IASCL - Child Language Bulletin - Vol 38, No 2: December 2018

IN THIS ISSUE

Table of Contents

Updates on IASCL 2020

Mark your calendar

For a week in the

City of Brotherly Love

Conveniently located near public transportaion and historic attractions.

Offering a range of food courts and lodging options.

Watch for Call for Proposals in July, 2019

Proposals due September, 2019

Bursaries WILL be offered competitively to students with accepted papers/posters!

Introducing Phon 3, and a Positive Update on PhonBank

Yvan Rose, Memorial University of Newfoundland

Brian MacWhinney, Carnegie Mellon University

Here, we summarize a series of positive developments that took place through 2018 within the PhonBank project. We begin with a brief introduction to version 3 of the Phon software program, and then summarize the work accomplished on the PhonBank database.

Phon 3: New support for the analysis of speech disorders

At the centre of our activities for this past year has been the release, currently unofficial but soon to be announced through our usual channels, of version 3 of the Phon software program.

Phon 3 download links:

- Official website: https://www.phon.ca/
- Developer's website: https://github.com/phon-ca/phon/releases

Among many other features, Phon 3 combines brand new approaches to data query, analysis and reporting with a more uniform, streamlined interface across virtually every aspect of the application.

At the level of the query and reporting system, we have continued to expand the Phonex language in ways that add both power and flexibility for data analysis. Phon 3.0 also introduces a new phonological data description tool called "Segmental relations", which facilitates the tracking of common local and long-distance assimilation processes (e.g. consonant assimilation, harmony, metathesis, migration).

New within Phon 3 is a set of ready-to-use analyses geared toward clinical analyses of speech sound disorders as well as other general reports on phonological performance that can be used to obtain ready assessments of phonological performance. These analyses are intuitively grouped within the new Analysis menu option.

We now support the following analyses:

- Consonants: general assessment of consonantal phones and consonant clusters across syllabic positions
- Percent Consonant/Vowel Correct
- Phone Inventory (including type/token count)
- Phonological Processes, which include: coronal backing, deaffrication, deletion, devoicing, glottalization, lateralization, liquid gliding and vocalization, fricative stopping, velar fronting, voicing, and an empty template to compose a custom analysis
- Specialized Analyses: Multisyllabic Non-linear; Vocalization; Word Match; Word-level analysis of Polysyllables

These analyses, each of which comes with pre-formatted data reports, can also be combined within larger reports using the Analysis Composer, an intuitive interface to assemble uniform reports on different aspects of phonological behaviour. Using this system, students, researchers, and clinicians can obtain ready data classifications useful both for research and for the diagnosis of speech disorders.

All results extracted from Phon analyses and queries can now be saved in print-ready HTML format, CSV, and Excel workbooks. Reports can also be personalized using the new Report Composer. There are also 'hot' links between query/analysis results and Phon data. The user can

click on these links to automatically open the transcript data that correspond to these results. This way, each individual corpus data token is only a click away from each place where it appears within query and analysis reports.

Finally, Phon 3 comes with multiple improvements in the areas of workspace/project management (e.g. support for multiple workspace folders), data transcription (e.g. new IPA and transliteration dictionaries; syllabification algorithms for additional languages), improved phone alignment, more robust methods to generate, import, and edit TextGrid data, and additional functions for acoustic analysis (e.g. Spectral moments; VOT analysis).

In line with our longstanding approach to Phon development, we welcome feedback on these new and improved functions, and we will continue to work with members of the research community toward the addition of new facilities.

New and improved corpora available on PhonBank

Over this past year, we have performed large-scale uniformization tasks to streamline and systematize the connections between PhonBank and CHILDES data and websites in terms of file naming conventions and webpage documentation. In addition, we have added/updated 10 datasets documenting bilingual, disordered, and typical development across 8 different languages or language-learning contexts:

- Bilingual-PraisleyRose: Cross-sectional study of English development by Japanese and Korean speakers
- Bilingual-Scheidnes: Cross-sectional database of French L2 acquisition by child English speakers
- Bilingual-VYSA: Two longitudinal case studies of L2 German development by American teenagers
- Clinical-Preston: Cross-sectional data on speech disordered learners of American English
- English-Penney: Kindergarten-aged English-learning children with and without speech disorders
- Kuwaiti: Thorough revision of original corpus (69 L1 learners of Kuwaiti Arabic)
- Dutch-Utrecht: Augmented original corpus which now includes media linkage and full compatibility with IPA standards
- German-TAKI: Significant extension of the original corpus, also including TextGrid annotations
- Spanish-Koiné: Augmented original corpus which now includes media linkage and full compatibility with IPA standards
- Spanish-Vivar: Cross-sectional corpus documenting 163 learners of Chilean Spanish

