
IASCL - Child Language Bulletin - Vol 41, No 1: August 2021

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The logo for the International Association for the Study of Child Language (IASCL) features the acronym 'IASCL' in a bold, green, sans-serif font.

International Association for the Study of Child Language



Letter from the President

Annick De Houwer, IASCL President

Dear IASCL members,

As I am writing these lines, this year's IASCL Conference is still fresh in memory. In name of all of us in the child language research community, I would like to express a big heartfelt thanks to the 2021 IASCL Conference Committee, and especially to Rhea Paul, Aquiles Iglesias, and Julia Parish-Morris. At an "in person" meeting, we would have had many individual thank you's, and many rounds of applause, at a final conference session. The online nature of this year's conference made this impossible. The very fact, though, that we ****did**** have a conference this year, to replace the originally planned "in person" 2020 conference, has been of enormous value to the child language community. I cannot thank the organizers enough for their flexibility and willingness to scrap previously made plans and start from scratch, and to organize an online conference instead, in the process adding a full year to the 3-year preparation period they originally committed to. I cannot imagine the difficulties and the amount of added work load that this decision surely entailed. Thank you.

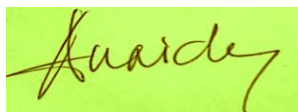
I want to particularly honor Leslie Rescorla for her service in the Conference Committee and I am very sad that she was unable to experience the fruits of its conference preparations.

I wish to also thank our outgoing President, Virginia C. Mueller Gathercole, for her tireless work in helping the Association bridge this difficult pandemic time, and for cheerfully adding on another year of service to the child language research community. She held it all together,

and, above all, took many initiatives to move our association forward. Thank you also to the other IASCL Officers and committee members for extending their terms by one year due to the postponement of the 2020 conference to 2021. A very special thanks to Anna Theakston, who has been IASCL Treasurer for 19 (!!) years. She will be handing over the baton to Gary Morgan. Angel Chan is well on her way towards matching Anna's record term of service - Angel has been the Bulletin Editor for 12 years now! Thank you, Angel, for a great job.

I look forward to working with the new Board and Executive Committee members. The Association will be setting up social media outlets in order to stimulate exchanges amongst members. We will also be thinking of additional ways in which to support especially our junior colleagues, whose early careers have likely suffered because of the pandemic. Together, and with input from all of you, IASCL members, we will overcome these challenging times so that our field can continue to flourish and grow.

Optimistically yours,

A handwritten signature in black ink on a light blue background, reading "Annick De Houwer".

Annick De Houwer

IASCL President

Harmonious Bilingualism Network

PS Please do not hesitate to email me at annick.dehouwer@habilnet.org with any ideas or comments that might help our membership

Message from the New Vice President about the 2027 IASCL Meeting

Letitia Naigles, IASCL Vice President

Hello! My name is Letty Naigles, and I am the new Vice President of IASCL. I am excited to be working with Annick and the rest of the IASCL board and executive committee on IASCL-related activities, and my particular portfolio includes helping to establish the site of the 2027 meeting and helping the organizers of that meeting.

So, my message to IASCL members is: Have you thought about hosting the 2027 IASCL meeting? If so, please reach out to me via email, and we will set up a conversation. We can go over what's involved in hosting and think about next steps forward. Don't worry if you don't have a complete proposal ready! I am happy to hear from all who are interested, but I especially hope to hear from IASCL members in countries (and continents!) that haven't yet hosted an IASCL meeting.

My email is letitia.naigles@uconn.edu; I look forward to hearing from you!

Changes on the Board and the Executive Committee

Annick De Houwer, IASCL President

At the Business Meeting held online during the 2021 IASCL Conference the following changes to the IASCL Board and the Executive Committee were ratified:

BOARD

President, Annick De Houwer, Harmonious Bilingualism Network, Belgium (until 2024)

Vice-President, Letitia Naigles, University of Connecticut, United States (until 2024)

Treasurer, Gary Morgan, City University of London, United Kingdom (until 2027)

Vicky Chondrogianni stays on as Secretary until 2024, and Brian MacWhinney stays on as Assistant Secretary.

At the Business Meeting it was also decided to create two new Board positions:

(1) A Conference Liaison Officer. Shanley Allen (outgoing Vice-President) will take up this position until 2024 in order to serve as an ex-officio member of the conference committee for the 2024 conference.

(2) A Media Coordinator. The Board will work with the Executive Committee towards finding an IASCL member for this job.

EXECUTIVE COMMITTEE (all until 2027)

Daniela Gatt, University of Malta, Malta

Celia Rosemberg, National Science & Technology Research Council, Argentina

Meredith Rowe, Harvard University, United States

Filip Smolik, Charles University, Czechia

Mele Taumoepeau, University of Otago, New Zealand

Gillian Wigglesworth, University of Melbourne, Australia

and

(ex-officio) Outgoing IASCL President, Virginia C. Mueller Gathercole, United States

The following members stay on until 2024:

Reili Argus, Estonia

Sharon Armon-Lotem, Israel

Laura Bosch, Spain

Patricia Brooks, United States

Lourdes de León, Mexico

Paula Fikkert, The Netherlands

Yuki Hirose, Japan

Chloe Marshall (ex-officio, Editor, *First Language*), United Kingdom

Aliyah Morgenstern, France

Ciara O'Toole, Ireland

Johanne Paradis (ex-officio, Editor, *Journal of Child Language*), Canada

With thanks to the outgoing members for their service:

Anne Baker, The Netherlands and South Africa

Dorthe Bleses, Denmark

Christopher Fennell, Canada

Natalia Gagarina, Germany

Tina Hickey, Ireland

Sophie Kern, France

Courtenay Norbury, United Kingdom

Hrafnhildur Ragnarsdottir, Iceland

Elena Tribushinina, The Netherlands

IASCL on Social Media

Annick De Houwer, IASCL President

It's taken some time in coming, but the IASCL is now on social media. These social media channels are meant to increase our association's visibility and to enhance communication amongst members.

