IASCL - Child Language Bulletin - Vol 39, No 2: December 2019

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Updates on IASCL 2020

Rhea Paul, Sacred Heart University

MARK YOUR CALENDAR!

The 15th International Congress of the

Association for the Study of Child Language

(IASCL)

July 13-17, 2020

Registration opens February 15

https://iascl2020.com/register/

Sponsored by the University of Pennsylvania and the University of Delaware

In the City of Brotherly Love at the University of Pennsylvania, Philadelphia, PA

Call for the Nomination of IASCL Members of the IASCL Executive Committee (2020-2026)

Tina M. Hickey, Chair of the Nominating and Appointing Committee

Deadline for Nominations: January 31, 2020

The Nominating Committee of the IASCL (Sophie Kern, Sharon Armon-Lotem and myself as Chair) seek nominations for eight (8) positions as committee members on the Executive Committee of the IASCL, to replace the following outgoing members:

Outgoing 2020

Dorthe Bleses	2020	Denmark
Christopher Fennell	2020	Canada
Natalia Gagarina	2020	Germany
Tina Hickey	2020	Ireland
Sophie Kern	2020	France
Courtenay Norbury	2020	United Kingdom
Hrafnhildur Ragnarsdottir	2020	Iceland
Elena Tribushinina	2020	The Netherlands

(Nine other members have positions that will continue until 2023. They are:
Reili Argus, Estonia; Sharon Armon-Lotem, Israel; Laura Bosch, Spain; Patricia Brooks, USA; Lourdes de Léon, Mexico; Paula Fikkert, The Netherlands; Yuki Hirose, Japan; Aliya Morgenstern, France; Ciara O'Toole, Ireland;
The positions to be filled are tenable for six years (2020-2026). Current members of the Executive Committee cannot be re-nominated for a second term (statutes concerning the election procedures are copied below). The IASCL has a policy of seeking geographical balance in representation from members (with no more than 3 members from the same country).

Nominations should reach me at: tina.hickey@ucd.ie by January 31, 2020.
Nominations should be put forward in writing (or electronic equivalent, e.g. email).

Nomination details should include the following:

- mailing/emailing address of the nominee,
- a brief statement of his/her qualifications for membership on the Executive Committee,
- his/her signature/evidence of agreement,
- and the signature/details of the nominator, who must be a member of the Association.

The Nominating and Appointing Committee will finalize the list of nominees in February 2020, and members will then be invited to vote on-line for their chosen candidates. The new appointments to the Executive Committee will be ratified at the next Business Meeting of the Association in Philadelphia.

We look forward to hearing from you. Please send any messages to tina.hickey@ucd.ie

Relevant details of the Statutes:

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

New and Updated Phonbank Corpora, and Refinements Across the Phon Program

Yvan Rose, Memorial University of Newfoundland

Brian MacWhinney, Carnegie Mellon University

In the report below, we summarize the progress made within the PhonBank database and overview new and improved functions within Phon.

PhonBank:

All through this year, we have continued to work in concert with colleagues in the field toward corpus data publication. This has resulted in a number of corpora of typical and disordered phonological development, as follows:

Clinical corpora:

- French Cattini: A small (but growing!) cross-sectional corpus documenting European French speakers with phonological disorders. This corpus is remarkable in that it emerges from the work of Julie Cattini's private practice, which also highlights the usefulness of Phon for the tracking of phonological behaviours of individual speakers over time.
- German Neumann & Fox-Boyer: Cross-sectional corpus of developmental phonological disorders in German based on the PLAKSS-I and PLAKSS-II tests developed by Annette Fox-Boyer.
- Portuguese PhonoDis: Cross-sectional corpus of developmental phonological disorders in European Portuguese building on the UBC Crosslinguistic Child Phonology Project. Maria João Freitas and her colleagues and students at the universities of Lisbon, Aveiro, and Évora worked in concert with the international members of the UBC project (coordinated by Barbara May Bernhardt and Joe Stemberger) on building the test for European Portuguese.

Typical development corpora:

- French Hunkeler: Longitudinal documentation of typically developing dizygotic twins learning European French between the ages of 15 and 26 months.
- English Cruttenden: Original Cruttenden longitudinal corpus on language development in twins on CHILDES now available in Phon format and organized according to data recording dates, also with standardization of the IPA transcriptions.
- German Fox-Boyer: Cross-sectional documentation of typically developing German learners based on the PLAKSS-II test developed by Annette Fox-Boyer.
- German-Grimm: Updated version of the original Grimm corpus, now fully linked to the audio data.
- Portuguese Pereira & Freitas: Fully revised and augmented version of the original Freitas corpus, which it now supersedes.
- Portuguese Ramalho: Cross-sectional study of phonological development in European

Portuguese

As always, we are thankful to everyone involved in the building, formatting, and publication of these corpora. In parallel to this work, we also made tremendous progress on corpora of Icelandic and Italian development, both of which will make their ways to our database during the course of 2020. Also, in the works are revised and augmented versions of the CCLAS corpus of Cree (Algonquian) development as well as new corpora documenting Norwegian (Simonsen) and disordered French (Le Normand), among others. We will also convert the LeaP corpus (Gut), complete our work on the uniformization of the original Peters corpus. In parallel to these, we are continuously welcoming new datasets for publication into our ever-growing database.