We wish to thank everyone involved in the building, formatting, and publication of these corpora. Going into the new year, we have in the pipeline new corpora from additional languages and language populations, documenting for example typical and disordered learners of German, Icelandic, and Italian. We plan to release these corpora through the course of 2019, as we continue to work with both established and new members of the PhonBank community.

New Corpus in CHILDES

Brian MacWhinney, Carnegie Mellon University

The Leo Corpus was contributed by Ziyin Mai and Virginia Yip from The Chinese University of Hong Kong.

The description page for the corpus is at https://childes.talkbank.org/access/Biling/Leo.html . The transcripts include interactions that focus on either Cantonese, English, and Mandarin. They are analyzed by MOR in each language and audio is also provided, although it is not yet linked to the transcripts. Here is the description of this new corpus:

The Leo Corpus documents the simultaneous development of Mandarin, Cantonese and English in a Hong Kong child from 1;06-2;11. Leo was born in 2015 and raised in Hong Kong, where both Chinese and English are the official languages. His parents are native speakers of Mandarin (and Cantonese), and second language speakers of English. Before 1;01, the family adopted the "one parent-one language" practice, where the father and paternal grandmother addressed the child in Mandarin, and the mother addressed him in Cantonese consistently. From 1;01 to 3;04, the family introduced an innovative "one day-one language" system on top of the "one parent-one language" system, in which the father and the grandmother continued to speak Mandarin to the child, whereas the mother began to interact with the child in English every other day in a week and Cantonese the rest of the days. Leo also had exposure to the three languages through attending playgroups and nursery schools. The parents and research assistants began to video-tape their interactions with Leo on a weekly basis at 0;06. The current corpus contains monthly audio recordings and corresponding transcripts in three languages for 18 months from 1;06 to 2;11 (54 files, 27 hours in total), featuring Leo interacting with his main providers of input in the three languages: Mandarin from father and grandmother, Cantonese from mother, and English from mother, domestic helper and school teachers who are native speakers of English (represented by an American research assistant in the recordings).

Child Language Symposium 2019   (CLShef19)

Danielle Matthews, the University of Sheffiled

The Child Language Symposium 2019 Organising Committee is delighted to announce that the call for papers for the 2019 Child Language Symposium is now open!

The 2019 Child Language Symposium (CLShef19) will be held at the University of Sheffield, UK on Thursday, 11th and Friday, 12th July 2019 (with a pre-conference workshop on pragmatics and a welcome reception on Wednesday, 10th July).

Our keynote speakers are Dr. Michael Goldstein, Prof. Charles Hulme, Dr. Vsevolod Kapatsinski and Dr. Cristina McKean. For further details, please see the conference website.

We welcome submissions in any area of language development (Speech Perception & Production, Pre-linguistic Development, Gesture, Phonology, Lexicon, Grammar, Pragmatics, Discourse and Narrative, Reading and Literacy, Reading Difficulties, Signed Languages, Hearing Impairment and Deafness, Speech Difficulties, Developmental Language Disorders, Neurolinguistics, Artificial Languages, Bilingualism/Multilingualism, Cognition & Language, Input & Interaction).

The Child Language Symposium is a peer-reviewed research conference and all proposals will be reviewed anonymously by the abstract committee.

Types of presentations:1) colloquium, with thematically related papers, discussion and/or audience participation (four slots in total, e.g., three talks and one discussant), 2) paper 3) poster and 4) pre-submission posters (an opportunity to submit pre-registration plans for studies yet to be undertaken or pre-registered studies underway, rather than work that has already been completed).

Length of abstracts:
Paper or poster (450 words max - excluding references and title of paper);

Colloquium (overview max. 200 words, excluding references and including titles of papers but no mention of presenters by name, plus abstracts for each presentation of 400 words max).

Authors should indicate whether a paper or poster presentation is preferred. The organising committee views both formats as having equal value but reserves the right to switch formats to suit the programme. Presenters will be notified about the final format of their presentation at the time their proposal is accepted.

