

IN THIS ISSUE

Table of Contents

<i>Good News!</i>	2
<i>Notice from the Vice President</i>	2
<i>Congratulations!</i>	3
<i>Obituary: Lila R. Gleitman</i>	3
<i>Obituary: Donna Jackson-Maldonado</i>	4
<i>CHILDES Update</i>	5
<i>PhonBank and Phon: A Covid-Affected Yet Positive Update</i>	7
<i>Small Grants Available from HaBilNet</i>	9
<i>Language Development Research: Journal Update</i>	9
<i>Publication of New Journal: Intersection of Linguistics, Language & Culture (ILLC) Journal</i>	11
<i>Journal Call: Special Issue "The Cognitive Effects of Bilingualism in Developmental Disorders"</i>	12
<i>GALA 15: Generative Approaches to Language Acquisition Conference</i>	13
<i>4th NSF-Research Experience for Undergraduates: Intersection of Linguistics, Language & Culture (ILLC) Conference</i>	16
<i>Workshop on Interaction and Multimodality in Language Acquisition Pre-announcement</i>	17
<i>International Symposium on Monolingual and Bilingual Speech 2022 (ISMBS 2022)</i>	18
<i>FORTHCOMING CONFERENCES AND WORKSHOPS</i>	20
<i>CONFERENCE AND WORKSHOP CALLS</i>	22
<i>BOOK ANNOUNCEMENTS</i>	26
<i>THESIS ANNOUNCEMENTS</i>	29
<i>FROM THE EDITOR</i>	31
<i>MEMBERSHIP</i>	31

Good News!

Annick De Houwer, IASCL President

On behalf of the IASCL Board I wish to extend a very warm welcome to Dr. Lena Ackermann, the new IASCL Media Coordinator. Starting in January, Dr. Ackermann will help kick start the IASCL's new digital presence. She has plenty of experience with social media (check her out at <https://lenaackermann.wordpress.com/>) and we look forward to working with her.

The position of IASCL Media Coordinator will be a rolling one, preferably filled by a junior child language researcher beyond the doctoral level. Lena has committed until June 2022.

Here's wishing Lena and all of you an excellent New Year 2022!



Annick De Houwer, PhD
IASCL President

Notice from the Vice President

Letitia Naigles, IASCL Vice President

Hello! My name is Letty Naigles, and I am the Vice President of IASCL. I am enjoying 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 as they plan and prepare.

So, here is my call to IASCL members: Please think about hosting the 2027 IASCL meeting! And as you are thinking about this, 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 from the start.

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!

Congratulations!

Annick De Houwer, IASCL President

IASCL President Annick De Houwer wants to extend warm congratulations on behalf of the IASCL to Jean Berko Gleason (longtime IASCL member as well as IASCL president 1990-1993) and Nan Bernstein Ratner (likewise longtime IASCL member) for publishing a Chinese version of their textbook *Language Development* (now in its 9th edition). This is really fantastic and speaks to the truly international nature of our field. Many students and scholars in China who hitherto had little access to knowledge about child language can now access it without language barriers.

In this link [<https://ling.bu.edu/berko-gleason-at-chinese-press-event/>] advertising an online event where Jean and Nan were speaking for over 30,000 (!) people in China you can see the Chinese book cover.

Obituary: Lila R. Gleitman

Letitia Naigles, IASCL Vice President

The field of Child Language—and indeed the field of Language as a whole—lost one of our ‘GREATS’ this summer, with the passing of Lila R. Gleitman, Professor Emerita at the

University of Pennsylvania, in August.

A recording of the October 23rd Penn Memorial for Lila Gleitman is available on Penn's MindCORE youtube channel, at this link:

<https://youtu.be/EpGc4rtCPz8>

Additional obituaries can be accessed here:

<https://languagelog.ldc.upenn.edu/nll/?p=51734>

And IASCL Vice President Letty Naigles, who was fortunate enough to have been a student of Lila's, posted this oration which she created in Lila's honour:

<https://cll.research.uconn.edu/2021/08/>

Obituary: Donna Jackson-Maldonado

Lourdes de Leon, Centre for Research and Higher Studies in Social Anthropology (CIESAS)

Alejandra Auza, Hospital General Dr. Manuel Gea González

It was with great sadness that we received the news of the passing on November 30, 2021 of our dear friend and colleague Donna Jackson-Maldonado, researcher and professor at the Centre for Linguistic and Literary Studies at the Autonomous University of Querétaro in Mexico.

Donna contributed to monolingual and bilingual Spanish-English Language Acquisition studies. She conducted research in typical acquisition in young Spanish speakers, and atypical development, mainly in the areas of late talkers, developmental language disorders and in her outstanding contribution to the development of the Mac-Arthur Bates Inventarios del Desarrollo de Habilidades Comunicativas (Mexican version).