Phon:

In parallel to this work on corpus development, we have continued our collaborative work on the development of Phon. Soon in the new year we will release version 3.1 of Phon, which incorporates new and improved interfaces for the following functions:

- Session segmentation (time alignment): Version 3.1 of Phon, to be released first as beta software and subsequently as an official version will include the Timeline interface, which consists of a completely new design toward time alignment. Inspired by applications such as ELAN (https://tla.mpi.nl/tools/tla-tools/elan/), whose new interface will make easier the tasks of obtaining and editing time alignments for data records; this new interface also provides the foundation for our upcoming diarization function, itself based on the LIUM libraries (https://projets-lium.univ-lemans.fr/spkdiarization/).
- Refinements to several analyses for developmental and clinical phonology, in particular to the PPC (Percentage of Phone Correct – vowels and consonants), based on user feedback as well as the Multisyllabic Nonlinear Analysis developed by Glenda Mason and her colleagues at UBC and the University of Ottawa, and the Word-level Analysis of Polysyllables, developed by Sarah Masso at the University of Sydney.
- Improvements to acoustic analysis functions, in particular to the VOT analysis and related documentation, and updates of all relevant Praat libraries.
- Additional dictionaries (Cantonese and Mandarin Chinese).
- Updates to existing dictionaries, in particular North American English, which has been completely revamped based on user feedback; we also maintained the original version (called 'legacy') to support existing projects based on this version of the dictionary.

- Continuous improvements to query and reporting functions and related interfaces, now with report export function to the Excel format (in addition to CSV and HTML formats)

Phon 3 download links:
- Official website: https://www.phon.ca/
- Developer's website: https://github.com/phon-ca/phon/releases

In line with our work on corpus development, we continue to work in concert with members of our research community toward making Phon as useful and easy-to-use as possible for everyone. We wish to thank everyone here again for their continuous feedback and support.

New Corpus on the Acquisition of Jamaican Creole English

Brian MacWhinney, Carnegie Mellon University

There is an addition to CHILDES of a new corpus on the acquisition of Jamaican Creole English. The contributors are Tamirand De Lisser, Stephabie Durrleman, Luigi Rizzi, and Ur Shlonsky, all from the Department of Linguistics at the University of Geneva. Currently the corpus includes transcripts and audio from two children, but eventually six children will be included. The web page for the corpus is at:

https://childes.talkbank.org/access/Other/Jamaican/DeLisser.html

Report on Workshop on Big Data in Cognitive Science

Joshua K Hartshorne, Boston College

Tom Griffiths, Jordan Suchow, organized a three-day workshop in Princeton on big data and massive online experiments between 16-18 Dec 2019 at Princeton University. The advent of the Internet and mobile devices has presented significant opportunities and challenges to cognitive science opportunities in that we can collect data orders of magnitude faster than before and address questions that were previously inaccessible, and; challenges in that we need new infrastructure for collecting these data and new methods for analyzing them.

This workshop brought together cognitive scientists who are at the forefront of these opportunities and challenges, along with cognitive scientists who would like to be. It was a workshop rather than a conference: the focus was on interactive exchange (and development!) of ideas.

The workshop lasted for three days, with each day addressing a different opportunity or challenge. The first day focused on opportunities. The second day focused on challenges of statistical analysis. The third day focused on challenges of data collection. Each day began with presentations about recent work and concluded with break-out sessions or tutorials, in which the attendees addressed the opportunities and challenges hands-on.

For more information see: https://bigcogsci.princeton.edu/.

Chinese Communicative Development Inventories

Paul Fletcher, University College Cork

This Manual, in English, for users of the Cantonese and Putonghua (Mandarin) CDIs is now available as a download from CORA, the institutional repository at University College Cork. Go to: https://cora.ucc.ie/handle/10468/721

The Manual contains: an account of the standardisation projects undertaken in Hong Kong and Beijing for these parent report instruments; statistical information necessary to interpret the results of applying the CDIs; and, at the end of the book, all the parent report forms, for both languages, for short and long forms of the instruments. (For further statistical information on the long forms, visit wordbank.stanford.edu). The Chinese CDIs are modelled on the original MacArthur-Bates Communicative Development Inventories but with appropriate adaptation for the cultural and linguistic characteristics of Putonghua and Cantonese. In common with the originals, they are designed to cover the age range from 8 – 30 months.