Submission:

Abstracts and author details must be submitted via the online submission form available via the conference website. Abstract submission will open on Monday, 3rd December 2018.

The deadline for submissions is **Thursday, 31st January 2019 at midnight GMT**.

If you have any questions, please contact: CLShef19@sheffield.ac.uk

Pre-conference events on Wednesday, 10th July 2019

A workshop on Pragmatic Development will take place on Wednesday, 10th July 2019 from 11am in The Diamond Building, University of Sheffield. Speakers include Courtenay Norbury, Dyan McKinley, Kirsten Abbot-Smith, Shirley-Ann Rueschemeyer, Danielle Matthews & Megan Freeth. Further information and the opportunity to register for this event can be found at on the CLS website under the "Pre-conference workshop" tab.

A pre-conference reception will follow this event in the evening of 10th July and is open to all CLShef19 conference delegates.

CLEAR 2019 Child Language & Eyetracking: Analyses and Rationale

Tom Fritzsche, University of Potsdam

This one-day workshop is intended to be an exchange forum for people (beginner, advanced and expert) doing research on linguistic abilities in children using the eye-tracking methodology. The workshop will be held on 12 June 2019 at University of Potsdam, Germany. For more info, please visit https://www.uni-potsdam.de/wild2019/clear.

Previous CLEAR workshops have been held in Tours (2009), Groningen (2010), Potsdam (2011), Nijmegen (2012) and Potsdam (2016).

With eye tracking being such a versatile instrument and given the constraints that we face in testing infants and children there are a lot of decisions that have to be made before, while, and after running a study.

The aim of this workshop is to discuss these methodological challenges pertaining to, e.g.:

- Presentation/Paradigms
    - Optimal timing, repetition of items
    - Fillers/attention getters/pauses
    - Influences of instructions and/or additional tasks
- Technical issues & soft- and hardware
    - Calibration/validation/precision/sampling rate

○ High- and low-cost equipment: Tobii/SMI/EyeLink/GazePoint

○ Mobile and stationary settings

○ 3rd party presentation software (PyGaze, Matlab, E-Prime, etc.)

- Measures

○ Proportion of looks

○ Pupillometry/pupil size

○ Switches/shifts

○ Saccades, first looks, etc.

- Analysis

○ Units of analysis (raw data, fixations, left/right/both eye(s))

○ Inclusion/exclusion criteria & missing data

○ Influence of the choice of measures and size of analysis windows (time intervals) on results

○ Statistical procedures: ANOVA, permutation analysis, mixed models, growth-curve analysis, GAMMs, etc.

○ Power/sample size

Thus, the focus of the meeting is less on the what (i.e. research questions and results) and more (but not solely) on the how.

The Third International Conference on Interdisciplinary Advances in Statistical Learning

Morten H. Christiansen, Cornell University

The conference will be held on 27-29 June 2019 in San Sebastian, Spain.

The conference explores statistical learning and its underlying mechanisms, from behaviour to neuroscience, in various domains.

Our keynote speakers: Jay McClleland

Lori Holt

Simon Kirby

Daphne Shohami

Theme speakers: Scott Johnson

Amy Finn

Maryellen MacDonald

Panel discussion: Richard Aslin

Further details can be found on the conference site: https://www.bcbl.eu/events/statistical-learning/en

Please note that the deadline for abstracts is **March 1st, 2019**.

A Toolbox for Phonologizing French Infant-Directed Speech Corpora

Sharon Peperkamp, Laboratoire des Sciences Cognitives et Psycholinguistique, Paris

A toolbox containing an automatic French text phonologizer that transforms orthographic transcriptions of speech into approximate phonological transcriptions taking into account four phonological rules has been made available on GitHub:

https://github.com/juliacarbajal/french_phonologizer.

The toolbox is tailored for use with CHILDES corpora. That is, it contains a module that takes as its input speech transcriptions written in CHAT format and returns an orthographic transcription of the utterances produced by adults, without any annotations. This in turn serves as the input to the phonologizer module.

All scripts are written in Python 2 and are easy to modify. In particular, phonological rules may be added, removed or modified, according to the user's needs and insights.

This GitHub repository also contains a short paper describing the toolbox, as well as an example of a phonologized corpus of infant-directed speech. If you use the toolbox and/or the sample corpus, please cite the paper.