Check out our new YouTube channel at

<https://www.youtube.com/channel/UC0uVwYr66zRZtjilsnTq57g>.

Sounds like a mouthful, right...? Please subscribe to our channel, so that we'll soon have the opportunity to change that silly url into something more pronounceable.

And while you're at it, please "like" our new Facebook page at

<https://www.facebook.com/InternationalAssociationForTheStudyOfChildLanguage/> .

The IASCL will be getting a new Media Coordinator (we hope!) but right now, Annick De Houwer, current IASCL President, is taking care of these new communication channels. If you have any relevant news you want to share or videos you'd like to post, please drop her (and the rest of the Board) a line at IASCLstaff@gmail.com (yes, we now have a brand new IASCL email address as well!).

Report on the 2021 Virtual Conference

Steering Committee: Aquiles Iglesias, Julia Parish-Morris, Rhea Paul, ex officio: Virginia C. Mueller Gathercole

The 18th IASCL International Conference was scheduled to take place in July 2020 in Philadelphia in the United States. The University of Pennsylvania and the University of Delaware co-sponsored the conference, with primary leadership provided by Julia Parish-Morris (UPenn) and Aquiles Iglesias (UDel). The Steering Committee worked with the Organizing Committee (see below) to select an internationally diverse list of potential Plenary Speakers and assemble a review committee for submitted papers and posters. Plenary speakers as selected by the Organizing Committee were invited. The call for submission of posters and symposia (groups of 4-6 individual paper submissions organized by a symposium leader around a theme) went out in July 2019. Symposia and Posters were reviewed by the Organizing Committee and invitations to present were finalized by February 2020.

Dr. Parish-Morris' role was to oversee the on-the-ground logistics for the conference, including housing, presentation spaces, registration, and food service. Dr. Iglesias took primary responsibility for designing and implementing the conference website and program. However, the advent of the Covid 19 pandemic, with its attendant limitations on travel and assembly,

resulted in postponing the conference to July 2021. The new plan was to hold the conference in person in Philadelphia, as originally planned, just a year later, and including all the originally accepted submissions and invitations.

However, by the Spring of 2021, it became clear that travel was still likely to be severely constrained even during the Summer of 2021, and the Steering Committee made the decision to hold the conference virtually. This required a complete reorganization of all aspects of conference planning. The Steering Committee hired a free-lance IT consultant to make sure all the digital pieces of the conference came together, including the integration of pre-recorded symposia and posters with live-streamed Q&A sessions for each Plenary talk and Symposium. Ten student/faculty “Ambassadors” hosted the 53 live-streamed Q&A sessions with support from the IT consultant. Accessibility was achieved through the use and careful editing by each presenter of the automated transcript generated by Zoom software. Closed captioning accompanied each live Q&A session.

During the time period for the conference (expanded from the originally planned 5 days to the 7 working days between July 15-23, 2021), presentations were organized on a daily schedule by Dr. Iglesias and his team (see below), although, with the exception of Plenary talks and live Q&A sessions for Symposia, which were live-streamed only during their scheduled time, participants COULD view any of the pre-recorded presentations at any time convenient for them.

Time Slots Eastern Standard Time	July 15 (Thu)	July 16 (Fri)	July 19 (Mon)	July 20 (Tues)	July 21 (Wed)	July 22 (Thu)	July 23 (Fri)
10:00am-11:30am (Asynchronous)	SYM 1,2,3, 4, 5, 6	SYM 7, 8, 9, 10, 11, 12, 13	SYM 14, 15, 16, 17, 18, 19, 20	SYM 21, 22, 23, 24, 25, 26	SYM 27, 28, 29, 30, 31, 32, 33	SYM 34, 35, 36, 37, 38, 39, 40	SYM 41, 42, 43, 44, 45, 46
11:30am-12:00pm (Synchronous)	SYM 1, 2, 3, 4, 5, 6 Discussion	SYM 7, 8, 9, 10, 11, 12, 13 Discussion	SYM 14, 15, 16, 17, 18, 19, 20 Discussion	SYM 21, 22, 23, 24, 25, 26 Discussion	SYM 27, 28, 29, 30, 31, 32, 33 Discussion	SYM 34, 35, 36, 37, 38, 39, 40 Discussion	SYM 41, 42, 43, 44, 45, 46 Discussion
12:15pm-1:15pm (Synchronous)	PLENARY I Courtenay Norbury, PhD Title: Stability and change in developmental language disorder	PLENARY II Asifa Majid, PhD Title: Becoming expert at communicating the senses: from children to musicians and perfumers	PLENARY III Catherine S. Tamis-LeMonda, PhD Title: Language Learning in Context: Contributions of Child, Caregiver, and Culture	PLENARY IV Jill de Villiers, PhD Title: Theory of Mind: a Linguistic Point of View	PLENARY V Mutsumi Imai, PhD Title: Lexical development as a Process of Symbol Grounding and System Construction	PLENARY VI Kimberly Noble, MD, PhD Title: Socioeconomic inequality and children's brain development	SPECIAL SESSION Yvan Rose and Brian MacWhinney Title: Title: New Corpora and Tools for PhonBank and CHILDES
1:30pm (Asynchronous)	POSTERS (By Subject Area) Atypical Populations Pragmatics Prosody	POSTERS (By Subject Area) Cognition and Language General Language	POSTERS (By Subject Area) Input Factors Non-Verbal Communication	POSTERS (By Subject Area) L1 Acquisition Perception Semantics and Lexicon	1:30-3:00 Business Meeting (Synchronous) POSTERS 3:30pm (By Subject Area) Comprehension Later Language Development Literacy and Language	POSTERS (By Subject Area) Cultural and Social Factors Multilingualism Phonetics and Phonology Sign Language	POSTERS (By Subject Area) New Methods in Language Research Neurobiology in Language Morphology Syntax Production

