or currency transfer restrictions or other economic difficulties should request a waiver of the membership fee. Additional contributions/donations for the support of colleagues and program in countries with currency and/or economic difficulties are welcomed.

If you would like to join IASCL, renew your membership, or make a donation, please contact [the Treasurer](#).

*Students are asked to send proof of their status to the treasurer of IASCL at the address below, or by scanning and emailing proof of status

to [the Treasurer](#). Proof of student status: a letter on headed paper signed by authorized personnel from the Faculty, or a copy of a currently valid dated and signed student registration card or equivalent.

Dr Anna Theakston

IASCL Treasurer

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UK