Discount Code for Books and Journals from the MIT Press for IASCL Members

Elizabeth Moore, Marketing Associate and Grassroots Coordinator, The MIT Press
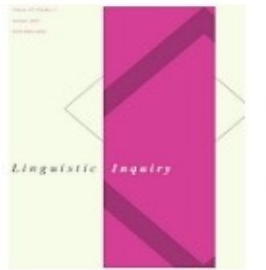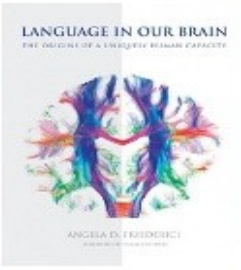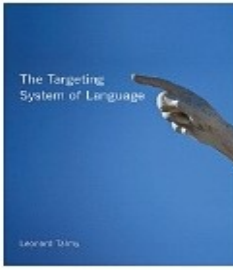
The MIT Press is pleased to announce the following offers to IASCL members.

The discount code for books for IASCL members is **MIASCL30**. This code takes 30% off the list price of any titles listed on linguistics subject page (http://mitpress.mit.edu/topics/linguistics-language). This code is in perpetuity.

The discount code for journals for IASCL members is **ZIASCL30**. This code takes a 30% discount on individual subscriptions to the journal *Linguistic Inquiry* (https://www.mitpressjournals.org/loi/ling). This code is in perpetuity.

FORTHCOMING CONFERENCES AND WORKSHOPS

What: **2019 Budapest CEU Conference on Cognitive Development (BCCCD19)**

When: 3-5 Jan 2019

Where: Budapest, Hungary

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

What: **The 93rd Annual Meeting of the Linguistic Society of America (LSA 2019)**

When: 3-6 Jan 2019

Where: New York, USA

Details: https://www.linguisticsociety.org/event/lsa-2019-annual-meeting

What: **ICFLTAL 2019: International Conference on Foreign Language Teaching and Applied Linguistics**

When: 11–12 Feb 2019

Where: Kuala Lumpur, Malaysia

Details: https://waset.org/conference/2019/02/kuala-lumpur/icfltal

What: **The 41st Annual Conference of the German Linguistic Society (DGfS 2019)**

When: 6–8 Mar 2019

Where: Bremen, Germany

Details: https://lingalert.com/2018/06/13/dgfs-2019/

What: **The 37th International Conference of the Spanish Society for Applied Linguistics (AESLA)**

When: 27–29 Mar 2019

Where: Valladolid, Spain

Details: https://aesla2019.uva.es/en/

What: **The 32nd Annual CUNY Conference on Human Sentence Processing**

When: 29–31 Mar 2019

Where: The University of Colorado, Boulder, USA

Details: https://www.colorado.edu/event/cuny2019/

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

When: 16-18 Apr 2019

Where: Utrecht, the Netherlands

Details: https://emlar.wp.hum.uu.nl/

What: **ICCLA 2019: 21st International Conference on Child Language Acquisition**

When: 22–23 Apr 2019

Where: Tokyo, Japan

Details: https://waset.org/conference/2019/04/tokyo/ICLCLA

What: **The 7th Conference of The Scandinavian Association for Language and Cognition (SALC VII)**

When: 22-24 May 2019

Where: School of Communication and Culture, Aarhus University, Denmark

Details: http://events.au.dk/SALC7

What: **CLEAR 2019 Child Language & Eyetracking: Analyses and Rationale**

When: 12 June 2019

Where: Potsdam, Germany

Details: https://www.uni-potsdam.de/wild2019/clear

What: **The 4th Workshop on Infant Language Development (WILD 2019)**

When: 13-15 June 2019

Where: Potsdam, Germany

Details: https://www.uni-potsdam.de/wild2019/

What: **NSF REU Site Intersection of Linguistics, Language, and Culture (ILLC) 2019**

When: *21* Jun *2019*

Where: Long Island University, NY, USA

Details: https://undergrad-language-research.org/illc-2019-undergrad-conference-call/