Donna was characterized by her continuous enthusiasm to support the projects of colleagues and students. She was in charge of many undergraduate, masters and doctoral students in the study of bilingual and monolingual children who live in different life situations, such as those with low socio-economic resources, those born prematurely, individuals with Down syndrome or with a deaf condition.

We are deeply grateful for her academic legacy, her friendship and her tenacity that have undoubtedly strengthened our field of work.

Rest in peace, dear friend.

CHILDES Update

Brian MacWhinney, Carnegie Mellon University

The last six months have seen progress along three fronts for the CHILDES system.

First, we have added six new or updated corpora:

1. For Mandarin, Twila Tardif provided revised alignments of audio to transcripts for the Beijing Mandarin corpus, making it easier now to work further with developing this corpus to link to the audio and to convert the Pinyin codes to Hanzi.
<https://childes.talkbank.org/access/Chinese/Mandarin/Beijing.html>
2. Also, for Mandarin, Chien-ju Chang contributed a corpus of personal narratives, a corpus of toy play narratives, and updated her earlier corpora for toy play and book reading. In addition, she contributed a cross-sectional corpus of Frog Story data and a longitudinal corpus of Frog Story data.
3. For German, Nikolas Koch contributed a new corpus from four children, one of which was bilingual. The transcripts are openly available, and the audio is password protected.
<https://childes.talkbank.org/access/German/Password/Koch.html>

4. Also for German, Gisela Szagun is updating her corpus currently in CHILDES to include utterances from the mother to provide a fuller transcription.
<https://childes.talkbank.org/access/German/Szagun.html>
5. For Dutch, Jacqueline VanKampen has updated the Schlichting/vanKampen corpus of longitudinal data from four children by including audio and realigning the transcripts to the audio.
<https://childes.talkbank.org/access/DutchAfrikaans/SchlichtingVanKampen.html>
6. For UK English, Mits Ota and Barbora Skarabela contributed a new corpus of 47 infants at 9, 15, and 21 months with audio.
<https://childes.talkbank.org/access/Eng-UK/Edinburgh.html>

Second, to support our programming work, NSF awarded TalkBank a 3-year grant to develop a system we call Collaborative Annotation. There is now a beta version of that system, and we will be doing user testing in the next months. In addition, NIH awarded two Open Science supplements to the CHILDES grant. The first is designed to improve the adherence of the system to the FAIR standards for data visibility and the TRUST standards for repository stability. In October, TalkBank received a renewed certification from the Core Trust Seal (CTS) system, indicating its compliance with the FAIR and TRUST standards, but this new funding will allow us to make the system even more accessible, reliable, survivable, and comprehensive.

Third, on the data analysis side, we have worked with Nan Bernstein Ratner, Ji Seung Yang, Jenny Roberts, and Evelyn Altenberg to improve the automatic tagging and psychometric validity of the Index of Productive Syntax (IPSyn), and we have worked with Nan Bernstein Ratner, Ji Seung Yang, and Barbara Pearson to improve the automatic tagging and psychometric validity of the Developmental Sentence Score (DSS).

Apart from these advances for CHILDES, we have continued adding corpora and analyses to the HomeBank collection of daylong recordings in the home and the FluencyBank database for the study of persistence of childhood stuttering. We have also begun new work that will link analyses

in FluencyBank with the growing capacities of analyses through Phon and PhonBank.z

PhonBank and Phon: A Covid-Affected Yet Positive Update

Yvan Rose, Memorial University of Newfoundland

Brian MacWhinney, Carnegie Mellon University

This is our last update for the current granting period for PhonBank. While the project has felt the effects of the still-ongoing pandemic over the last two years, we have managed to reach our goals and are now ready to move equally positively into the next five years. As research assistants successfully moved to other academic programs or beyond the university, Covid-related restrictions negatively affected our ability to recruit and train additional assistants. Consequently, we now have a series of datasets which are awaiting publication. In the meantime, we continue to welcome new datasets, and expect to be up-to-date with corpus data publication by the fall of 2022.

On the other hand, we could dedicate our attention to Phon development, and work closely with several collaborators worldwide, toward the implementation of new and updated functions in Phon. These include:

- Expansion and refinement of the Percentage of Phones Correct analyses
- Refinement of IPA Lookup support for Mandarin Chinese (in collaboration with Youran Lin, PhD candidate, University of Alberta)
- Refinement of IPA dictionary for North American English (in collaboration with Karen Pollock, University of Alberta)
- Addition of IPA Lookup and Syllabification for Mapuzungun (in collaboration with Pilar Vivar, University of Temuco)
- Addition of syllabification algorithm for Urdu (in collaboration with Saira Ambreen, PhD candidate, and Carol K. S. To, University of Hong Kong)

