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 IASCL - Child Language Bulletin - Vol 40, No 2: December 2020

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## Updates on IASCL 2021



IASCL Conference  
July 15-25, 2021 | Virtual Attendance



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



## Reminder about IASCL 2021 Virtual Meeting

Rhea Paul, Conference Co-Chair, Sacred Heart University

The IASCL2020/21 planning Committee wants to remind you about our upcoming 2021 IASCL virtual meeting, which is the postponement of our planned 2020 gathering. As you know, this meeting will be held on-line. The program will be delivered over 10 full days. A combination of synchronous and asynchronous presentations will be available. All Plenary speakers will be synchronous and recorded. All seminars and poster presentations will be asynchronous. In order to address the time zone issue, all Plenary speaker presentations will be presented between approximately 10am and 4pm EST.

The dates for the online conference are July 15-26.

<b>PROGRAM</b>	
<b>Plenary Sessions (7)</b>	
<b>Synchronous</b>	
<b>Q/A Live/Recorded</b>	
<b>Seminars</b>	
<b>Asynchronous (Pre-recorded)</b>	
<b>Q/A asynchronous with Email link to speaker</b>	
<b>Program will group seminars by themes for participants' convenience (e.g.,</b>	
<b>bilingual)</b>	
<b>Posters</b>	
<b>Pre-recorded</b>	
<b>Scheduled Q&amp;A</b>	

### **Logistics:**

All presenters have been asked to confirm their participation in the 2021 conference.

All participants will load their presentations to our on-line platform by July 1, 2021. The complete schedule will be available in 2021 on the IASCL2021 website and participants will be provided with links to each session. Information on how to prepare materials, upload

recorded sessions, and conduct Q&A sessions will be available on the IASCL2021 website in early 2021.

**Please visit**

<https://iascl2021.com/>

for updates on plans regarding our on-line conference.

Best in the holidays to all and wishing you a BETTER 2021!

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## Updates from the TalkBank Child Language Projects

Brian MacWhinney, Carnegie Mellon University

Yvan Rose, Memorial University of Newfoundland

Nan Bernstein Ratner, University of Maryland

This report summarizes corpus development and programming development for the CHILDES and PhonBank databases, as well as work on three related projects.

### Corpus Development

In the spite of the impact of the pandemic, we have been able to add a number of new corpora and new languages to the database. We have also been updating existing corpora with the goal of maximizing compatibility between corpora.

#### **CHILDES Corpora (new and updated)**

- CHCC: Three Chinese heritage learners in the United States from Virginia Yip.
- DeHouwerBornstein: Dutch-French and Dutch-English early Mother-child interaction with video (password protected).
- Marathi-English: Book reading and free play from Susan Gelman.

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- Eisenberg-Guo: SLI children and controls.
  - Chromá: Two boys and four girls learning Czech.
  - SCECL: Eight children learning Serbian.
  - LabLing: Four children learning Bulgarian, also 50 narratives.
  - ErbaughLi: Linhui Li and colleagues have completely transcribed the recordings of four children learning Mandarin contributed earlier by Mary Erbaugh.
  - MAIN: We are establishing a new section of CHILDES for corpora collected with the MAIN picture stimuli.
  - Mandarin: Zhiyu Wu and Yibin Zhang completed a full restructuring and morphosyntactic analysis of all 19 Mandarin corpora and Chien-ju Chang contributed four new corpora.
  - Salama: single recordings from 10 children learning Arabic

#### **PhonBank Corpora (new and updated)**

- Cree-CCLAS: New transcripts supplementing the original dataset.
- Dutch-Utrecht: Updating of the corpus.
- Icelandic-Masdóttír: A large-scale study of phonological productions by school-aged Icelandic children.
- Luxembourgish: Elicited speech productions by child native speakers based on an adaptation of the PLAKSS test.
- Menn: A new set of phonological transcripts from the original ‘Jacob’ study, with additional transcripts under development.
- Norwegian-Simonsen: Updating of the corpus.
- Polish PCSP: Polish children with hearing impairment on two different speech elicitation tasks.
- Portuguese Ramalho: New transcripts to supplement the original dataset.
- Portuguese-Amorim: New dataset documenting European Portuguese on an elicitation task, not yet in full PhonBank format.