What: **International Symposium on Bilingualism 12 (ISB12)**

When: 23-28 Jun 2019

Where: Edmonton, Alberta, Canada

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

What: **International Society on Early Intervention Conference 2019**

When: 25-28 Jun 2019

Where: Sydney, Australia

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

What: **PolyU CBS Summer School 2019- Language, Cognition & Neuroscience (LCN)**

When: 15 Jul-9 Aug 2019

Where: The Hong Kong Polytechnic University, Hong Kong

Details: http://www.cbs.polyu.edu.hk/2019summer-school/index.php

What: **Stanford CSLI Summer Internship 2019**

When: 24 June -16 Aug 2019

Where: Stanford University, Stanford, CA

Details: https://www-csli.stanford.edu/csli-summer-internship-program

What: **The 15th International Cognitive Linguistics Conference (ICLC-15)**

When: 6-11 Aug 2019

Where: Kwansei Gakuin University, Japan

Details: https://iclc2019.site/

What: **The 13th conference of Theoretical Issues in Sign Language Research (TISLR13)**

When: 26-28 Sep 2019

Where: The University of Hamburg, Germany

Details: https://www.idgs.uni-hamburg.de/en/tislr2019.html

CONFERENCE AND WORKSHOP CALLS

What: **The Asian Conference on Language Learning 2019 (ACLL 2019)**

When: 16-18 May 2019

Where: Tokyo, Japan

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

Submission Deadlines:

Early Bird Abstract Submissions deadline: 8 Jan 2019

Final Abstract Submissions deadline: 8 Mar 2019

What: **International Child Phonology Conference 2019 (ICPC 2019)**

When: 14-15 Jun 2019

Where: Université de Montréal, Canada

Details: https://bilingualacquisition.ca/icpc-2019-montreal/

Submission Deadline: 15 Jan 2019

What: **Child Language Symposium 2019 (CLShef19)**

When: 11-12 Jul 2019

Where: University of Sheffield, UK

Details: https://sites.google.com/a/sheffield.ac.uk/clshef2019

Submission Deadline: 31 Jan 2019

What: **The Third International Conference on Interdisciplinary Advances in Statistical Learning**

When: 27-29 Jun 2019

Where: San Sebastian, Spain

Details: https://www.bcbl.eu/events/statistical-learning/en/

Submission Deadline: 1 Mar 2019

What: **The Japanese Society for Language Sciences 21th Annual International Conference (JSLS2019)**

When: 6-7 Jul 2019

Where: Tohoku University, Kawauchi Campus, Japan

Details: https://jsls.jpn.org/con/jsls2019/en/

Submission Deadline: 31 Jan 2019

What: **The 12th International Workshop on Theoretical East Asian Linguistics (TEAL-12)**

When: 9-10 Jul 2019

Where: University of Macau, Macau

Details: https://fah.um.edu.mo/teal-12/

Submission Deadline: 15 Mar 2019

What: **Toward Modelling the Development of Speech Planning in Production**

When: 1-2 Aug 2019

Where: Macquarie University, Sydney, Australia

Details: https://www.mq.edu.au/research/research-centres-groups-and-facilities/healthy-people/centres/centre-for-language-sciences-clas/news-and-events/events/events/speechprodplanningworkshop

Submission Deadline: 1 Feb 2019

What: **The 12th International Symposium of Health Science (iSIHAT)**

When: 21-22 Aug 2019

Where: Universiti Kebangsaan Malaysia (UKM), Malaysia

Details: http://www.ukm.my/i-sihat/

Abstract Submission Deadline: 15 Mar 2019

What: **The 4th Lancaster Conference on Infant and Early Child Development (LCICD 2019)**

When: 21-23 August 2019

Where: Lancaster University, UK

Details: http://wp.lancs.ac.uk/lcicd/

Submission Deadline: 1 March 2019

What: **The 52nd Annual Meeting of the Societas Linguistica Europaea (SLE 2019)**

When: 21-24 Aug 2019

Where: Leipzig University, Germany

Details: http://sle2019.eu/

Submission Deadline: 15 Jan 2019

What: **EuroSLA 29**

When: 28-31 Aug 2019

Where: Lund, Sweden

Details: https://www.eurosla2019.se/

Submission Deadline: 31 Jan 2019

What: **International Symposium on Monolingual and Bilingual Speech 2019 (ISMBS 2019)**

When: 27-30 Aug 2019

Where: The Great Arsenali Conference Center, Chania, Greece

Details: http://www.ismbs.eu/ismbs-2019/

Submission Deadline: 5 Feb 2019

What: **BAAL Conference 2019: Broadening the Horizons of Applied Linguistics**

When: 29-31 Aug 2019

Where: Manchester Metropolitan University, UK

Details: https://www2.mmu.ac.uk/education/baal/

Submission Deadline: 31 Mar 2019

What: **Generative Approaches to Language Acquisition GALA14**

When: 12–14 Sep 2019

Where: Milano, Italy

Details: https://generativeapproach.wixsite.com/2019

Submission Deadline: 15 March 2019

What: **Learners The 3rd international conference on Teaching Deaf Learners (TDL2019)**