- Addition of Consistency analysis (in collaboration Sarah Masso and Donna Thomas, University of Sydney, and Jonathan Preston, Syracuse University)
- Addition of Cluster Proximity analysis (in collaboration with Elena Babatsouli, University of Louisiana at Lafayette)
- Update to the Word Match analysis (in collaboration with Barbara May Bernhardt, University of British Columbia)
- Two preliminary systems for speech diarization, the first based on the LIUM Speaker Diarization tool (<https://projets-lium.univ-lemans.fr/spkdiarization/>), the other on the Google Cloud Speech-to-Text service. These two technologies, available in beta versions at the time of writing this report, are accessible and documented through: https://www.phon.ca/phon-manual/session_editor/diarization.html?hl=diarization
- Refinements to the Timeline interface
- Further integration with Praat functions for acoustic analysis
- Data checks toward annotation compatibility with CHAT
- Further integration of import/export functions of Phon data from and to CHAT versions of data transcripts
- General improvements to our query and analysis systems, in particular the addition of tier data to query results
- General improvements to our graphical user interfaces, including a general move toward the Noto font for IPA characters

The full list of improvements to Phon is available at: <https://github.com/phon-ca/phon/releases>

Adding to these positive developments, early communications from the NIH optimistically suggest that our funding will be renewed for another 5-year period, during which we will be able to expand on the technologies we now have in place within Phon, also with all the provisions needed for us to keep working on corpus curation. We already look forward to working with you on both Phon development and corpus data publication over this next period.

Small Grants Available from HaBilNet

Annick De Houwer, IASCL President



HaBilNet, the Harmonious Bilingualism Network, offers (small) grant-in-aids for any outreach activities or research projects that relate to harmonious bilingualism, including supporting the non-societal languages that children hear at home. The next grant application period is between January 15-20 (see <https://www.habilnet.org/faq/>).

Language Development Research: Journal update

Ben Ambridge, Editor

The platinum open access* journal Language Development Research recently celebrated its one-year anniversary. In our first year, we received 21 submissions - all complying with our policy on open data, materials and analysis code - of which seven are already published (see TOC below). LDR is the official journal of the info-CHILDES mailing list (with free hosting generously provided by Carnegie Mellon's Library Publishing Service), and is owned and run entirely by the child language community; in particular, our 30-strong Editorial Board and our team of Action Editors: Alex Cristia (École Normale Supérieure), Michael Frank (Stanford University), Vera Kempe (Abertay University), Brian MacWhinney (Carnegie Mellon University), Aliyah Morgenstern (Université Sorbonne Nouvelle), Lisa Pearl (University of California, Irvine) and Amanda Van Horne (University of Delaware). But what really sets LDR apart from other journals in the field is our commitment to publish any submitted paper that meets our criteria for rigour, without regard to the perceived novelty or importance of the findings. This commitment is designed to reduce publication bias and incentives to engage in questionable research practices such as p-hacking and hypothesizing after results are known (HARKing). To

learn more about the journal, or to submit your paper, please visit www.LanguageDevelopmentResearch.com

Table of contents: Volume 1, Issue 1 (January 2022)

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*Platinum open access means free to access, with no article processing charges for authors.

Publication of New Journal: Intersection of Linguistics, Language & Culture (ILLC) Journal

Isabelle Barrière, Molloy College

First international journal of undergraduate research in Linguistics & Speech-Language-Hearing-Communication Sciences!

The objective of the ILLC journal is to showcase research by undergraduate students in all areas of linguistics and speech, language, hearing and communication sciences. The journal especially prioritizes STEM-based investigations of under-studied languages and cultures, research conducted by members of under-represented ethnic, cultural and linguistic groups, and innovative methodologies designed for varying populations and socio-cultural contexts. Our goal is to empower a new generation of diverse by having them contribute rigorous, high-quality research at an early stage in their academic journey, preparing them for future success in their graduate careers.

Submissions are welcome from emerging researchers, in the US and abroad. 'Emerging researchers' refer to undergraduate students, former undergraduate students no longer enrolled in a Higher Education program or students who have entered graduate school but have not yet completed their graduate program. The research described in the manuscript must have been conducted while the author was an undergraduate student. The emerging researcher must be the lead author, although co-authors can be peers, more advanced students, or faculty members. A faculty mentor must endorse the submission.

The ILLC Journal welcomes reviews, theoretical and empirical research, and description/reports on new methodologies. Manuscripts will be reviewed by both faculty members and doctoral students.

The ILLC journal provides digital open access to full articles in order to enable the global sharing of knowledge.

The ILLC Journal is funded by grant #: 2041294 from NSF SMA/SBE and the American Rescue Plan Act of 2021 (Public Law 117-2) awarded to Isabelle Barrière, PhD Communication Sciences and Disorders, Molloy College and Jonathan Nissenbaum, PhD Linguistics Program, Department of English, CUNY Brooklyn College and the Office of Communication Sciences and Disorders' Health Equity and Outcomes Research Core, School of Health and Rehabilitation Sciences, University of Pittsburgh directed by Nancy Gauvin, CCC-SLP, EdD.