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- Portuguese-PereiraFreitas: New transcripts to supplement the original dataset.
  - Portuguese-Twins: A study of twins learning Brazilian Portuguese, not yet in full PhonBank format.
  - Spanish-Koiné: Expansion of the original corpus from CHILDES.

As always, we are thankful to everyone involved in the building, formatting, and publication of these corpora. With the addition of new research assistants this coming January, we expect to continue publishing new and updated corpora throughout the coming year.

In addition to this work on database development, we are currently developing a section to host additional datasets that are derived from PhonBank corpora. These derived datasets will also showcase new and original research using some of the most advanced new functions in Phon.

### Program Development

#### **Phon Program Development:**

Concerning the development of Phon, we reach a series of very significant milestones, which are combined within version 3.2 of the application.

- Expanded functions for corpus data management within the Project Manager.
- Timeline: New and original interface for record segmentation (time alignment) which greatly facilitates this task and subsequent edits of the speech segment boundaries.
- Expansion of query and reporting methods. Phon now provides functions for increasingly precise queries based on either textual or phonological annotations, including in the area of acoustic analysis (e.g. look behind and look ahead search functions; analyses of Voice Onset Time).
- Significant expansion of clinical analyses, with additional options for context-dependent Percentage of Phones Correct analysis, support for phone distortions as well as flexible functions to exclude or incorporate diacritics as part of the analyses.

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- Percentage of Diacritics Correct, to analyze phonological patterns whose description relies on diacritics such as the nasal tilde in French or accent marks for tonal patterns.
  - Percentage of Number Tone Correct, to analyze tonal patterns in languages where tones are marked by number diacritics at the end of syllables (e.g. Vietnamese; Mandarin and Cantonese Chinese).
  - New dictionaries of IPA forms for both Mandarin and Cantonese Chinese.
  - New syllabification algorithms for both Mandarin and Cantonese Chinese.
  - Transliteration dictionaries to work on Ewe and Setswana phonology and phonological development.
  - Analysis of inter-transcriber agreement (reliability), based on both PPC (all phones, vowels, and consonants), and Levenshtein Distance metrics.
  - Finalization of our development work on the Analysis Composer. Using this function, the user can combine queries, reports and analyses in integrate research methods that permit the user to develop, use and share full suites of analyses, a significant step toward research replicability.
  - Incorporation of PhonTalk and Chatter libraries as part of Phon to facilitate the importation and exportation of CHAT files into and from the Phon format. As part of the new development, the XML schema used by Phon is not 100% up-to-date relative to the relevant portions of the TalkBank XML format.

### **Phon tutorials**

Given all the changes to Phon over the last 3 years, we created a brand new set of video tutorials on how to use Phon. In order to maximize accessibility for these tutorials, we published them as part of a dedicated Phon channel on YouTube. The table of contents as well as all of the relevant links to these tutorials, organized into thematic playlists, are available from both the Phon website ( <https://www.phon.ca/> ) and the PhonBank database portal (<https://phonbank.talkbank.org>). The database portal also gives users access to written

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documentation as well as demonstration corpora. We will continue to add tutorial materials as we incorporate new functions to Phon, and to respond to user requests.

### **TalkBank Program Development:**

We are working on five major developments that impact all 14 TalkBank databases, including CHILDES and PhonBank:

**1. TalkBankDB:** This new system available from <https://talkbank.org/DB> supports a wide variety of queries to corpora in all 14 TalkBank databases. The output from these queries is provided in spreadsheet format to s that link up well with further analysis by programs such as R. The many features of this new system are described in the online manual, available in the title bar.

**2. New Browsable Database:** The old Browsable Database used ASP-based software that is open to attack and difficult to maintain. The new Browsable Database software, called TalkBank Browser, can take data both from CHAT transcripts, as in the older version, but it can also take data directly from TalkBankDB, allowing for more structured and more powerful analyses.

**3. Collaborative Commentary:** Within the new TalkBank Browser, we are developing a system to add commentaries about specific segments of transcripts. These commentaries are stored in a separate database keyed to the media value in the transcripts. Because commentary can be available within a particular user groups, the system is designed to support research group analysis, as well as teaching.