When: 6-8 Nov 2019

Where: Haarlem, the Netherlands

Details: https://www.kentalis.com/teaching-deaf-learners

Submission Deadline: TBA

What: **Boston University Conference on Language Development (BUCLD)**

When: 7-10 Nov 2019

Where: Boston University, Boston, MA, USA

Details: https://www.bu.edu/bucld/

Submission Deadline: TBA

BOOK ANNOUNCEMENTS

Editors: Alejandro, Cuza & Pedro, Guijarro-Fuentes
Title: Language Acquisition and Contact in the Iberian Peninsula
Publisher: De Gruyter Mouton
ISBN: 978-1-5015-0998-8

The Spanish language is spoken by an estimated 477 million people worldwide. This volume focuses

on the contact between Spanish and other language varieties, including Catalan, Portuguese and

Galician in the Spanish Peninsula.

The book explores the characteristics of such language contact situations from structural,

developmental, societal and cognitive perspectives.
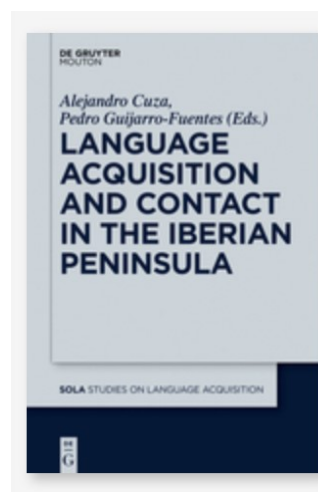
Editors: Eva M. Fernández & Helen Smith Cairns

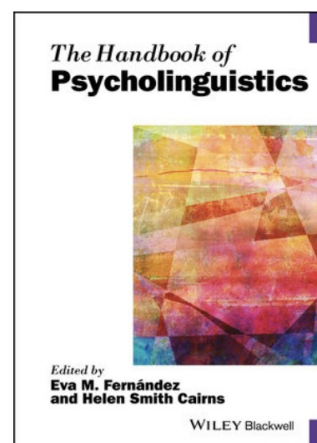*Title:* The Handbook of Psycholinguistics

Publisher: Wiley-Blackwell

ISBN: 978-1-118-82950-9

Incorporating approaches from linguistics and psychology, The Handbook of Psycholinguistics explores language processing and language acquisition from an array of perspectives and features cutting edge research from cognitive science, neuroscience, and other related fields.

The Handbook provides readers with a comprehensive review of the current state of the field,

with an emphasis on research trends most likely to determine the shape of psycholinguistics in the years ahead. The chapters are organized into three parts, corresponding to the major areas of psycholinguists: production, comprehension, and acquisition. The collection of chapters, written by a team of international scholars, incorporates multilingual populations and neurolinguistic dimensions. Each of the three sections also features an overview chapter in which readers are introduced to the different theoretical perspectives guiding research in the area covered in that section.

Timely, comprehensive, and authoritative, The Handbook of Psycholinguistics is a valuable addition to the reference shelves of researchers in psychology, linguistics, and cognitive science, as well as advanced undergraduates and graduate students interested in how language works in the human mind and how language is acquired.

THESIS ANNOUNCEMENTS

Author: Karolina Mieszkowska

Title of the PhD thesis: Internal State Lexicon of Bilingual and Monolingual Pre- and Early School Children

Institution: Department of Psychology, University of Warsaw

Link to the thesis: https://depotuw.ceon.pl/handle/item/2878

Our lexicon includes terms that demonstrate our understanding of the fact that people's actions are governed by internal states such as beliefs, desires, and emotions. These words are internal state terms (IST) and their examples include "think", "want", "notice", "surprised", "scared". Altogether, they constitute the Internal State Lexicon (ISL). The ISL might be placed at the intersection of language and theory of mind (ToM) development: IST need to be learned as any other words in the lexicon, and their use is an indicator of children's mentalizing abilities. The PhD thesis set out to investigate the use of IST in Polish-English bilingual children at pre- and early school age (4.5-7 years old). Bilingual upbringing may uniquely shape the use of IST. On one hand, bilingual children hear less of each language and have to exert constant control over the two languages. This may translate to lower language performance (e.g. Haman, et al., 2017). On the other hand, bilinguals often outperform monolinguals in their cognitive ability, including theory of mind (Farhadian, et al., 2010; Goetz, 2003; Kovács, 2009).