Submission cycle for first Fall 2022 issue: February 15, 2022- June 15, 2022

<https://undergrad-language-research.org>

Journal Call: Special Issue "The Cognitive Effects of Bilingualism in Developmental Disorders"

Stephanie Durrleman, University of Geneva

Bilingualism has been reported to confer advantages in cognitive domains such as Executive Functions and Theory of Mind (Adesope et al., 2010; Bialystok, 2011; Schroeder, 2018). These areas may be specifically impaired in subgroups of children with developmental disorders (DD), including but not limited to those with Autism Spectrum Disorder (ASD), Developmental Language Disorder (DLD), Attention Deficit Hyperactivity Disorder (ADHD) and Down syndrome (DS) (Yirmiya et al., 1996; Happé et al., 2006; Korkmaz, 2011; Crisci et al., 2021). While research indicates that children with DD can successfully acquire two languages (Kay-Raining

Bird, 2016), work specifically exploring the cognitive effects of this linguistic experience is scarce. The findings of such work would be of both theoretical and practical relevance: theoretically, they would shed new light on the language-cognition interface, and practically, they would allow parents of children with DD to make evidence-based decisions regarding dual language exposure.

This Special Issue of *Languages* thus welcomes investigations of the effects of bilingualism on the cognitive abilities of children with DD. The editor requested that, prior to submitting a manuscript, interested authors initially submit a proposed title and an abstract of 400-600 words summarizing their intended contribution. Please send it to Stephanie Durrleman (stephanie.durrleman@unige.ch) or to the *Languages* editorial office (languages@mdpi.com). Abstracts will be reviewed by the guest editor for the purposes of ensuring proper fit within the scope of the Special Issue. Full manuscripts will undergo double-blind peer-review.

The tentative completion schedule is as follows:

Abstract submission deadline: 15 January 2022

Notification of abstract acceptance: 15 February 2022

Full manuscript deadline: 15 July 2022

Details: <https://bit.ly/3DNT2VD>

GALA 15: Generative Approaches to Language Acquisition Conference

GALA 15 organizing committee

WHEN September 22-24, 2022 (corrected date)

WHERE Goethe University Frankfurt

We are pleased to announce the 15th Generative Approaches to Language Acquisition conference (GALA 15) to be held at Goethe University Frankfurt, Germany, on September 22-24, 2022.

More information about the conference and the Call for Papers can be found here:
<https://www.galafrankfurt2022.com/>

ABOUT GALA

GALA is a biennial conference that brings together researchers from across Europe and overseas, providing a forum for discussion of recent, high-quality research on first and second language acquisition, bi/multilingual acquisition, heritage language acquisition, language pathology and language impairment, acquisition of sign language and brain imaging research for acquisition and pathology.

The growing body of research in these areas testifies to how language acquisition studies are central for our understanding of human language and how it develops in the brain, and offers novel insights to theoretical studies, as well as hints for practical outcomes for diagnosis, intervention and rehabilitation in the case of developmental language disorders.

Previous editions of GALA were held in Durham (1993), Groningen (1995), Edinburgh (1997), Potsdam (1999), Palmela (2001), Utrecht (2003), Siena (2005), Barcelona (2007), Lisbon (2009), Thessaloniki (2011), Oldenburg (2013), Nantes (2015), Palma de Mallorca (2017), and, most recently Milan (2019).

CONFIRMED KEYNOTE SPEAKERS

Cristina Flores

Universidade do Minho, Braga

Naama Friedmann

Tel Aviv University

Ana T. Pérez-Leroux

University of Toronto

Jacopo Romoli

University of Bergen

INFORMATION ABOUT SUBMISSION OF ABSTRACTS

We invite abstract submissions for 30-minute oral presentations (20 minutes for the presentation and 10 minutes for discussion) or posters of original, unpublished work on all subfields of generative language acquisition, including, but not limited to: L1 and L2 acquisition, heritage language acquisition, language pathology, language impairment, sign language.

The language of the conference will be English.

Abstract Submission opens: **January 31, 2022**

Abstract Submission closes: **March 15, 2022**

Notification of acceptance: **May 1, 2022**

Abstracts should not exceed one page in letter-size or A4 paper, with one extra page for examples, tables, figures and references, with 1-inch or 2.5 cm margins on all sides and 12point font-size. The abstract should have a clear title and should not reveal the name of the author(s). Submissions are limited to one individual and one joint abstract per author, or two joint abstracts per author. You will be asked to indicate some keywords upon submission.

Abstracts should be submitted in PDF format via EasyChair.

CONFERENCE VENUE

The conference will take place at Goethe University Frankfurt, Germany, on Campus Westend (Norbert Wollheim-Platz 1, 60323 Frankfurt am Main). More details about the venue can be found here: <https://www.goethe-university-frankfurt.de/en>.

The conference is organized by language acquisition colleagues in the Faculty of Modern Languages. Together with other linguists, they are part of the DFG Graduate School of Nominal Modification (<https://nominal-modification.de/>).