The parent report forms at the end of the Manual are freely available to copy for clinical and research purposes.

Please use the following form of reference when citing the Manual:
Tardif, T., Fletcher, P., Zhang, Z.-X. & Liang, W.-L. (2008). *The Chinese Communicative Development Inventory (Putonghua and Cantonese versions): Manual, Forms, and Norms*. Beijing: Peking University Medical Press.

See also:

Tardif, T., Fletcher, P., Liang, W.-L. & Kaciroti, N. (2009). Early vocabulary development in Mandarin (Putonghua) and Cantonese. *Journal of Child Language* 36, 1115-1144

New Web-Based Language Screeners for 3- Through 5-Year-Olds: QUILS and QUILS:ES

Roberta Michnick Golinkoff, University of Delaware

Jill de Villiers, Smith College

Kathy Hirsh-Pasek, Temple University

Aquiles Iglesias, University of Delaware

Mary Sweig Wilson, University of Vermont

Two new web-based, game-like screeners evaluate the language skills of children ages 3 through 5: the Quick Interactive Language Screener (QUILS) for monolingual English-speaking children (available now) and the QUILS:ES for English-Spanish bilingual children (coming soon). These research-based screeners measure not only vocabulary and syntax language products (what the child already knows) but also language processes (how the child learns new words and grammatical structures). The QUILS and QUILS:ES assess whether children are making age appropriate language progress, to pinpoint potential language delays and difficulties. The QUILS:ES uses best scores across English and Spanish to provide a full picture of bilingual children's language skills that are distributed across the two languages they are learning Administration and score reports for the QUILS and QUILS:ES are automated, and psychometric studies have established the reliability and validity of these screeners. The QUILS and QUILS:ES will serve as valuable tools for early childhood educators, psychologists, speech language pathologists, and researchers.

More information: https://quilscreener.com/

Phonological Assessment Test for Child Greek, PAel

Elena Babatsouli', University of Louisiana at Lafayette

A clinical tool created to provide easily accessible test procedures for the phonological assessment of developing child Greek speech between 2;6 and 9;0 years, both in Greece and internationally. The test is called 'Phonological Assessment test for child Greek, PAel'.

PAel utilises the theoretical framework of constraint-based non-linear phonology (Bernhardt & Stemberger, 1998) and assesses typically and atypically developing Greek phonology in both monolingual and multilingual contexts. PAel is comprised of a single-word elicitation technique in two-parts: 50-word Screener and 100-word Extended list, and a narrative of 1000 words. The test is designed to target and comprehensively represent variable Greek phonotactics, using imageable and culture-relevant words that are familiar to children, also accounting for phone, syllable, and word-structure frequency distributions, for predominant dialectal variation, and in cumulative depiction from the screener (50) to the extended list (100) to the narrative (1000). PAel takes about 10 mins (screener) or 30-40 min (extended list) to test. Selecting words from either one of the lists or the narrative may separately assist in targeting assessment, therapy, or linguistic research.

The assessment tools are available **free of charge** through the website of the Cross-linguistic Project at the University of British Columbia: http://phonodevelopment. sites.olt.ubc.ca/ ελληνικά-greek/ or by contacting the author at elena.babatsouli@louisiana.edu

Reference: Babatsouli, E. (2019). A phonological assessment test for child Greek (PAel). Clinical Linguistics and phonetics, 33(7), 601-627. doi:10.1080/02699206.2019.1569164.

A New and Complete Edition of the Wug Test

Jean Berko Gleason, Boston University

A new and complete edition of the Wug Test, in a format for children and parents/researchers, with all the original full color pictures and questions, and some answers and discussion for adults have just been published. It's available directly from Amazon in the U.S. (not to be confused with a book of poems with the same name), or through our own online Wug Store, where additional Wug stuff can also be found at: https://wugstore.com/
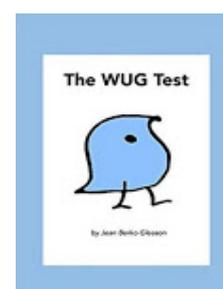
New Journal Announcement: Language Development Research

Ben Ambridge, University of Liverpool

Language Development Research is a forthcoming peer-reviewed Open Science journal published by the CHILDES Talkbank system and the Open Library of Humanities
https://www.openlibhums.org/