In total 46 Symposia, each consisting of 4-6 individual papers and followed by a live-streamed Q&A session, 7 Plenary sessions (see above) with live Q&As, and 316 Posters were presented during the seven days of the conference. The total number of presenters involved was 1,135. Over 500 people registered for the conference. Participants came from 65 countries.

Plenary talks addressed a wide range of topics including developmental language disorders, the development of expertise and sensory language, contributions of caregivers and culture to language acquisition, linguistic aspects of theory of mind, lexical development and symbol system construction, the role of socioeconomic mediators in cognitive development, and emerging tools for the analysis of language corpora. Attendance at each of the Plenary sessions exceeded 100 people, and lively discussions followed each, with many participants expressing appreciation for the quality of the talks and of the interactions that followed them.

Despite the complexities of converting from an in person to an online conference and the attendant technical issues that needed to be addressed, feedback from participants was uniformly positive and encouraging, and some aspects of the online format (e.g., the opportunity for asynchronous participation by those unable to attend in real time) may be incorporated into future conferences. Most presentations have been archived and efforts are

being made to ensure they will remain available to interested researchers. We all look forward to being together in Prague for IASCL's 19th conference.

Organizing Committee		
<p>Aquiles Iglesias Conference Co-Chair <i>Professor</i> University of Delaware</p>	<p>Rhea Paul Conference Co-Chair <i>Professor</i> Sacred Heart University</p>	<p>Julia Parish-Morris Conference Co-Chair <i>Research Assistant Professor</i> University of Pennsylvania</p>
<p>Lisa Bedore <i>Professor</i> Temple University</p>	<p>Nan Bernstein Ratner <i>Professor</i> University of Maryland</p>	<p>Patricia Brooks <i>Professor</i> CUNY</p>
<p>Roberta M. Golinkoff <i>Professor</i> University of Delaware</p>	<p>Kathy Hirsh-Pasek <i>Professor</i> Temple University</p>	<p>Gigliana Melzi <i>Associate Professor</i> NYU</p>
<p>Amanda Owen Van Horne <i>Associate Professor</i> University of Delaware</p>	<p>Anna Papafragou <i>Professor</i> University of Pennsylvania</p>	<p>Rhea Paul <i>Professor</i> Sacred Heart University</p>
<p>Leslie A. Rescorla <i>Professor</i> Bryn Mawr College</p>	<p>Daniel Swingley <i>Professor</i></p>	

ATTN: IASCL Presenters

Virginia C. Mueller Gathercole, IASCL President, 2017-21

(Please ignore this message if you did not present a talk or poster at the recent IASCL conference.)

Dear IASCL Presenters,

Thank you once again for your wonderful contributions to the recent IASCL virtual conference. The organizers and I were impressed by the high quality of the work presented and the geographical spread of presenters and conference participants. Thank you for helping to make the conference such a success.

We are working on the possibility of keeping talks and posters available long-term, so as to make your work available beyond the conference (as a sort of "e-proceedings"). While the process of setting this up is quite complicated, and we are encountering a few glitches in this, we will be working on it in the next few weeks to try to establish this.

In order to set it all up, there are a few pre-conditions:

First, the talks and posters will be made available unless you opt out. You can send an email directly to me, at GathercoleIASCL@gmail.com , if you wish to opt out of making your talk or poster available.

Second, those of you who prepared a zoom talk and sent zoom links, we can keep those links live if you keep your zoom available. That is, please ensure that you or your university do not delete the zoom account through which you prepared your presentation. (Alternatively, we can download those talks as mp4 files and make them available that way.)

Thank you in advance. As we work out the details for this, I will send updates once we work out the details and manage to make things operative.

All best wishes, and please stay safe.

P.S. Please share the above information with your co-presenters.