ORGANIZING COMMITTEE

Petra Schulz

Esther Rinke

Valentina Cristante

Angela Grimm

Sol Lago

Rabea Lemmer

Gabriel Martínez Vera

Cecilia Poletto

Jacopo Torregrossa

Merle Weicker

4th NSF-Research Experience for Undergraduates: Intersection of Linguistics, Language & Culture (ILLC) Conference

Isabelle Barrière, Molloy College

June 21-22, 2022

Hybrid: Online and Face-to-Face at Molloy College, Long Island, New York

Call for Poster Abstract Submission

Deadline: May 15, 2022, 11.59pm EST

High School and Undergraduate students who work with a Faculty Mentor on a research project on any aspect of linguistics or speech-language-hearing-communication sciences are invited to submit an abstract to present a poster at the 4th ILLC Conference.

The program will feature:

- Guest Speaker: Cristina Procaccino, World Language Department Chair, Thomas A. Edison High School, Alexandria, VA.
- Discussants: Jacqueline Nenchin, PhD, School of Education & Human Services, Molloy College, Long Island & Kyomi Gregory, CCC-SLP, PhD, Health Professions, Pace University, NY.
- Oral presentations by the current 18 NSF REU ILLC site fellows in linguistics and speech-language-hearing-communication sciences involving diverse languages.
- Poster presentations by High School and Undergraduate students from different states and countries.

For more information and abstract submission, please visit:

<https://undergrad-language-research.org/illc-2022-conference>

Funded NSF Awards # 2041294 (co-funded by AFSOR) & 2050922 & American Rescue Plan of 2021

Workshop on Interaction and Multimodality in Language Acquisition Pre-announcement

Cecilia Rojas, National Autonomous University of Mexico (UNAM)

The Network of Language Acquisition Studies (Mexico) (Red de Estudios de Adquisición del Lenguaje) is organizing a Workshop on Interaction and Multimodality in Language Acquisition, as a hybrid event, at the National University of Mexico (National Autonomous University of Mexico) on June 23-24, 2022.

The main objective of the Workshop is to invite the language acquisition community to present an investigation that considers the multimodal composition of language activities and recognizes interaction as the ecological niche where language acquisition takes place.

We acknowledge that language activities involve composite multimodal signs and messages that jointly and orderly integrate language and co-speech gestures in a prosodic envelope. We also recognize that the messages thus integrated inhabit the ecological niche of interaction, where children learn the language of their community through the experience of multimodal messages in the enchrony of the interaction.

In adopting this two-sided goal, we adhere to Dan Slobin's suggestion at the 2017 IASCL Congress in Lyon, France, where he invited the language acquisition community to put interaction back in language acquisition research.

Call for papers will appear in middle March.

Organizing Committee: Cecilia Rojas (UNAM), Karina Hess Zimmermann (UAQ), Laura Villalobos

Languages: English and Spanish

Contact: crojas@unam.mx

International Symposium on Monolingual and Bilingual Speech 2022 (ISMBS 2022)

Elena Babatsouli, University of Louisiana at Lafayette

Conference website: <https://speechandlanguage.louisiana.edu/ismbs-2022>

Location: University of Louisiana at Lafayette, Lafayette LA, USA

Date: 6-9 April 2022

Contact: elena.babatsouli@louisiana.edu

Symposium Description

The International Symposium on Monolingual and Bilingual Speech (ISMBS) is a biennial conference that will convene for the 4th time in 2022, previously held in 2015, 2017, and 2019. ISMBS hosts original research on the acquisition and use of first language, second language, bilingual, and dialectal speech, child and adult, normal and disordered. The

Symposium encourages a multidisciplinary exchange of ideas across phonology, phonetics, morphology, syntax, clinical phonetics and linguistics, acoustics, gestural language, psycholinguistics, cognitive linguistics, neurolinguistics, sociolinguistics, educational linguistics, and the application of new technologies. Theoretical, experimental, observational, and computational contributions are welcome.

ISMBS 2022 will be held on 6-9 April 2022 at the University of Louisiana at Lafayette as a hybrid conference with both on site and virtual presentations and events.

Plenary Speakers

Ruth Bahr, University of South Florida

Viorica Marian, Northwestern University

Silvina Montrul, University of Illinois at Urbana-Champaign

Janna B. Oetting, Louisiana State University

Special Lecture

Nicole Müller, University College Cork and Martin J. Ball, Bangor University

Phon Workshop

Yvan Rose, Memorial University of Newfoundland

Student Award

The Martin J. Ball Award is given for the best student paper presented at ISMBS.

Publications

Submission of full papers is optional. Full papers will be submitted after the symposium, by 30 June 2022, for publication in I) special issue(s) of the Journal of Monolingual and Bilingual Speech (Equinox publishing), II) an edited volume with an established publishing house, III) the Proceedings of the International Symposium on Monolingual and Bilingual Speech 2022 as brief articles (4-5 pages/2,500-3,500 words).