The journal is free to both readers and authors, with no article processing charges or other fees. The remit of the journal is to publish any empirical or theoretical paper that is relevant to the field of language development (typical and atypical, mono-, biand multi-lingual) and that meets our criteria for rigour, without regard to the perceived novelty or importance of the findings. As an Open Science journal, LDR requires that data and analysis scripts be publicly shared (except in special circumstances), supports pre-registration, registered reports, replications and meta-analyses, and is stringent with regard to both quantitative and qualitative methods of analysis. The journal will launch in July 2020 to coincide with the next IASCL conference. The initial editorial team comprises Ben Ambridge (Editor) and Action Editors Alex Cristia, Mike Frank, Vera Kempe, Brian MacWhinney, Aliyah Morgenstern, Lisa Pearl and Amanda Van Horne. The Editorial Board comprises Ana Castro, Arielle Borovsky, Beatriz de Diego, Caroline Rowland, Courtenay Norbury, Daniel Walter, Danielle Matthews, David Barner, Donna Jackson-Maldonado, Dorothy Bishop, Frank Wijnen, Javier Aguado-Orea, Jean-Pierre Chevrot, Josh Hartshorne, Katherine Messenger, Kirsten Read, Lisa Hsin, Melanie Soderstrom, Monique Mills, Natalia Gagarina, Patricia Brooks, Philip Dale, Sharon Unsworth, Steven Gillis, Tania Zamuner, Toby Mintz, Tom Roeper, Virve-Anneli Vihman and Weiyi Ma. Queries should be directed to LDRJournal2020@gmail.com

Special Issue of IBAD: The Interplay Between Language and Cognition

Jie Ren, The University of Toronto

Special Issue: The Interplay between Language and Cognition

Guest Editors: Barbara Höhle & Jie Ren

Call for papers for a special issue on the interplay between language and cognition to be published in Infant Behavior and Development.

Abstract Deadline: February 29,2020. Abstracts and questions about the special issue can be directed to Jie Ren at dr.ren@utoronto.ca.

Scope

The last decades of human developmental research have provided profound insights into language acquisition and other domains of cognitive development. However, every domain tends to explain developmental changes within its own theoretical frameworks and research traditions. Consequently, the possible mutual interactions between language acquisition and the development of other cognitive domains are still unclear.

In this Special Issue, we will invite empirical studies (longitudinal and cross-sectional) as well as review and perspective papers that focus on the parallels and interplay between language acquisition and cognition. Studies should investigate the linkage between language acquisition and other domains of human development, including visual perception, attention, executive functions, and social cognition, with typically and atypically developing infants under the age of 36 months.

We will entertain research that employs innovative methods, including the applications of novel statistical techniques, computational modeling, and neuroimaging and neurophysiological measures, for the investigation of the relations between language and cognition during the first three years of life. We especially welcome studies with a focus on neurobiological mechanisms behind links among language and cognition.

The studies to be published in the proposed special issue will lay the fundamentals for rethinking and reformulating current models on cognitive, social, and linguistic development in early human development.

For more information, please see https://www.journals.elsevier.com/infant-behavior-and-development/call-for-papers/the-interplay-between-languageacquisition

Conference on Bi/multilingualism and Specific Language Impairment (Developmental Language Disorder) (Bi-SLI 2020)

Sharon Armon-Lotem, Bar-Ilan University

Stanislava Antonijevic, National University of Ireland Galway

Rena Lyons, National University of Ireland Galway

Mary Pat O'Malley, National University of Ireland Galway

Bi-SLI 2020 will be held at the National University of Ireland Galway on 14th-16th June 2020.

Bi-SLI 2020 is the 3rd Bi-SLI conference focusing on research related to language acquisition in bi/multilingual children with SLI/DLD, as compared to language acquisition in typically developing (TD) bi/multilingual children (additional comparisons may be made with bi/multilingual children with ASD or other developmental disorders).

Confirmed keynote speakers at Bi-SLI 2020 are:
Prof Sharon Armon-Lotem (Bar-Ilan University)
Prof Elma Blom (University of Utrecht)
Prof Theo Marinis (University of Konstanz)

We would like to invite researchers who wish to share findings related to language acquisition in bilingual/multilingual children with SLI/DLD as compared to bilingual/multilingual children that are typically developing.
Deadline for abstract submission: 5th February 2020
Submit your abstract here

Bi-SLI conferences follow on from the European Cooperation in Science and Technology (COST) Action IS0804 '*Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment*' that addressed the issue of properly diagnosing bi/multilingual children with SLI/DLD in SLT caseloads. During the Bi-SLI COST Action the LITMUS (Language Impairment Testing in Multilingual Settings) tools were developed with the aim to facilitate the identification of SLI/DLD in bi/multilingual children.
Further details about BI-SLI 2020 can be found on the conference website: https://nuigalwaybsli.clr.events/event/128832:bi-sli-2020

We are looking forward to seeing you in Galway (European City of Culture 2020)

Conference on Multilingualism 2020 (COM2020)