Please send responses to: GathercoleIASCL@gmail.com

Roger Brown Award

Virginia Mueller Gathercole, IASCL President, 2017-2021



You can watch the award ceremony on the brand new
IASCL YouTube channel at

<https://www.youtube.com/watch?v=KW0GfTUe4s4>



Congratulations to Prof. Eve V. Clark, Stanford University, Emerita, on her receipt of the Roger Brown Award for 2020/21. The award was announced at the recent Business Meeting of the IASCL, on July 21, 2021. The award was established in honor of Roger W. Brown, Professor of Social Psychology, Harvard University, from 1962 to 1994: father of modern-day research on child language and founder of developmental psycholinguistics. The award is conferred at each IASCL conference on an outstanding researcher and leader in the field of child language.

The award was determined on the basis of careful consideration of the number and range of publications, citations, and contributions to the child language research community and IASCL. This year's Roger Brown Committee consisted of Elena Tribushinina, Aliyah Morgenstern, and Virginia Mueller Gathercole (Chair).

Prof. Eve V. Clark has been a longstanding leader in the areas of the acquisition of word meaning, including abstract and relational terms, over- and underextensions, new word

coinages; usage-based approaches, including pragmatic principles, multi-modal and contingent features of everyday talk, co-speech gesture, communicative interaction and intent; input and repairs and reformulations; the relationship between language development and cognition, including emergent categories. She has had an enduring influence on observational and experimental methods and on the theoretical bases of development. Her work has had a profound impact via not only publications and teaching, but also her behind-the-scenes work as an editor (e.g., for *Language*, *Monographs of the SRCD*, *Journal of Memory and Language*, *Oxford International Encyclopedia of Linguistics*) and as a member of numerous research council panels, both in the US and across the world (e.g., NSF, NIH, NEH, Research Councils in Canada, The Netherlands, France). She has acted as a Professor, Visiting Professor, or Visiting Scholar in over 28 organizations across over 9 countries; she served as an officer of IASCL (President, 2011-2014), LSA, and American Association for the Advancement of Science. The evidence for the esteem with which her tireless work is held is shown by her having been invited to act as a Keynote or Plenary speaker over 45 times from 1976 to the present.

The child language research community is grateful to Eve Clark for her impressive body of work, which has been key in helping to shape many of the debates in the field, and we congratulate her on receiving this prestigious award.

Interview with Jean Berko Gleason

Paul Massari, Harvard University

For over 60 years, Jean Berko Gleason, PhD '58, has been a leader in the study of the way human beings acquire language. Now professor emerita at Boston University, Gleason reflects on her time at GSAS, the field of psycholinguistics, and the groundbreaking “Wug Test” that forever changed scientists’ understanding of how children learn language.



How did your interest in language start?

My brother was six years older than me. He was a really nice person and very smart, but he had cerebral palsy. I was acutely aware from an early age of my brother's agony, being trapped inside a body that didn't really do what he wanted it to do. People said they couldn't understand him when he spoke, but I always could. So, I guess I was a translator. That experience of being close to a person who suffered and being aware of the communication pressures around him made me more sensitized to language than I otherwise might have been.

You studied history and literature as an undergraduate at Radcliffe. Why did you decide to get your PhD in linguistics and social psychology?

I took all of these language courses in college and loved them, but I realized that there was something else I wanted to know. So, when I was a senior, I took a course with a young assistant professor named Roger Brown called "The Psychology of Language." He talked all about language: how we acquire it, process it, produce it, and comprehend it. And I just said, "This is what I have to do." I decided that I wanted to go to graduate school to study linguistics.

In fact, Roger Brown became your graduate advisor. How did that relationship shape your PhD work and your career?

Roger Brown was the major influence on my life. He was a wonderful mentor. Brilliant. Generous. The kind of person who would say, "Okay, you know you did more work on this article, so your name goes first." We wrote some great things together: chapters in major books about psycholinguistics. And he was also funny. It was hard to believe we got so much work done because we were having so much fun. I learned a lot from him and I'm forever grateful.



Most folks know what psychology is. Many know what linguistics is. What is psycholinguistics?

A linguist looks at a language and analyzes it. They can say, “Here’s the way it works. Here are the set of sounds for the three regular plurals in English. Here are the rules.” Psycholinguistics deals with the actual mental processes that are involved in acquiring language, in understanding language, in producing language, and, ultimately, in losing language.

In the 1950s, you created a new way to study language acquisition in children: The Wug Test. Can you explain what it is and how it works?

As I said before, we can analyze language. We can say, for instance, “Here’s the way you make the plural. Here’s the way you make the past tense.” And we know that adults can make plurals and the past tense. We know that if we give them a new word, they don’t have to go to the dictionary to find out what the plural of it is. But what about kids? Are they just being taught “This is the ‘dog’ and now there are two ‘dogs’; this is a ‘book’ and now there are two ‘books’”? Or at some point are they internalizing these rules? That’s what we wanted to discover.

So, I went to the Harvard Coop and bought some five by seven cards and a pack of colored pencils and made these drawings. Then we made up words that the kids had never heard before to describe the pictures. One was “wug.” It’s a little creature. It looks like a bird.

We showed the pictures to kids in kindergarten, first, and second grade and asked them to use basic English grammar—plurals, past tenses, progressive of the verb—again, with words they didn’t know. We showed a picture of one bird and said, “This is a wug.” Then we showed a picture of two and asked them to make the plural: “These are two ___?” And the child would say, “Wugs.” Or “This is a man who zibs. He is a ___.” And the child would say, “Zibber.”