The primary aims of the analysis were to investigate whether language status (bilingual vs. monolingual) influences the use of IST, and whether IST develop comparably in both languages of the bilingual child. The participants included 75 Polish-English bilingual children aged 4.5-7 years

old and living in the UK, and matched 75 Polish monolingual children living in Poland. The internal state terms were elicited via child-made narratives based on a set of pictures. Three subclasses of IST were coded: emotional, mental, and perceptual terms. Children were also asked to retell the story immediately after listening to a model story, and to answer comprehension questions about the story protagonists' internal states. This was done to explore the effect of modelling on the IST production and to compare the IST production in story-telling and a relatively more interactive context of explicit conversation about internal states. Additionally, the children's vocabulary and grammar knowledge was assessed in their respective languages, and their theory of mind performance was measured with a test of reflection on thinking.

The results showed that while bilinguals exhibited relatively poorer language abilities than monolinguals, the children did not differ in the amount of internal state terms produced when telling a story. However, bilinguals outperformed monolingual peers on the theory of mind task. Thus, these two differences might have evened each other out, leading to no overall difference in the use of IST between the groups. Also, bilinguals used IST similarly in their two languages. It was also found that giving children a model story and explicitly asking them about the internal states of story protagonists sensitized them to their knowledge, desires, and beliefs which resulted in more internal state references in the retellings and answers to the questions than in the narratives told by children on the basis of pictures alone.

Keywords: Internal State Lexicon, internal state terms, mental state terms, theory of mind, narratives, bilingual children, child language development.

Author: Koch, Nikolas

Title of the PhD thesis: Schemata im Erstspracherwerb: Eine Traceback-Studie für das Deutsche

Institution: Ludwig-Maximilians-University of Munich

Link to the thesis: https://www.degruyter.com/view/product/510484

In my project I investigated the phase of multi-word utterances empirically with the traceback-method (Lieven et al. 2009) and found out that lower-level schemas, with lexically fixed elements and variable slot categories that can be filled creatively are established. Thus, a child first acquires concrete linguistic constructions and then proceeds to summarize them into more abstract structures. The different slot types are seen as the result of a categorization process, which is empirically understandable by using the traceback method. As yet, there are no known traceback studies that focus on German first language acquisition. Therefore the method was applied to German data. The data consist of four high-density developmental corpora. The children were recorded for seven weeks at the age of 2;1. The mothers made one-hour tapes in relatively typical play interactions in their homes five days per week. This resulted in 35 hours recording per child. The recordings were then transcribed in CHAT format (MacWhinney 2000). To demonstrate how multi-word utterances are composed from previously-formed utterances without considering a set of meaningless generative rules, the corpora were divided into two parts: a test corpus, which contains the target structures to be traced back, and a main corpus, which contains the component units. The repetition and/or combination (lexical or syntactic modification) of these component units should form the target structures. The analysis was carried out automatically by using an algorithm in combination with the German version of CLAN (Koch 2017). Using the traceback method between 85 and 95 percent of the target utterances could be traced back. This result is very similar to the English studies (Dabrowska/Lieven 2005; Lieven et al. 2009; Vogt/Lieven 2010). In most cases the utterances were based on low-level schemas using a slot category for referents. However, in contrast to the English results, other slot categories played a bigger role at the same age. Especially a kind of process-slot seems to be more relevant for German at that age. In my work I discuss to what extent typological aspects of German in combination with a usage-based approach are able to explain the results of the study.