Anna Wolleb, University of Reading

The next Conference on Multilingualism 2020 (COM2020) will be hosted by the Centre for Literacy and Multilingualism (CeLM) at the University of Reading (UK) **from the 23rd to the 25th of June 2020.**

The conference explores all aspects of multilingualism in the fields of linguistics, psychology, neurology, sociology, and educational sciences. We particularly welcome papers that address issues related to the five CeLM themes: Language and Literacy, Education, Neuroscience, Health and Migration. The call for oral and poster presentations is now open.
Please submit abstracts on EasyChair by following this link:
https://easychair.org/conferences/? conf=com2020
Deadline for abstract submission: 7th January 2020
Outcome of review process: 7th February 2020
Conference URL: https://research.reading.ac.uk/celm/com2020/
Conference Email: com2020@easychair.org

New Program at the Cognitive Neuroscience of Communication— Connecticut (CNC-CT)

Inge-Marie Eigsti, University of Connecticut

The Cognitive Neuroscience of Communication-CT program is funded by an NIH T32 Institutional National Research Service Award (Program Directors, Inge-Marie Eigsti & Emily Myers). While

significant progress has been made in understanding the underlying mechanisms that affect communication in various conditions, and in developing assessment and treatment strategies, progress is slower than it could be because of significant gaps in training of new communication scientists. The goal of this program is to provide targeted training in the cognitive neuroscience of communication disorders to predoctoral and postdoctoral scholars. We aim to provide more meaningful connections between trainees and the clinical

populations they study. This generation of trainees will have the professional skills to conduct and disseminate impactful neuroscience research.

Trainees will work under the supervision of one or more mentors on the CNC-CT team:

Richard Aslin, Haskins Labs and UConn

Inge-Marie Eigsti, Psychological Sciences, UConn

Deborah Fein, Psychological Sciences, UConn

Roeland Hancock, Psychological Sciences, UConn

Fumiko Hoeft, Psychological Sciences, UConn

Nicole Landi, Psychological Sciences, UConn

James Magnuson, Psychological Sciences, UConn

Jay Rueckl, Psychological Sciences, UConn

Emily Myers, Speech, Language and Hearing Sciences, UConn

Erika Skoe, Speech, Language and Hearing Sciences, UConn

Rachel Theodore, Speech, Language and Hearing Sciences, UConn

We are accepting applications for PREDOCTORAL TRAINEES AND POSTDOCTORAL RESEARCH ASSOCIATES for 2020. For more information about the program, and how to apply, visit:

https://cncct.research.uconn.edu/

Applicants must be US citizens or green card holders.

FORTHCOMING CONFERENCES AND WORKSHOPS

What: **The 94th Annual Meeting of the Linguistic Society of America (LSA 2020)**

When: 2-5 Jan 2020

Where: New Orleans, LA USA

Details: https://www.linguisticsociety.org/event/lsa-2020-annual-meeting

What: **DGFS 2020**

When: 4-6 March 2020

Where: Hamburg, Germany

Details: https://www.zfs.uni-hamburg.de/dgfs2020/dgfs2020.html

What: **Meeting on Language in Autism (MoLA)**

When: 12-14 March 2020

Where: Durham NC,USA

Details: http://mola2020.org/

What: **The 33rd Annual CUNY Human Sentence Processing Conference**

When: 19-21 March 2020

Where: Amherst, USA

Details: https://www.umass.edu/linguistics/cuny2020/

What: **The 2nd Conference of Architectures and Mechanisms for Language Processing (AMLaP) Asia**

When: 24-26 Apr 2020

Where: Macao, China

Details: http://ling.cuhk.edu.hk/amlap.asia/

What: The *12th Nordic Conference on Bilingualism (NCB12)*

When: 10-12 June 2020

Where: Stockholm, Sweden

Details: https://www.biling.su.se/english/the-12th-nordic-conference-on-bilingualism-ncb12

What: **The 15th International Congress of the Association for the Study of Child Language (IASCL)**

When: 13-17 July 2020

Where: Philadelphia, USA

Details: https://iascl2020.com/

What: **The 12th International Conference on Third Language Acquisition and Multilingualism**

When: 10-12 Sept 2020

Where: Zagreb, Croatia

Details: https://iaml3conference.ffzg.unizg.hr/

CONFERENCE AND WORKSHOP CALLS

What: **International Conference on Multiple Language Acquisition (ICMLA 2020)**

When: 30-31 January 2020

Where: Istanbul, Turkey

Details: https://waset.org/multiple-language-acquisition-conference-in-june-2020-in-istanbul

Submission Deadline: 30 Dec 2019

What: **The Asian Conference on Language (ACL2020)**

When: 29 March-1 April 2020

Where: Tokyo, Japan

Details: https://acl.iafor.org/

Submission Deadline: 17 Jan 2020

What: **International Conference on Linguistics and Child Language Acquisition (ICLCLA 2020)**