**4. Cocoa CLAN:** Recent versions of the OS X operating system for Macintosh no longer support 32-bit applications. As a result, Leonid Spektor has needed to create a new version of CLAN using the Cocoa system. This new version is largely complete, although the Sonic CHAT function is not yet implemented.

**5. Containerization:** We are working to structure all of the systems maintenance aspects of TalkBank into Docker containers to allow for easy installation at new sites and better system



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maintenance. To achieve this we are completely automating all functions for deployment and database checking.

**Related Projects:**

Nan Bernstein Ratner at Maryland is spearheading two projects related to PhonBank and CHILDES developments. The first is the NSF and NIDCD-supported FluencyBank, which studies the growth of language production fluency over childhood. One of its current initiatives is to analyze language from children who do and who do not recover from early stuttering to identify and refine how expressive language skills enable recovery from stuttering. The project is also recoding many other existing TalkBank databases for their fluency features. Software developed for this initiative include the new FluCalc utility, which can generate a full fluency and speech rate profile for appropriately coded and media-linked samples. The FluencyBank has also developed teaching resources for instructors in CSD programs that enable students to perform stuttering assessment activities using almost three dozen adult volunteers (the “Voices of People who Stutter” project).

The second initiative (NIDCD-funded) is the Child Language Assessment Project (CLASP), which focuses on the creation, refinement and testing of clinical language sample analysis (LSA) measures. In this context, with help from Jenny Roberts and Evelyn Altenberg, we have greatly improved the accuracy of CLAN's IPSyn scoring. We are also working with Barbara Pearson to improve scoring of DSS. Both the FluencyBank project and the CLASP project have worked to improve the uniformity and coding of a standard set of over 1000 comparison files from typically-developing children to be compared with clinical samples, in order to provide on-line, age-referenced LSA summary profiles for pre-school children.

Within the context of the CLASP project, we are also working with colleagues to improve the coverage in CHILDES of the language of children learning African-American English (AAE).

Curation of these data is still in process, and we would very much welcome additional contributions of data from this important and understudied population.

Third, we continue adding data to the HomeBank repository of daylong recordings in the home at <https://homebank.talkbank.org>. This project is directed by Mark Van Dam and Anne Warlaumont.

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## Call for Special Collection on Infant-Directed Speech (IDS) in Lesser Studied Languages and Caregivers

Nan Xu Rattanasone, Macquarie University

*Language Development Research: An Open-Science Journal (LDR,* <http://www.languagedevelopmentresearch.com/>), which was launched on 5 November 2020.

**Submission Deadline: 30th April 2021**

**About the Special Collection:** Infant-directed speech, the special way people speak to infants, has many features that are shared across languages, including a slower speaking rate, higher and greater changes in pitch over an utterance, and acoustically exaggerated vowel and consonant contrasts. Some of these features have been associated with better developmental outcomes. However, none of these features are universal across languages, cultures, or all caregivers within a community. Studying infant-directed speech in lesser-studied languages presents the opportunity to observe how different linguistic structures are modified across diverse languages. It also provides an opportunity to examine the effect of collective child-rearing practices common among many communities around the world where grandparents are often the primary carers. Even in the widely reported English-speaking countries, increasing participation by mothers in the workforce has seen fathers taking on co-parenting roles, or becoming the primary caregivers. Yet, little is known about the input infants receive from these important people in their lives. Across these populations of speakers, we still lack a

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comprehensive understanding of the factors that contribute to variability in infant-directed speech, such as caregiver education and the role of common mental health issues such as anxiety and depression. The goal of this special issue is to address these questions by pulling together the latest research from diverse populations to understand variation in infant-directed speech.