What we found was that children behave in very predictable ways. The most common and regular grammatical forms are how they answer, and they mostly do it in the same way. It's not just memorization or imitation. A four-year-old knows basic plurals and how to make an agent out of a verb. Because people liked the picture of the bird, it became known as the "Wug Test."

Some linguists say that language is innate. Some say it's acquired through interactions with parents who model language, rewarding correct usage and ignoring "bad attempts." As you look back on a lifetime of research, what does it tell you about the way we learn language—and about the nature versus nurture debate?

I'm an interactionist. I don't think you come innately with grammar. I believe that you build your brain. And kids have to have, not just input, but an affective component as well. You're not going to learn language from somebody playing the television set at you. Language is about communication with other people. It's not a purely cerebral activity. Children need interaction and they need love in order to learn.

That said, we have a brain that has a potential for acquiring language that other animals don't have. I mean, primates can do amazing things, but they're not going to write a disquisition on theology. So, I'm in the middle. Humans are different, but they need a lot of exposure, a lot of experience, and a lot of interaction to acquire language.

Details: Massari, P. (2021, February 22). All You Need Is Wug. *Alumni, Social Sciences*.

<https://gsas.harvard.edu/news/colloquy/winter-2021/all-you-need-wug>

Photos Courtesy of Jean Berko Gleason

Special Issue of *First Language*

Hannah Sarvasy, Western Sydney University

This Special Issue of *First Language* investigates the early acquisition, by toddlers and preschoolers, of diverse types of complex predicates in five non-European languages: Cree, Modern Hebrew, Nungon (Papua New Guinea), Q'anjob'al Maya, and Qaqet (Papua New Guinea). The phenomena targeted are: Cree coverb constructions, Modern Hebrew 'extended predicates,' Nungon multi-verb predicates, Q'anjob'al causatives (in comparative perspective with two other Mayan languages), and Qaqet prepositional verbs. The issue also includes an introduction exploring the different types of scholarly motivations for targeting such phenomena in under-described and non-European languages.

1. On the acquisition of complex predicates: Introduction to the special issue (Hannah S. Sarvasy)
2. The development of preverbs in Northern East Cree: A longitudinal case study (Julie Brittain and Yvan Rose)
3. Initial observations on complex predicates in Qaqet children's language (Birgit Hellwig)
4. The emergence and development of complex predicates in early child Hebrew (Lyle Lustigman)
5. The acquisition of causatives in Q'anjob'al Maya (Pedro Mateo Pedro)
6. Acquisition of multi-verb predicates in Nungon (Hannah S. Sarvasy)

Details: Sarvasy, Hannah S. (ed.). August 2021. Acquisition of Complex Predicates. Special issue of *First Language*, 41(4). <https://journals.sagepub.com/toc/flaa/current>

Beyond Speech Workshop: Towards Better Communication for Children with Hearing Loss

Rebecca Holt, Macquarie University

Thursday, 14th - Friday, 15th October 2021

Online, Macquarie University, Sydney, Australia

Children with hearing loss face unique challenges when acquiring spoken language. Despite advances in early identification, hearing devices and intervention, many children with hearing loss still experience challenges achieving effective communication. Expanding upon the success of our 2020 event, this multidisciplinary online workshop brings together perspectives on these children's spoken and sign language development from researchers, clinicians, health practitioners and families alike.

Keynote Speakers

- Susan Nittrouer (University of Florida)
- Catherine McMahon (Macquarie University)
- Suzanne Purdy (University of Auckland)
- Christine Yoshinaga-Itano (University of Colorado)

Discussion Panels

- Latest results from the LOCHI study
 - Teresa Ching (Macquarie University, National Acoustic Laboratories)
 - Linda Cupples (Macquarie University)
 - Greg Leigh (Macquarie University; NextSense Institute)
- Perspectives from parents of children with hearing loss
- Reflections from young adults with hearing loss

Free to register online by 1st October 2021: <https://redcap.link/BeyondSpeech>

- Auslan interpretation and closed captioning provided

Program enquiries: ben.davies@mq.edu.au

General enquiries: pamela.pan@mq.edu.au

Organising Committee

Ben Davies, Katherine Demuth, Rebecca Holt, Chi Yhun Lo, Katie Neal, Isabel O’Keeffe, Pamela Pan, Mridula Sharma and Elise Tobin

Workshop Sponsors

- ARC Linkage Grant LP180100534 (Demuth & Sharma)
- ARC Laureate Fellowship FL13010014 (Demuth)
- Macquarie University Child Language Lab
- Macquarie University Centre for Language Sciences (CLaS)

The Fourth International Conference on Interdisciplinary Advances in Statistical Learning

Morten H. Christiansen, Cornell University

We are pleased to announce the Fourth International Conference on Interdisciplinary Advances in Statistical Learning, which will take place in San Sebastian, Spain, June 1-3, 2022.

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

Our keynote speakers:

- Floris de Lange (Donders Institute, Radboud University)

- Adele Goldberg (Princeton University)
- James Magnuson (University of Connecticut and BCBL)

The deadline for abstract submissions is March 1, 2022.

Additional information will be available on the conference site:

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

Please save the date! We are looking forward to seeing you all in San Sebastian!