When: 23-24 April 2020

Where: Tokyo, Japan

Details: https://waset.org/linguistics-and-child-language-acquisition-conference-in-april-2020-in-tokyo

Submission Deadline: 30 Dec 2019

What: **Perspectives on Language in Children with Hearing Loss**

When: 14-15 May 2020

Where: Macquarie University, Sydney

Details: https://events.mq.edu.au/c/express/f2957b24-3619-4c27-9042-ee23cab847ba

Submission Deadline: 15 Feb 2019

What: **The Japanese Society for Language Sciences 22nd Annual International Conference (JSLS2020)**

When: 30-31 May 2020

Where: Okinawa, Japan

Details: http://jsls.jpn.org/jsls2020/en/jsls2020-2/

Submission Deadline: 15 Jan 2020

What: **Studying Children and Adolescents in World Englishes: Rethinking Paradigms and Approaches**

When: 3 June 2020

Where: Joensuu, Finland

Details: http://www.uef.fi/en/web/isle6/pre-conference-workshops

Submission Deadline: 31 Dec 2019

What: **Bi/multilingualism and Specific Language Impairment (Developmental Language Disorder)-Bi-SLI 2020**

When: 14-16 June 2020

Where: Galway, Ireland

Details: https://nuigalwaybsli.clr.events/event/128832

Submission Deadline: 5 Feb 2020

What: **Conference on Multilingualism 2020 (COM2020)**

When: 23-25 June 2020

Where: University of Reading, UK

Details: https://research.reading.ac.uk/celm/com2020/

Submission Deadline: 7 Jan 2020

What: **International Child Phonology Conference 2020 (ICPC)**

When: 24-26 June 2020

Where: Navarro, Gurabo Puerto Rico

Details: https://icpcpr.wixsite.com/icpc2020

Submission Deadline: 1 March 2020

What: **Conference on Building Linguistic Systems**

When: 1-3 July 2020

Where: York, UK

Details: https://sites.google.com/york.ac.uk/buildinglinguisticsystemsyork

Submission Deadline: 15 Jan 2020

What: **Generative Approaches to Language Acquisition – North America 9 (GALANA 9)**

When: 21-23 Aug 2020

Where: Reykjavík, Iceland

Details: https://conference.hi.is/galana9/

Submission Deadline: 15 Jan 2020

What: **The 11th International Conference on Construction Grammar (ICCG11)**

When: 20-22 Aug 2020

Where: Antwerp, Belgium

Details: https://www.uantwerpen.be/en/conferences/construction-grammars/

Submission Deadline: 20 Jan 2020

What: **The 53rd Annual Meeting of the Societas Linguistica Europaea (SLE 2020)**

When: 26-29 Aug 2020

Where: University of Bucharest, Romania

Details: http://www.sle2020.eu/

Submission Deadline: 15 Jan 2020

What: **Boston University Conference on Language Development (BUCLD 45)**

When: 5-8 Nov 2020

Where: Boston University, Boston, MA, USA

Details: https://www.bu.edu/bucld/
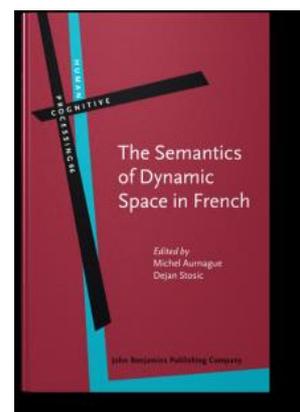
Submission Deadlines: 1 May 2020

BOOK ANNOUNCEMENTS

Editors: Michel Aurnague and Dejan Stosic
Title: The Semantics of Dynamic Space in French: Descriptive,
Experimental and Formal Studies on Motion Expression
Publisher: John Benjamins
ISBN (Hardbound): 9789027203205
ISBN (e-Book): 9789027262509

Research on the semantics of spatial markers in French is known mainly through Vandeloise's (1986, 1991) work on static prepositions. However, interest in the expression of space in French goes back to mid-1970s and focused first on verbs denoting changes in space, whose syntactic properties were related to specific semantic distinctions, such as the opposition between "movement" and "displacement". This volume provides an overview of recent studies on the semantics of dynamic space in French and addresses important questions about motion expression, among which "goal bias" and asymmetry of motion, the status of locative PPs, the expression of manner, fictive or non-actual motion. Descriptive, experimental and formal or computational analyses are presented, providing complementary perspectives on the main issue. The volume is intended for researchers and advanced students wishing to

learn about both spatial semantics in French and recent debates on the representation of motion events in language and cognition.