Call for papers

<http://speechandlanguage.louisiana.edu/ismbs-2022/call-papers>

Abstract submission by: 15 December 2021

Via: [EasyChair](#)

Notification of acceptance: 5 January 2022

FORTHCOMING CONFERENCES AND WORKSHOPS

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

When: 6-9 January 2022

Where: USA (Online)

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

What: BU 2nd Language & Disabilities Conference (2022 CFP)

When: 25-26 February 2022

Where: Boston University, USA (hybrid)

Details: <https://www.bu.edu/rs/2021/11/22/bu-2nd-language-disabilities-conference-cfp/>

What: The 46th Penn Linguistics Conference (PLC 46)

When: 18-20 March 2022

Where: Philadelphia, USA (Online)

Details: <https://www.ling.upenn.edu/Events/PLC/plc46/callforpapers.html>

What: Speech, Language and Learning Intervention Research Symposium (SLLIVRS)

When: 25-26 March 2022

Where: USA (Online)

Details: <https://chs.asu.edu/sllivrs>

What: International Symposium on Monolingual and Bilingual Speech 2022 (ISMBS 2022)

When: 6-9 April 2022

Where: University of Louisiana at Lafayette, Lafayette LA, USA (Hybrid)

Details: <https://speechandlanguage.louisiana.edu/ismbs-2022>

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

When: 19-20 April 2022

Where: Utrecht University, Netherlands (online)

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

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

When: 25-26 April 2022

Where: Tokyo, Japan (online)

Details: <https://bit.ly/324v8bX>

What: Speech Pathology Australia- Beyond Borders

When: 22-25 May 2022

Where: Melbourne, Australia

Details: <https://bit.ly/3dWH4yC>

What: The 13th International Conference on Corpus Linguistics (CILC2022)

When: 26-28 May 2022

Where: Bergamo, Italy

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

What: The 24th Sociolinguistics Symposium

When: 13-16 July 2022

Where: Ghent, Belgium

Details: <https://ss24ghent.be/>

CONFERENCE AND WORKSHOP CALLS

What: International Webinar on 'Current Trends in Lexical Semantics'

When: 1-3 February 2022

Where: Thiruvananthapuram, Kerala, India

Details: <https://61a75510ae3e4.site123.me/>

Submission Deadline: 10 January 2022

What: The University of Alabama Languages Conference (UALC)- A Reunion of Languages

When: 25-26 February 2022

Where: USA (online)

Details: <https://ualc.as.ua.edu/>

Submission Deadline: 10 January 2022

What: Montreal-Ottawa-Toronto Phonology/Phonetics Workshop (MOT 2022)

When: 25-27 March 2022

Where: Ottawa, Canada

Details: <https://old.linguistlist.org/issues/32/32-3740.html>

Submission Deadline: 31 January 2022

What: International Conference on Language Education, Literature and Linguistics (ICLELL)

When: 25-27 March 2022

Where: Kutahya Dumlupinar University, Turkey

Details: <http://iclell.dpu.edu.tr/>

Submission Deadline: 31 January 2022

What: The 66th Annual Conference of the International Linguistic Association (ILA2022)

When: 1-3 April 2022

Where: The State University of New Jersey, USA

Details: <https://www.ilaword.org/index.aspx>

Submission Deadline: 10 January 2022

What: Chicago Linguistic Society 58 (CLS 58)

When: 22-24 April 2022

Where: Chicago, USA

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

Submission Deadline: 9 January 2022

What: Bi-SLI 2022

When: 9-10 May 2022

Where: Berlin, Germany (hybrid)

Details: https://linktr.ee/Bi_SLI

Submission Deadline: To be announced

What: The 13th Mediterranean Morphology Meeting (MMM13)

When: 19-22 May 2022

Where: Rhodes, Greece

Details: <https://mmm13.aegean.gr/>

Submission Deadline: 10 January 2022

What: The Fifth Workshop on the Use of Computational Methods in the Study of Endangered Languages (ComputEL-5)

When: 26-27 May 2022

Where: Dublin, Ireland

Details: <https://computel-workshop.org/computel-5/>

Submission Deadline: 25 February 2022

What: Workshop: Language Acquisition and Language Development in Typical and Atypical Populations

When: 1 June 2022

Where: Mallorca, Spain

Details: <https://bit.ly/3E6w4JC>

Submission Deadline: 30 January 2022

What: 4th NSF-Research Experience for Undergraduates: Intersection of Linguistics, Language & Culture (ILLC) Conference

When: 21-22 June 2022

Where: Molloy College, Long Island, New York (Hybrid)

Details: <https://undergrad-language-research.org/illc-2022-conference>

Submission Deadline: 15 May 2022

What: Workshop on Interaction and Multimodality in Language Acquisition

When: 23-24 June 2022

Where: National University of Mexico, Mexico (Hybrid)