**Suggestions for possible areas:** Papers on a range of areas in infant-directed speech will be considered including papers on:

- Lesser-studied languages
- Cross-linguistic and cross-cultural comparisons
- Primary carers other than mothers

**Keywords:** infant-directed speech, minorities, non-WEIRD communities, parenting

**About the Journal:** *Language Development Research: An Open-Science Journal (LDR, <http://www.languagedevelopmentresearch.com/> )* was established in 2020 to meet the field's need for a peer-reviewed journal that is committed to fully open science: **LDR charges no fees for readers or authors**, and mandates full sharing of materials, data and analysis code. The intended audience is all researchers and professionals with an interest in language development and related fields. The journal is managed by its editorial board and is not owned or published by any public or private company, registered charity or not-for-profit organization. *LDR* invites submissions that meet the journal's criteria for rigour, without regard to the perceived novelty or importance of the findings. General and special-topic articles ("Special Collections") are published in a rolling format, to ensure rapid, cost-free publication for authors.

**Submission instructions:** [submit your paper](#) by 30th April 2021, mentioning the special collection in the "Comments to Editor" box.

**Editorial processes:** In line with LDRs commitment to [research integrity](#), articles submitted for the Special Collection will be handled by the journal editorial board and undergo the journal's standard [peer-review process](#). The editors of the Special Collection (Titia Benders, Alex Cristia, Amanda Seidl, Nan Xu-Rattanasone) are responsible for writing an introduction. They will have no influence on the peer-review process or any editorial decisions regarding articles submitted to the Special Collection.

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## Special Issue of the *Journal of Memory and Language*: Integrating Statistical Learning into Cognitive Science

Edited by

Ram Frost, The Hebrew University

Louisa Bogaerts, The Hebrew University

Morten H. Christiansen, Cornell University

Statistical learning (SL) has become a major theoretical construct in cognitive science. Hypothesized as the primary means by which organisms learn about the regularities in the environment, SL is proposed to be involved in a wide range of basic and higher-order cognitive functions such as vision, audition, motor planning, reading, event processing, speech perception, language acquisition, to name a few. The important role of SL in cognitive science stems, therefore, from the wide range of processes it may subserve. However, each domain of learning is characterized by different types of regularities, and different types of computations. For SL theory to achieve its promise and establish itself as a key building block of such a diverse set of cognitive functions, evidence from a wide range of research areas should be integrated with SL research and vice versa. The aim of this special issue was to foster a bilateral integration of SL research with cognitive science: not only should domain-relevant evidence about the complexity of real-world input become more tightly integrated into SL research, but non-SL studies should also carefully consider the nature and range of

statistical regularities that may affect learning and processing in a given domain. Four papers on reading in the volume demonstrate that such integration can lead to a better understanding of reading, while also revealing the complexity and abundance of different statistical patterns present in printed text. Moving beyond disciplinary boundaries has the promise to broaden the focus of SL research beyond simple artificial patterns, to examine the rich and subtle intricacies of real-world cognition. A final paper on the neurobiological underpinnings of SL and the consolidation of learned statistical regularities further illustrates what might be gained from a better integration of SL and memory research.

For table of contents and links to papers: <https://www.sciencedirect.com/journal/journal-of-memory-and-language/special-issue/10WFC32526Q>

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## Update on Multilingual Assessment Instrument for Narratives (MAIN) Language Versions

MAIN-Team in and outside of ZAS

ZAS Papers in Linguistics 64 (2020) with 80 new language versions will be ready by the end of this year (42 are already uploaded to MAIN materials website that you can access after registration). In addition, chapters on adaptation have recently been published and these are available in open access: <https://zaspil.leibniz-zas.de/issue/view/55>

We already have more than 750 MAIN users worldwide (the number is growing every day!): in order to increase our collaborators' visibility and to inform the MAIN Network about the collaborators' activities, please send us your publications, projects, information about MAIN related activities, and we will post them on our website. Please visit our new MAIN website here: <https://main.leibniz-zas.de/>

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We have two MAIN logos, one with a transparent background and one with an olive-green background, designed by the author of pictures, Loreta Valantiejiene. The colors of letters correspond to the main colors used in the MAIN stories. They are available for free download here: <https://main.leibniz-zas.de/en/main-materials/main-materials/>.

Our collaborators please use these logos in your MAIN related activities.

You can find the overview of all language versions (including those still in preparation) and contacts here: <https://main.leibniz-zas.de/en/worldwide-network/>

For all users who have registered to use MAIN materials in the last few years but not recently: You can now access all available language versions (new and revised) by registering for use of MAIN materials and accepting the license, citation and copyright rules here: <https://www.leibniz-zas.de/index.php?id=964>

Please note that we have the adaptations of the pictures for some countries/regions of the world, e.g., India, Iran, Luganda, South Africa.