Manuel Carreiras, Ram Frost, Blair Armstrong, Louisa Bogaerts, and Morten Christiansen

FORTHCOMING CONFERENCES AND WORKSHOPS

What: 54th Annual Meeting of the Societas Linguistica Europaea

When: 30 August - 3 September 2021

Where: Online

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

What: Second South Asian Forum on the Acquisition and Processing of Language (SAFAL)

When: 29-30 August 2021

Where: University of Potsdam, Germany

Details: <https://sites.google.com/view/safal2021/home>

What: Interspeech 2021

When: 30 August - 3 September 2021

Where: Brno, Czechia (Hybrid)

Details: <https://www.interspeech2021.org/>

What: 3rd International Conference on Language, Linguistics and Society

When: 14- 15 September 2021

Where: Online

Details: <https://icllis2021.wixsite.com/home>

What: International Developmental Language Disorder Research Conference 2021

When: 20-22 September 2021

Where: Online

Details: <https://bit.ly/2X2Nsz1>

What: SinFonIJA 14: 14th Conference on Syntax, Phonology, and Language Analysis

When: 22-24 September 2021

Where: Novi Sad, Serbia

Details: <https://t.ly/Sinfonija14NoviSad>

What: PALA: 20th International Symposium of Processability Approaches to Language Acquisition

When: 24-25 September 2021

Where: University of Trento, Italy

Details: <https://webmagazine.unitn.it/en/evento/lettere/74800/pala-2021>

What: Second Language Teaching/Acquisition in the Context of Multilingual Education

When: 29-30 September 2021

Where: Tbilisi State University, Georgia

Details: <http://seltame.tsu.ge/>

What: Annual Meeting on Phonology 2021

When: 1-3 October 2021

Where: University of Toronto and York University, Canada

Details: <https://www.amp2021toronto.com/>

What: RCSLT Conference 2021: Breaking Barriers and Building Better

When: 5-7 October 2021

Where: Online

Details: <https://www.rcslt.org/events/rcslt-conference-2021/>

What: Community-Based Heritage Language Schools Conference

When: 8-9 October 2021

Where: Online

Details: <https://www.american.edu/soe/iie/heritage-language-conference.cfm>

What: ExLing 2021: 12th International Conference of Experimental Linguistics

When: 11-13 October 2021

Where: Athens, Greece

Details: <https://exlingsociety.com/>

What: Bilingualism Matters Research Symposium 2021

When: 25-26 October 2021

Where: Online

Details: <https://bit.ly/2VK3ptd>

What: BUCLD: The 46th Annual Boston University Conference on Language Development

When: 4-7 November

Where: Online

Details: <https://www.bu.edu/buclid/>

What: PACLIC 35: The 35th Pacific Asia Conference on Language, Information and Computation

When: 5-7 November 2021

Where: Shanghai, China (Hybrid)

Details: <http://corpus.shisu.edu.cn/corpusen/PACLIC35/list.htm>

What: 7th International Conference of the Linguistic Association of Pakistan 2021

When: 10-12 November 2021

Where: Sargodha, Pakistan

Details: <http://www.iclap.org/ICLAP2021/>

What: ASHA Convention 2021: Rising United

When: 18-20 November 2021

Where: Washington D.C., USA (Hybrid)

Details: <https://convention.asha.org/>

What: BUCLA: 7th Bucharest Colloquium of Language Acquisition

When: 19-20 November 2021

Where: Online

Details: <https://lls.unibuc.ro/2021/7th-bucharest-colloquium-of-language-acquisition/>

What: BiMuLT21: New Approaches to Bilingualism and Multilingualism and Language Learning/Teaching

When: 20-21 November 2021

Where: Nicosia, Cyprus

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

What: IRAAL Annual Conference: Applying Linguistics in the 21st Century

When: 26-27 November 2021

Where: University College Dublin, Ireland

Details: <https://aila.info/2021-iraal/>

What: The 96th Annual Meeting of the Linguistic Society of America

When: 6-9 January 2022

Where: Washington D.C., USA (Hybrid)

Details: <https://www.linguisticsociety.org/event/lisa-2022-annual-meeting>

What: Fourth International Conference on Language Attrition and Bilingualism

When: 24-26 March 2022

Where: New Haven, USA

Details: <https://bit.ly/3s5Tyu2>

CONFERENCE AND WORKSHOP CALLS

What: Psycholinguistic, Neurolinguistic and Clinical Linguistic Research

When: 30 October 2021

Where: Online

Details: <https://bit.ly/3fODWGa>

Submission Deadline: 31 August 2021

What: Multilingual Children and their Imaginative Worlds

When: 11-12 November 2021

Where: Online

Details: <https://nettskjema.no/a/201176#/>

Submission Deadline: 1 September 2021

What: iTel: 2nd International Conference Innovation and Technology in Language Teaching

When: 29 November - 3 December 2021

Where: Online

Details: <https://eventos.uab.pt/itel2021/>

Submission Deadline: 15 September 2021

What: ABC 21: Language and Cognition in Typical and Atypical Development

When: 2-4 December 2021

Where: Hong Kong SAR, China (Hybrid)

Details: <http://bmi.cuhk.edu.hk/abc21/>

Submission Deadline: 31 August 2021

What: ConSOLE: 30th Conference of the Student Organisation of Linguistics in Europe