Details: (contact) crojas@unam.mx

Submission Deadline: To be announced

What: The Seventh International Conference on Functional Discourse Grammar (FDG2022)

When: 28 June-1 July 2022

Where: Netherlands

Details: https://home.hum.uva.nl/fdg/Home_index.asp

Submission Deadline: 14 January 2022

What: Workshop on Syntactic Productivity

When: 30 June-2 July 2022

Where: Ghent, Belgium

Details: <https://www.languageproductivity.ugent.be/workshop-syntactic-productivity/>

Submission Deadline: 20 January 2022

***What:* The 27th International Lexical-Functional Grammar Conference (LFG22)**

When: 12-14 July 2022

Where: University of Groningen, Netherlands

Details: <https://easychair.org/cfp/lfg22>

Submission Deadline: 15 February 2022

***What:* The 10th European Conference on Language Learning (ECLL2022)**

When: 15-18 July 2021

Where: University College London, UK

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

Submission Deadline: 25 February 2022

***What:* The 55th Annual Meeting of the Societas Linguistica Europaea (SLE 2022)**

When: 24-27 August 2022

Where: Bucharest, Romania

Details: <https://societaslinguistica.eu/sle2022/>

Submission Deadline: 15 January 2022

***What:* The 31st Conference of the European Second Language Association (EUROSLA 31)**

When: 24-27 August 2022

Where: Fribourg/Freiburg, Switzerland

Details: <https://eurosla31.dryfta.com/>

Submission Deadline: 31 January 2022

***What:* X International Congress on Language Acquisition**

When: 7-9 September 2022

Where: University of Girona, Spain

Details: <https://bit.ly/3sheWi9>

Submission Deadline: 1st March 2022

What: Generative Approaches to Language Acquisition 15 (GALA 15)

When: 22-24 September 2022

Where: Goethe University Frankfurt, Germany

Details: <https://www.galafrankfurt2022.com>

Submission Deadline: 15 March 2022

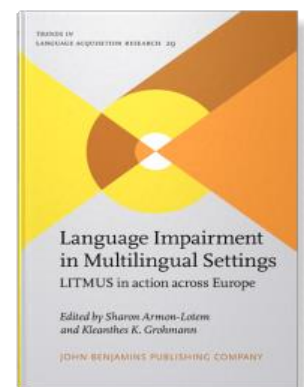
BOOK ANNOUNCEMENTS

Editors: Sharon Armon-Lotem & Kleantes K. Grohmann

Title: Language Impairment in Multilingual Settings

Publisher: John Benjamins Publishing Company

ISBN: 9789027209795 (Hardbound), 9789027258915 (e-Book)



COST Action IS0804 “Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment” aimed to profile bilingual specific language impairment (biSLI) by establishing a network for research on the linguistic and cognitive abilities of bilingual children with SLI across different migrant communities. A battery of tools for Language Impairment Testing in Multilingual Settings (LITMUS) was designed within the Action to achieve these aims, including the Parental Bilingual Questionnaire, the Sentence Repetition Task, the Crosslinguistic Lexical Tasks, the Multilingual Assessment Instrument for Narratives, and two nonword repetition tasks that are not language-specific. The chapters in this volume present research on one or more of the LITMUS tasks in bilingual children with typical language development and on use of the LITMUS testing battery for identifying possible language impairment. The work

presented here will be of interest for researchers and clinicians alike, and have profound impact in our understanding of bilingual language development and impairment.

Details: <https://benjamins.com/catalog/tilar.29>

Editors: Laila Kjærbaek & Ditte Boeg Thomsen

Title: Børns sprogtilegnelse: Sproglig Udvikling Hos Danske Børn I

Alderen 0-6 År [Children's Language Acquisition: Language Development in Danish Children in the Ages of 0-6 years]

Publisher: Frydenlund Academic

ISBN: 9788772163932



The book here provides a nuanced understanding of children's language acquisition from zero to six years. It is written by Denmark's leading researchers in the field and is aimed at educators and pedagogy students, audiologists and students in subjects such as audiology, linguistics, intercultural pedagogy, psychology and Danish as a second language.

The main goal of **Children's Language Acquisition** is to provide practitioners and students who work with young children with research-based knowledge about the factors that influence language acquisition, and to show how the insights from Danish and international research can be used in practical everyday life with children.

The authors provide a comprehensive introduction to children's language acquisition and children's language development as an integral part of their cognitive and social development.

As a reader, you will gain a comprehensive understanding of the processes and factors in both typical and atypical development and insights into how the latest Danish and international research can be used in daily pedagogical practice. The book's topics include:

- acquisition of sounds in a language
- words and grammar

- language and concept formation
- language in the brain
- multilingual language acquisition
- the tribe
- developmental language disorders

The authors and editors are child language researchers from the University of Copenhagen, the University of Southern Denmark and Aarhus University with expertise in Danish language acquisition. The contributors are Laila Kjærbaek, Ditte Boeg Thomsen, Marit C. Clausen, Fabio Trecca, Mads Nielsen, Signe Klok Jensen, Bjarne Dammsbo, Annette Esbensen, Rikke Vang Christensen, Cecilia Brynskov, Holger Juul, Anna Steenberg Gellert and Kikki Førsteliin Andersen.