We wish our collaborators and users a lot of success with MAIN and look forward to hearing about your papers and projects.

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## Introducing the Podcast *Kletsheads*

Sharon Unsworth, Radboud University

*Kletsheads* is a podcast about bilingual children for parents, teachers and speech language therapists. What can you expect if you're raising your children bilingually? What's important? What will help your children's language development and what won't? In each episode, Dr.



Sharon Unsworth, linguist and mother of two children (both bilingual, of course), discusses the science behind the language development of bilingual children with another expert. Along the way, there are practical tips, we hear from children about what it's like growing up with two or more languages, and we talk to parents and professionals about their experiences with bilingual children. Listen by searching for "Kletsheads [English edition]" in Apple Podcasts, Google Podcasts, Spotify or another podcast app, or via the website [www.kletsheadspodcast.org](http://www.kletsheadspodcast.org).

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## Report on Workshop on the Many Paths to Language (MPaL 2020)

Max Planck Institute for Psycholinguistics, Netherlands

This two-day online workshop was held on 22<sup>nd</sup> and 23<sup>rd</sup> October 2020. It focused on significant differences in the way children acquire language. It explored (a) multiple sources of variation in early language development, including children's linguistic and cultural environments, their cognitive maturation, and the structural properties of the languages they are acquiring, along with (b) the implications of this variation for the mechanisms that drive and support native language acquisition, given the overall robustness of learning in the face of this variability.

The workshop included talks from three invited speakers (Gabriella Vigliocco, Andrea Ravnani, and David Barner), as well as 24 peer-reviewed talks, 10 flash-poster talks, and a total of 73 poster presentations.

Details: <https://www.mpi.nl/events/many-paths-language-mpal>

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## [Publications] 2021 Travel Awards

Virginia Gathercole, President, International Association for the Study of Child Language



*publications*



*Publications* Editorial Office are pleased to inform that the application period is still open for the *Publications* 2021 Travel Award. The applications will be assessed by an Evaluation Committee consisting of senior scholars from the Publications Editorial Board.

This prize provides financial support for the winners to attend an international conference in the field of scholarly publishing to be held in 2021, in order to hold a presentation, present a poster, or both.

### Requirements:

- Postdoctoral fellows or Ph.D. students.
- Plans to attend an international conference in 2021 (oral presentation or poster).

### Required documents:

- Information of the conference the applicant is planning to attend and the abstract that will be submitted.
- Curriculum Vitae and list of publications.
- Justification letter describing the focus of the research (max. 800 words).
- Letter of recommendation from the supervisor, research director, or department head, which also confirms the applicant's status as a postdoctoral fellow/Ph.D. student.
- The winners (two awardees) will each be awarded **800 CHF** and a certificate.

Please apply by clicking the link

(<https://www.mdpi.com/journal/publications/awards/1158>) before **31 January 2021**.

The winners will be announced at the end of **February 2021**.

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## FORTHCOMING CONFERENCES AND WORKSHOPS

**What:** Budapest CEU Conference on Cognitive Development (BCCCD21)

**When:** 4-8 January 2021

**Where:** Budapest, Hungary (Online)

**Details:** <http://bcccd.org/welcome.htm>

**What:** The 95th Annual Meeting of the Linguistic Society of America

**When:** 7-10 January 2021

**Where:** USA (Online)

**Details:** <https://www.linguisticsociety.org/event/lsa-2021-annual-meeting>

**What:** 11th Workshop on Phonological Externalization of Morphosyntactic Structure (phex 11)

**When:** 13 February 2021

**Where:** Sapporo, Japan (Online)

**Details:** <https://toki482.wixsite.com/phex11>

**What:** AG 5: Encoding Aspectuality in Germanic Languages – Empirical and Theoretical Approaches (DGfS 2021)

**When:** 24-26 February 2021

**Where:** Freiburg, Germany

**Details:** [https://easychair.org/cfp/DGfS2021\\_AG5](https://easychair.org/cfp/DGfS2021_AG5)

**What:** Third Annual 2nd Language Learning & Disabilities Conference

**When:** 26-27 February 2021

**Where:** Boston, USA (Online)

**Details:** <https://www.bu.edu/rs/2020/11/24/third-annual-2nd-language-learning-disabilities-conference/>

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**What: The Sociolinguistics Symposium (SOSY)**