When: 25-27 January 2022

Where: Nantes, France

Details: <https://sites.google.com/view/console2022/home>

Submission Deadline: 5 September 2021

What: 10th International Symposium on the Acquisition of Second Language Speech

When: 20-22 April 2022

Where: Barcelona, Spain

Details: <https://www.ub.edu/newsounds2022/>

Submission Deadline: 1 November 2021

What: Approaches to Digital Discourse Analysis

When: 13-15 May 2022

Where: St. Petersburg, Florida, USA

Details: <https://adda3.org/>

Submission Deadline: 15 November 2021

What: 2022 National Conference Speech Pathology Australia

When: 22-25 May 2022

Where: Victoria, Australia

Details: <https://bit.ly/3AyYsCZ>

Submission Deadline: 14 September 2021

***What:* Speech Prosody 2022**

When: 23-26 May 2022

Where: Lisbon, Portugal

Details: <http://labfon.lettras.ulisboa.pt/sp2022/>

Submission Deadline: 10 November 2021

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

When: 15-17 September 2022

Where: Zagreb, Croatia

Details: <http://iaml3conference.ffzg.unizg.hr/>

Submission Deadline: 30 September 2021

***What:* Advances in Teaching Foreign Languages to Young Learners**

When: 22-23 September 2022

Where: Online

Details: <https://younglearners.uni-wuppertal.de/en.html>

Submission Deadline: 30 November 2021

BOOK ANNOUNCEMENTS

Author: Annick De Houwer

Title: Bilingual Development in Childhood

Publisher: Cambridge University Press

Online ISBN: 9781108866002



In the first decade of life, children become bilingual in different language learning environments. Many children start learning two languages from birth (Bilingual First Language Acquisition). In early childhood hitherto monolingual children start hearing a second language through daycare or preschool (Early Second Language Acquisition). Yet other hitherto monolingual children in middle childhood may acquire a second language only after entering school (Second Language Acquisition). This Element explains how these different language learning settings dynamically affect bilingual children's language learning trajectories. All children eventually learn to speak the societal language, but they often do not learn to fluently speak their non-societal language and may even stop speaking it. Children's and families' harmonious bilingualism is threatened if bilingual children do not develop high proficiency in both languages. Educational institutions and parental conversational practices play a pivotal role in supporting harmonious bilingual development.

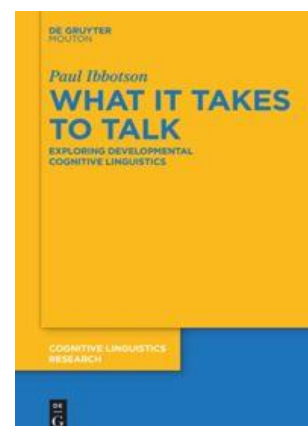
Details: <https://bit.ly/3izjv20>

Authors: Paul Ibbotson

Title: What it Takes to Talk: Exploring Developmental Cognitive Linguistics

Publisher: De Gruyter Mouton

ISBN: 978-3-11-064441-8



This book puts cognition back at the heart of the language learning process and challenges the idea that language acquisition can be meaningfully understood as a purely linguistic phenomenon. For each domain placed under the spotlight - memory, attention, inhibition, categorisation, analogy and social cognition - the book examines how they shape the development of sounds, words and grammar. The unfolding cognitive and social world of the child interacts with, constrains, and predicts language use at its deepest levels. The conclusion is that language is special, not because it is an encapsulated module separate from the rest of cognition, but because of the forms it can take rather than the parts it is made of, and because it could be nature's finest example of cognitive recycling and reuse.

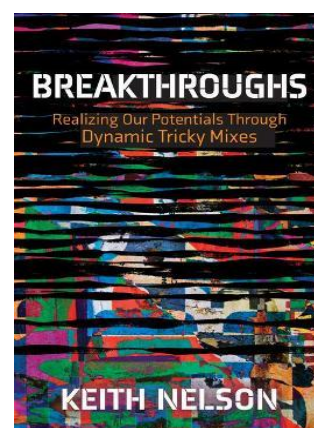
Details: <https://www.degruyter.com/document/doi/10.1515/9783110647914/html>

Authors: Keith Nelson

Title: Breakthroughs: Realizing Out Potentials Through Dynamic Tricky Mixes

Publisher: Morgan James Publishing LLC

ISBN: 9781631956690



Covers a Dynamic Systems account of language acquisition in all modes in modern society and also in evolutionary history. Places this account in contexts of Dynamic Systems in other domains of science, social policy, ecology, and education. Brief review below.

Creativity. Ingenuity. Insight. These potentially course-changing attributes are not just happy accidents – they can be cultivated and called to action by those who understand them and how they interact with numerous interconnected factors and forces that define the status quo. This Breakthroughs book by Keith Nelson, a keen observer of nature, human nature, interactions, and the art that is all around us, is an outstanding resource for those who would explore the

potential of intentionally developing the capacity to recognize opportunities and to respond to them.