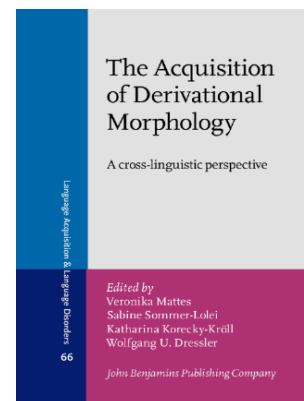
Details: <https://www.frydenlund.dk/boeger/varebeskrivelse/5818>

Editors: Veronika Mattes, Sabine Sommer-Lolei, Katharina Korecky-Kröll & Wolfgang U. Dressler

Title: The Acquisition of Derivational Morphology: A Cross-linguistic Perspective for Intervention

Publisher: John Benjamins Publishing Company

ISBN: 9789027258885



This book offers the first systematic study of the early phases in the acquisition of derivational morphology from a cross-linguistic and typological perspective.

It presents ten empirical longitudinal studies in genealogically and typologically diverse languages (Indo-European, Finno-Ugric, Altaic) with different degrees of derivational complexity. Data collection, analysis and systematic comparison between child speech and parental child-directed speech are strictly parallel across the chapters. In order to identify

the productivity of a derivational pattern, signalling the crucial developmental stage in its acquisition, the concept of the mini-paradigm criterion was applied.

Similar developmental processes can be observed in all children, independent of the language they acquire, but the children's courses of development also show obvious typological differences. This points towards an important impact of the structural properties of the specific language on emergence, use and the early course of development of derivational patterns.

Details: <https://doi.org/10.1075/lald.66>

THESIS ANNOUNCEMENTS

Author: Pascale Dubois

Title of the PhD thesis: La transition école-emploi de jeunes adultes présentant un trouble développemental du langage : les rôles de la motivation autonome et du soutien à l'autonomie offert par l'entourage de l'élève (translation: The School-to-Work Transition of Young Adults with Developmental Language Disorder: The Roles of Autonomous Motivation and Autonomy Support in the Student's Environment)

Institution: Université Laval (Laval University)

People with developmental language disorder (DLD) have difficulties understanding language and expressing themselves. These difficulties, which are not associated with another disorder, significantly impact their everyday functioning. For young adults, they may translate into challenges during the school-to-work transition. As of now, little is known regarding the factors that may explain why some people with DLD succeed during this transition, while others experience major difficulties. This dissertation aims to better understand this life period for this population, under the lens of self-determination theory (SDT). The main purpose is to validate a motivational model of school-to-work transition, in which autonomy

support from different sources predicts the young adult's motivation toward the job search, which is subsequently associated with the transition success and psychological well-being. It includes three articles. The first article presents an integration of the three theories on which this dissertation is grounded, namely the Human Development Model - Disability Creation Process 2 (HDM-DCP2), the capability approach, and self-determination theory. The agency model is suggested to support the optimal development and well-being of people with disabilities. The second article is a systematic review of the outcomes of young adults with DLD that synthesizes the strengths and challenges of this population in three life domains, including employment. The predictive role of language abilities, evaluated for each domain, remains limited. Finally, to meet the objectives of this dissertation, the third article presents the results of a retrospective study (37 young adults with DLD) and a prospective study (218 students in their final year of the Work-Oriented Training Path [WOTP], including 52 with DLD).

Overall, the results supported the motivational model. In the prospective study, the analyses were conducted on the whole sample because participants with DLD were similar to their peers in the WOTP on all the measured variables. Specifically, autonomy support from the father and from friends was associated to autonomous motivation toward job search in both studies, as well as autonomy support from the teachers in the retrospective study. Autonomous motivation was subsequently associated with psychological well-being in both studies, and with the success of the school-to-work transition in the prospective study. These relations were also observed for controlled motivation. The absence of relation between motivation and the success of the transition in the retrospective study could be related to environmental obstacles that these young adults encountered on the job market in the long run. This dissertation thus evidences the relevance of self-determination theory in the study of school-to-work transition of young adults with DLD. Autonomy support and motivation partly explain the school-to-work transition success and psychological well-being. These findings have important theoretical, methodological, and practical implications that are discussed. Further research avenues are also suggested.

The thesis can be downloaded here:

<https://corpus.ulaval.ca/jspui/handle/20.500.11794/68409>

FROM THE EDITOR

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

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

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

I look forward to receiving your submissions!

Angel Chan

Room EF740

Department of Chinese and Bilingual Studies

The Hong Kong Polytechnic University

Hunghom, Hong Kong SAR, China

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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.