**When:** 26-27 February 2021

**Where:** USA (Online)

**Details:** <https://publish.illinois.edu/sociolinguisticsymposium/>

**What: 45th Penn Linguistics Conference**

**When:** 19-21 March 2021

**Where:** Philadelphia, USA (Online)

**Details:** <https://www.ling.upenn.edu/Events/PLC/plc45/>

**What: EMLAR XVI: Experimental Methods in Language Acquisition Research**

**When:** 13-15 April 2021

**Where:** Utrecht, Netherlands (Online)

**Details:** <https://emlar.wp.hum.uu.nl/information/>

**What: 7th Young Linguists' Meeting in Poznan: Rethinking Language and Identity in the Multilingual World (YLMP 2021)**

**When:** 23-25 April 2021

**Where:** Poznan, Poland (Online)

**Details:** <http://ylmp2021.amu.edu.pl/>

**What: 12th International Conference on Corpus Linguistics (CILC 2021)**

**When:** 28-30 April 2021

**Where:** Spain (Online)

**Details:** <http://www.aelinco.es>

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**What: International Conference on Linguistics and Child Language Acquisition (ICLCLA 2021)**

**When:** 6-7 May 2021

**Where:** Istanbul, Turkey (Online)

**Details:** <https://waset.org/linguistics-and-child-language-acquisition-conference-in-may-2021-in-istanbul>

**What: Semantics and Linguistic Theory 31 (SALT 31)**

**When:** 7-9 May 2021

**Where:** Brown University, USA (Online)

**Details:** <https://saltconf.github.io/salt31/index.html>

**What: NAPLIC 2021**

**When:** 8 May 2021

**Where:** Sheffield, UK

**Details:** <https://www.naplic.org.uk/conferences/>

**What: Phonetics and Phonology in Europe 2021**

**When:** 21-23 June 2021

**Where:** Barcelona, Spain

**Details:** <https://pape2021.upf.edu/>

**What: 17th International Pragmatics Conference**

**When:** 27 June- 2 July 2021

**Where:** Winterthur, Switzerland

**Details:** <https://pragmatics.international/page/Winterthur2021>

**What: EUROSLA 30: The 30th Conference of the European Second Language Association**

**When:** 30 June-3 July 2021

**Where:** Online

**Details:** <https://www.ub.edu/eurosla2021/>

**What: IASCL 2021 Conference**

**When:** 15-25 July 2021

**Where:** Online

**Details:** <https://www.ub.edu/eurosla2021/>

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## CONFERENCE AND WORKSHOP CALLS

**What: Multilingualism on My Mind - Exploring Multilingualism in Education (MoMM 2021)**

**When:** 18-19 March 2021

**Where:** Bergen, Norway (Online)

**Details:** <https://momm2021.w.uib.no/>

**Submission Deadline:** 20 January 2021

**What: International Conference on Multilingual Theories and Practices**

**When:** 15-16 April 2021

**Where:** Dublin, Ireland

**Details:** <https://mtpdublin.home.blog/>

**Submission Deadline:** 1 February 2021

**What: 57th Annual Meeting of the Chicago Linguistic Society (CLS 57)**

**When:** 6-8 May 2021

**Where:** Chicago, USA (Online)

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*Details:* <http://chicagolinguisticsociety.org>

*Submission Deadline:* 8 January 2021

**What: The Thirteenth Heritage Language Research Institute**

*When:* 7-10 June 2021

*Where:* <https://international.ucla.edu/nhlrc/article/230734>

*Details:* [cwl@international.ucla.edu](mailto:cwl@international.ucla.edu)

*Submission Deadline:* 22 January 2021

**What: 13th International Symposium on Bilingualism (ISB)**

*When:* 10-14 July 2021

*Where:* University of Warsaw, Poland (Online)