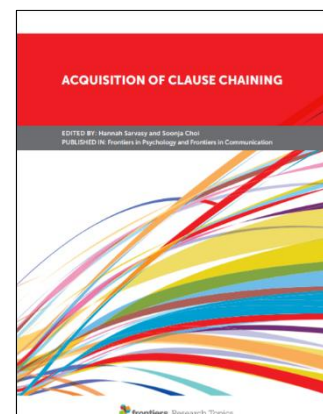
Details: <https://bit.ly/37C1XMp>

Authors: Hannah Sarvasy and Soonja Choi

Title: Acquisition of Clause Chains

Publisher: Frontiers in Psychology and Frontiers in Communication

ISBN: 978-2-88966-291-3



Acquisition of Clause Chains targets a special complex sentence type, found in hundreds of languages worldwide, but until now barely studied from an acquisition perspective: clause chains. A clause chain comprises two to twenty or more clauses that are under-specified for tense and other categories, followed or preceded by a single clause that is fully-specified for all categories. Clause chains prototypically describe sequences of related events and actions, but often have further, extended functions. Clause chain syntax is neither textbook coordination nor subordination. This Research Topic includes nine original research articles, a short synthesizing analysis, and an Editorial:

1. Editorial: Acquisition of Clause Chaining (Hannah S. Sarvasy and Soonja Choi)
2. The Acquisition of Directionals in Two Mayan Languages (Clifton Pye and Barbara Pfeiler)
3. The Narrative Past Inflection in Sesotho Child and Child-Directed Speech (Kristina Riedel, Hannah Sarvasy and Katherine Demuth)
4. Acquisition and Development of Verb/Predicate Chaining in Hebrew (Ruth Berman and Lyle Lustigman)
5. To Link or Not to Link: Clause Chaining in Japanese Narratives (Patricia M. Clancy)
6. Clause Chaining and Discourse Continuity in Turkish Children's Narratives (Hale ÖgelBalaban and Ayhan Aksu-Koç)
7. Development of Clause Chaining in Korean (Soonja Choi)

8. Ku Waru Clause Chaining and the Acquisition of Complex Syntax (Alan Rumsey, Lauren W. Reed and Francesca Merlan)
9. Acquisition of Pitjantjatjara Clause Chains (Rebecca Defina)
10. The Acquisition of Clause Chaining in Nungon (Hannah S. Sarvasy)
11. Beyond the Two-Clause Sentence: Acquisition of Clause Chaining in Six Languages (Hannah S. Sarvasy and Soonja Choi)

Details: <https://bit.ly/3yCvamf>

THESIS ANNOUNCEMENTS

Author: Erin S. Isbilen

Title of the PhD thesis: Statistical learning as chunking: domain general computations in language acquisition

Institution: Cornell University

Understanding the computations involved in language acquisition is a central topic in cognitive science. This dissertation presents four empirical papers that investigate the role of domain general cognitive processes in the learning of linguistic structure. The first paper describes the contribution of chunking—a basic memory process—to the phenomenon known as statistical learning, which describes learners’ ability to leverage the regularities present in the environment to form concrete representations of the input, such as finding the words in speech. The second paper extends these findings by showing how chunking can also account for the statistical learning and generalization of non-adjacent dependencies, a key feature of many linguistic systems. The third paper demonstrates that individual differences in statistically-based chunking of artificial language statistics significantly predicts sensitivity to comparable statistical structures in natural language. The final paper presents a meta-analysis of nearly 500 peer-reviewed studies on statistical learning in infants, children, and adults, tests its utility across different language properties, and proposes several methodological considerations that

may benefit future experimentation. Together, these studies highlight the fundamental contribution of basic, domain general computations to language—and how they may even shape the evolution of linguistic structure over time.

The work presented in this dissertation was in part funded by the NSF GRFP and by the Cornell University Sage Fellowship, awarded to Erin Isbilen.

Author: Maartje de Klerk

Title of the PhD thesis: Vowels in development: Speech sound perception in Dutch infants with and without a family risk of dyslexia

Institutions: Utrecht University

This dissertation investigates the development of speech sound categories in typically developing infants (NFR) and infants at family risk of dyslexia (FR). According to a broadly supported hypothesis, a core feature of developmental dyslexia is a phonological deficit. This deficit is argued to stem from poorly developed phonological representations. Speech sound categories are required for constructing phonological representations. The work reported in this dissertation seeks to establish if and how the acquisition of speech sound categories differs between NFR and FR infants.

Within the first year of life infants' perception changes from universal to language specific. This process of perceptual attunement is the first step into the formation of speech sound categories and is the focus of this dissertation. Next to group- and age-based comparisons, individual discrimination performance was assessed. If successful, this could be useful for longitudinal studies that aim to investigate the relation between early speech perception and later language and literacy skills.

The results of this dissertation indicate that the process of perceptual attunement is less predictable than often assumed and may well extend beyond the first year of life. Furthermore, FR infants have a (subtle) delayed development of speech sound categories compared to their peers. This could contribute to poorly developed phonological representations and is consistent with the theory of a phonological deficit. Finally, Bayesian hierarchical modelling can be used to classify infants' individual discrimination performance.

Details: Will be available online after 3 September 2021.

<https://dspace.library.uu.nl/handle/1874/403019> and <https://doi.org/10.33540/838>

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

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MEMBERSHIP

If you attended the IASCL conference in 2021, you will remain a member of IASCL until the first day of the next congress. If, however, you did not attend the 2021 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 2024. 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 welcome.

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 2024 conference. Those attending the IASCL 2021 conference had paid the membership fee as part of their registration payment. In the meantime, if anyone has an urgent need to join IASCL, please contact the secretary, Vicki Chondrogianni, Email: v.chondrogianni@ed.ac.uk.