Author: Silvia Sánchez-Calderón

Title of the PhD thesis: The Acquisition of English and Spanish Dative Alternation Structures in the Longitudinal Spontaneous Production of Monolingual and Bilingual Children

Institution: University of Valladolid (Spain)

Link to the thesis: https://ling.auf.net/lingbuzz/004318

The chief ongoing debate in the domain of dative alternation (DA) structures revolves around the syntactic derivational relationship (or lack thereof) between prepositional and double object constructions (DOCs) in English (i.e. to/for-datives and DOCs) and in Spanish (i.e. a/para-datives and dative-clitic doubled (DCLD) structures). In English, the debate has centered on the derivation of DOCs from to/fordatives (e.g. Czepluch 1982; Haspelmath 2006; Larson 2014, 1990, 1988; Oehrle 1976) or to/for-datives from DOCs instead (e.g. Aoun and Li 1989; Dryer 1986; Koizumi 1994). In Spanish, a/para-datives are analyzed as the source structure of DCLDs (e.g. Bruhn de Garavito 2000; Demonte 1995, 1994; Kempchinsky 2004). Non-derivational approaches have proposed that DA constructions stem from two different structures (e.g. Marantz 1993; Mulder 1992 in English; Cuervo 2003a, 2003b in Spanish) or establish a common underlying configuration (e.g. Snyder and Stromswold 1997; Snyder 2001, 1995). Yet, prepositional structures are also argued to be subject to additional syntactic and semantic requirements that double object constructions are not (e.g. Larson 1990, 1988; Marantz 1984; Pesetsky 1985; Snyder and Stromswold 1997). Semantically, there is also a debate in the literature as to whether the two DA structures share a similar theta role distribution (Baker 1988) or whether they denote a semantic difference (e.g. Colleman 2010; Colleman and De Clerk 2011 in English; Demonte 1994; Romero Morales 2008 in Spanish). Monolingual (L1) and bilingual (2L1) acquisition works on English and Spanish DA are rather scarce and there is no consensus in the findings reported. While some L1 English studies (e.g. Bowerman 1990; Campbell and Tomasello 2001) and 2L1 English studies (e.g. Gu 2010) point to the later emergence of to/for-datives, other L1 English works (e.g. Snyder and Stromswold 1997) report a similar emergence for English DA structures. In Spanish, only the study conducted by Torrens and Wexler (2000) reports the early onset of DCLDs from the initial L1 acquisition stages. Data analyses in the present dissertation show that prepositional and double object constructions emerge at an approximately similar age in English and in Spanish alike, as analyzed in the L1 children's data and in each of the 2L1 English/Spanish children's two languages. Biological gender differences are not seen in the two language groups either. These data point to the syntactic non-derivational relationship (e.g. Marantz 1993; Mulder 1992; Snyder and Stromswold 1997; Snyder 2001, 1995; in English; Cuervo 2003a, 2003b in Spanish) and to the semantic analogy (Baker 1988) between DA constructions in English and in Spanish. Although the two DA constructions mature at a similar age, prepositional structures show a later onset and a lower incidence through language development when compared to double object constructions, as equally seen in the L1 and in the 2L1 children's data in each language. These findings might be related to the additional properties required in the production of English to/for-datives and Spanish a/para-datives and/or the role played by adult input in child output. Similar results appear when comparing across English and Spanish in the case of the production of both the two L1 groups (intergroup comparison) and the 2L1 children (intra-group comparison). Thus, as per the acquisition pattern, the properties that characterize double object and prepositional constructions indicate a cross-linguistic parallelism in English and Spanish and the amount of exposure to these constructions could also have played a similar role in the children's output across the two languages.

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

The Hong Kong Polytechnic University

Hunghom, Hong Kong SAR, China

editor.iascl.clbulletin@gmail.com; angel.ws.chan@polyu.edu.hk

IASCL DONATION DRIVE

The IASCL is a worldwide organization, which means that it aims to serve child language researchers in all countries of the world. Child language research is important everywhere, both from a theoretical perspective (cf. for instance the significance of cross-linguistic evidence) and from a more applied point of view (cf. for instance the need for good description to allow for the assessment of language learning problems). Unfortunately financial considerations are often a hindrance to the development of scientific disciplines in countries with severe economic problems. The IASCL has always been supportive of would-be IASCL members working in such countries by waiving membership fees for them.

IASCL funds are limited, though. In the past, donations from regular IASCL members have been very helpful in supporting colleagues from economically disadvantaged countries. In order to continue offering that support, your donations are very welcome indeed.

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

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

Anna Theakston, IASCL Treasurer

anna.theakston@manchester.ac.uk

MEMBERSHIP

If you attended the IASCL conference in 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.

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

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

Dr Anna Theakston

IASCL Treasurer

Coupland Building 1

School of Psychological Sciences

University of Manchester

Oxford Road

Manchester M13 9PL

UK