Details: https://benjamins.com/catalog/hcp.66

Author: Sophie Kern
Title: Language Development in Young Children- Theory, Clinic, Practice
Publisher: Deboeck Superieur
ISBN: 9782807320543

This book presents the development of language in young children in all its aspects: normal and pathological development, major phases of development, interindividual differences, etc. It deals with current theories on language acquisition and the major stages of normal development: phonetic and phonological development, lexical development, morphosyntactic development, pragmatic development. The authors also report the state of knowledge on interindividual differences in language acquisition, the latest language assessment practices in multilingual children, pathological development and early evaluation.
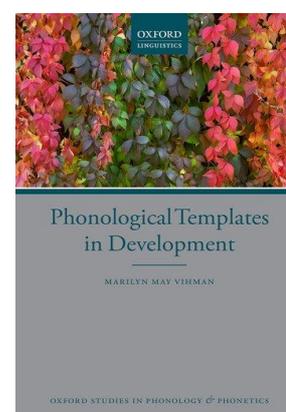
Details: https://www.deboecksuperieur.com/ouvrage/9782807320543-le-developpement-du-langage-chez-le-jeune-enfant

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Author: Marilyn May Vihman
Title: Phonological Templates in Development
Publisher: Oxford University Press
ISBN: 9780198793564

It includes an overview of first word forms, prosodic structures and template formation in children learning six languages, and also provides two chapters on adult use of templates – in core grammar and 'at play' – and discusses similarities and differences in these processes in child and adult use. There is an emphasis on the emergence of systematicity, from a usage-based perspective, and on the role of memory in early phonological development. The book suggests procedures for identifying prosodic structures and

templates. The book also provides a typology of prosodic structures, based on four to seven children in each of the language groups and discusses the many problems related to the development and fading of templates in the first year or two of word use.

Details: https://global.oup.com/academic/product/phonological-templates-in-development-9780198793564?sortField=8&resultsPerPage=100&lang=en&cc=gb#

THESIS ANNOUNCEMENTS

Author: Mengru Han
Title of the PhD thesis: The role of prosodic input in word learning: A cross-linguistic investigation of Dutch and Mandarin Chinese infant-directed speech
Institution: Utrecht Institute of Linguistics (UiL OTS), Utrecht University

Link to the thesis: https://www.lotpublications.nl/the-role-of-prosodic-input-in-word-learning

When talking to children, mothers across the world use infant-directed speech (IDS)—a speaking style which is characterized by exaggerated prosody compared to adult-directed speech (ADS). This dissertation investigates the role of prosodic input in children's word learning by focusing on the prosody of IDS in word-learning contexts, in which mothers introduce unfamiliar words to their children. Importantly, this research took a cross-linguistic approach to examine IDS in two typologically distinct languages: Dutch and Mandarin Chinese.

Three experiments were conducted. In Experiment 1, Dutch-speaking dyads participated in a semi-spontaneous storybook-telling task when the children were 18 months and 24 months (longitudinal design; N = 32). To establish a word-learning context, the storybook contained words that were familiar or unfamiliar to the children. In Experiment 2, Mandarin-Chinese-speaking mothers of 18- and 24-month-old children participated in a semi-spontaneous

storybook-telling task (cross-sectional design; 18m: N = 21; 24m: N = 19). The speech elicitation methods and materials were similar to Experiment 1. Experiment 3 used an Intermodal Preferential Looking Paradigm to compare Dutch children's online word-to-object mapping performance in ADS and IDS conditions. In addition, we collected vocabulary information from all participants in the three experiments.

Three key findings emerged from this research. First, both Dutch and Chinese mothers are sensitive, consciously or unconsciously, to their children's vocabulary knowledge and adapt their speech prosody (i.e. speaking rate and pitch) accordingly in word-learning contexts. However, the prosody of IDS in such word-learning contexts is manifested differently in these two languages. Second, the prosody of Dutch IDS specific to word-learning contexts is correlated with children's vocabulary size and vocabulary growth from 18 to 24 months. Third, Dutch 24-month-old children can reliably learn novel words from both ADS and IDS, but IDS might have a small facilitative effect on children's online word learning compared to ADS. In conclusion, the prosodic input in word-learning contexts is fine-tuned for linguistic purposes and plays a significant role in children's early word learning.