*Details:* <http://isb13.wls.uw.edu.pl>

*Submission Deadline:* 15 January 2021

**What: Approaches to Phonology and Phonetics 2021**

*When:* 25-27 June 2021

*Where:* Lublin, Poland

*Details:* <http://apap.umcs.lublin.pl/>

*Submission Deadline:* 31 March 2021

**What: International Corpus Linguistics Conference 2021 (CL)**

*When:* 13-17 July 2021

*Where:* Limerick, Ireland

*Details:* <https://www.cl2021.org/>

*Submission Deadline:* 22 January 2021

**What: The 9th European Conference on Language Learning (ECLL2021)**

*When:* 15-18 July 2021

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*Where:* University College London, UK (Live and Online)

*Details:* <https://ecll.iafor.org/>

*Submission Deadline:* 20 April 2021

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

*When:* 18-20 August 2021

*Where:* Antwerp, Belgium

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

*Submission Deadline:* 11 January 2021

**What: 54th Annual Meeting of the Societas Linguistica Europaea (SLE)**

*When:* 31 August-3 September 2021

*Where:* Athens, Greece

*Details:* <http://www.sle2021.eu/>

*Submission Deadline:* 15 January 2021

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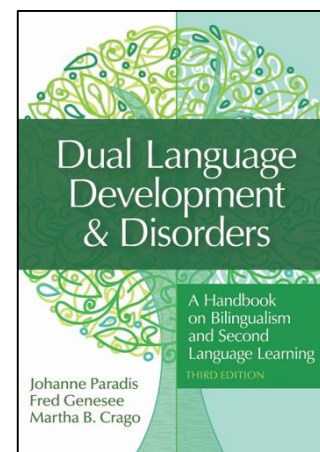
## BOOK ANNOUNCEMENTS

*Authors:* Johanne Paradis, Fred Genesee, & Martha B. Crago

*Title:* Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning, Third Edition

*Publisher:* Brookes Publishing

*ISBN:* 978-1-68125-406-7



Updated with the latest research and recommended practices, this book gives a broad audience of future professionals the clear and comprehensive information they need to promote positive outcomes for young dual language learners and make informed decisions about assessment and intervention when a disorder is present. Readers will get up-to-date guidance on a wide range of key topics, including recognizing the typical stages of second

language learning, supporting development in both languages, distinguishing a language delay from a disorder, planning culturally appropriate interventions, addressing reading disorders in bilingual children, and more. New and enhanced student-friendly features make this edition even more engaging and practical, and a robust new package of online support materials will help faculty members use the book effectively in their courses. With the foundational knowledge in this state-of-the-art textbook—also a valuable resource for in-practice SLPs and educators—professionals will be ready to help young dual language learners thrive, both at home and in the classroom.

Details: <https://products.brookespublishing.com/Dual-Language-Development-Disorders-P1242.aspx>

*Author:* Marilyn A. Nippold

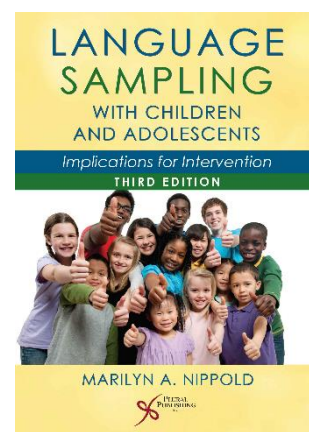
*Title:* Language Sampling with Children and Adolescents: Implications for Intervention, Third Edition

*Publisher:* Plural Publishing

*ISBN:* 978-1-63550-276-3

### **NOW COVERS CHILDREN AND ADOLESCENTS!**

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## THESIS ANNOUNCEMENTS

*Author:* Charleen List

*Title of the PhD thesis:* Testing the Extended Optional Infinitive Hypothesis in English and German

*Institutions:* University of Liverpool



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In the field of child language acquisition, children's acquisition of verb inflection and the production of errors during that process has long been discussed by two contrasting approaches: the generativist approach and the constructivist approach. A well accepted generativist theory on the acquisition of verb marking in typically developing children (TD) is the Optional Infinitive (OI) Hypothesis (Wexler, 1994). According to this hypothesis children's verb-marking errors reflect a stage in which their grammars allow non-finite forms (e.g. `paint') in contexts in which finite forms (e.g. `paints') are required. With an (Extended) Optional Infinitive ((E)OI) Stage (Wexler, 1994; Rice et al., 1995) the assumptions of this account have been broadened to the group of children with Developmental Language Disorder (DLD). These children produce OI errors at higher rates than both age-matched and language-matched controls even when their MLU increases.