Author: Allyson Masters
Title of the M.A. thesis: Characteristics of Parent-Child Engagement in Spanish- and English-Speaking Dyads
Institution: San Diego State University/University of California, San Diego

How do children acquire language, and how do the interactions between parent and child support language learning? Of interest are the qualitative patterns of parent-child engagement that contribute to language learning. Evidence suggests that direct language input from more competent speakers is central to young children's language learning (Hart & Risley, 1995; Weisleder & Fernald, 2013; but cf. Sperry, Sperry, & Miller, 2018) and vocabulary growth can be either hindered or supported by characteristics of that input (Farrar, 1990; Hirsh-Pasek et al., 2015). Further, shared attention with a parent has been found to support vocabulary growth (Baldwin, 1995; Carpenter, Nagell, Tomasello, Butterworth, & Moore, 1998; TamisLeMonda, Bornstein, Baumwell, & Damast, 1996); when a parent and child jointly attend to an object, increases in both the number of utterances and turn taking occur (Tomasello & Farrar, 1986) which, in turn, supports vocabulary (Adamson, Bakeman, Suma, & Robins, 2017). Vocabulary supports a cascade of outcomes over the life span including reading skills (Duff, Reen, Plunkett, & Nation, 2015), math skills (Purpura, Hume, Sims, & Lonigan, 2011), social/emotional development (Sparapani et al., 2018), high-school performance (Snowling, Adams, Bishop, & Stothard, 2001), and employment (Armstrong et al., 2017).

The purpose of this thesis is to examine parent-child engagement in Spanish- and English-dominant dyads. In the United States, Spanish is the second most spoken language and the

number of people who speak Spanish has nearly doubled since 1990 (U.S. Census, 2011). Among children, Spanish learners are the fastest growing group (American Community Survey, 2015: nationwide, 13.5% of individuals five years or older speak Spanish at home whereas in states with large Hispanic populations, this number is higher). In California for example, nearly 30% of those five years or older speak Spanish at home (United States Census Bureau, 2015).

Author: Erin Smolak
Title of the PhD thesis: Continuity in language development: Predictions from decontextualized vocabulary and lexical access
Institution: San Diego State University/University of California, San Diego

Vocabulary knowledge and speed of lexical access are early components of linguistic skill that co-develop rapidly in the first two years of life. Evidence suggests that these components are foundational for downstream linguistic and cognitive skills and that early individual differences set the stage for a developmental cascade throughout the lifespan. The three studies in this dissertation seek to clarify how early, decontextualized vocabulary predicts later development, whether it has utility in individual prediction, and how vocabulary and speed of lexical access support language development together and separately.

Chapter 1 reviews the current literature on vocabulary development and speed of lexical access, exploring how these skills are interrelated and their relation to other domain-general learning mechanisms, closing with extant evidence on predictive utility. Chapter 2 follows from recent findings that early vocabulary predicts later literacy but that it accounts for a modest amount of variance in outcomes. Chapter 2 uses an assessment of decontextualized vocabulary and shows that early, decontextualized vocabulary predicts later vocabulary and kindergarten readiness at age four, explaining additional variance above and beyond a parent report assessment of early vocabulary. In a similar vein, results from Chapter 3 reveal decontextualized vocabulary to be a robust predictor of language abilities at age three and present preliminary evidence for its utility as a screening measure. Finally, Chapter 4 presents preliminary evidence for the hypothesis that although vocabulary knowledge and lexical access are related, they distinct in the extent to which they depend on long-term learning vs. processing efficiency. Results tentatively support this conclusion by revealing dissociation in prediction between these two components of early language. All three chapters examine these effects across groups differing linguistically and geographically and

explore whether patterns across samples suggest generalization of effects across languages or reveal linguistic differences. Practically, the goal of this research is to elucidate the processes of early language development, improve identification of children at risk for language delay and inform intervention strategies.

FROM THE EDITOR

The Child Language Bulletin is the official newsletter of the IASCL Association, and it is published twice a year on the website. All members of the association will receive an e-mail message each time a new issue of the Bulletin is published.

I encourage members to submit news and information that might be relevant to our research community, for instance, report on a conference or workshop, announcements about forthcoming conferences and workshops, new CHILDES corpora, books, and completed PhD Theses, conference and workshop calls, book reviews, and surveys. We need your contributions to keep the Bulletin abreast of developments in our field.

Please send any items that are of interest to the IASCL community to editor.iascl.clbulletin@gmail.com.

I look forward to receiving your submissions!
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IASCL DONATION DRIVE

The IASCL is a worldwide organization, which means that it aims to serve child language researchers in all countries of the world. Child language research is important everywhere, both from a theoretical perspective (cf. for instance the significance of cross-linguistic evidence) and from a more applied point of view (cf. for instance the need for good description to allow for the assessment of language learning problems). Unfortunately,

financial considerations are often a hindrance to the development of scientific disciplines in countries with severe 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 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 2020. 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.

Joining IASCL:

Due to accounting regulations, we have temporarily had to remove the online payment option for IASCL. Current membership runs until just prior to the start of the 2020 conference. Those attending the conference will pay the membership fee for 2020-2023 as part of their registration payment. After the conference, we will establish a new online payment system for those wishing to join IASCL for the 2020-2023 period who were unable to attend. In the meantime, if anyone has an urgent need to join IASCL, please contact the secretary, Vicki Chondrogianni, Email: v.chondrogianni@ed.ac.uk.