The constructivist view, on the other hand, argues that children's early grammar develops out of specific instances in the input, and emphasises the distributional pattern of the input language (e.g., Bybee, 1996; 2010; Ambridge & Lieven, 2011; Tomasello, 2000; 2003).

In this thesis the Dual-Factor Model (Freudenthal, et al., 2007, 2015) represents the input driven accounts and supports this view through computational modelling. According to the Dual-Factor Model (Freudenthal, et al., 2007, 2015), children's verbmarking errors reflect the learning of infinitives from compound finite structures in the input (which, in German, take the form `He can a house build-INF'). Children produce infinitives in compound-finite contexts because they are effectively truncated modals. Furthermore, TD children and children with DLD (to a higher extent) tend to default, which means that they produce those verb forms more often, that are particularly high frequency forms in the target language.

The dissertation aims to test these two different models of the pattern of verb-marking error in English and German-speaking children with DLD and language-matched controls.

To test the predictions of the two models, two verb elicitation experiments were conducted with English-speaking and German-speaking children with DLD and language matched controls. These experiments involved eliciting a range of verbs which occurred in two different conditions: a simple-finite condition (e.g. 'Lisa paints a flower. Peter ... ') and a compound-finite condition (e.g. 'Peter can a car paint-INF. Lisa ... '). Each theoretical account had language specific predictions for the study. An EOI stage could be found for English but not for German children with DLD. This finding is supported in the German data by an effect of condition, which implies that OI's are actually truncated modals. The overall prediction of the Dual-factor model that the verb production will be affected by the relative frequency of the verbs in the input could be demonstrated for English.

Another study in this thesis investigates German corpus data where a child with DLD is also compared to a TD child. In this study the semantic distribution and the influence of input through relative frequency of verbs are also determined.

Finally, the findings of the three studies are summarized, and the main implications of the results for the EOI hypothesis and the Dual-factor model on OI errors are discussed, possible future research directions are suggested.

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*Author:* Rebecca Holt

*Title of the PhD thesis:* Facilitating language processing for children with hearing loss

*Institution:* Macquarie University

Many children with hearing loss (HL) can achieve functional language comprehension via the use of hearing aids and/or cochlear implants. However, they may still process language slowly and effortfully compared to those with normal hearing. Slow and effortful processing are associated with a range of poor outcomes, such as difficulties with social interaction, lower academic achievement, and increased incidence of stress and fatigue.

This thesis therefore examined how spoken language processing may be made faster and less effortful for children with HL. Two avenues for this facilitation were considered: the enrichment of bottom-up and top-down information, exemplified by visual speech cues (e.g., the speaker's facial movements) and informative semantic context, respectively. Results demonstrated that children with HL were able to process language faster with the addition of both visual speech cues and informative semantic context, and benefited to the same extent as their peers with normal hearing. However, reduction of processing effort was not observed.

These findings indicate that children with HL can benefit from both enriched bottom-up and top-down information with respect to language processing speed, contributing to theoretical accounts of bottom-up and top-down interactions in language processing under adverse listening conditions. Furthermore, these findings may lead to practical steps for facilitating effective communication for children with HL as well as future clinical and/or educational interventions.

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## 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](mailto: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](#).

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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](mailto:anna.theakston@manchester.ac.uk)

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## MEMBERSHIP

If you attended the IASCL conference in Lyon 2017, you will remain a member of IASCL until the first day of the 2021 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/four years and expires on the first day of the next triennial Congress, to be held in the summer of 2021. 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.

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were unable to attend. In the meantime, if anyone has an urgent need to join IASCL, please contact the secretary, Vicki Chondrogianni, Email: [y.chondrogianni@ed.ac.uk](mailto:y.chondrogianni@ed.ac.uk).