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Updates on IASCL 2020

Rhea Paul, Sacred Heart University & Julia Parish-Morris, University of Pennsylvania



The International Association for the Study of Child Language Organizing Committee is delighted to announce that the

Call for Papers for IASCL 2020 is now open!

The 15th International Congress of the Association for the Study of Child Language (IASCL) will take place at the University of Pennsylvania from July 13-17, 2020. Submissions are due on October 15, 2019.

We welcome submissions in any area of language development (atypical populations, cognition and language, comprehension, cultural and social factors, input factors, L1 acquisition and attrition, literacy and language, morphology, multilingualism, neurobiology in typical and/or atypical language, research methodology, non-verbal communication, perception, phonetics and phonology, pragmatics, prosody, semantics and lexicon, sign language, syntax).

IASCL 2020 is a peer-reviewed research conference and all proposals will be reviewed anonymously. Abstracts and author details must be submitted via the online submission form available via the conference submission website: <http://iascl2020.com/call-for-papers/> For additional information, visit the conference website <http://iascl2020.com> or contact us at 2020IASCL@gmail.com

Call for Nominations: IASCL Officers (terms tenable from 2020 Congress)

Tina Hickey, Chair of the IASCL Nominating and Appointing Committee & Sophie Kern, Sharon Armon-Lotem, Nominating Committee Members

Members of IASCL are invited to **submit nominations for IASCL Officers**, according to the statutes of our Association (see details below and the website for a full description). The Association has five Officers, currently filled as follows:

<i>Role</i>	<i>Name</i>	<i>Location</i>	<i>Term expires</i>
President*	<u>Virginia Mueller Gathercole</u>	USA	2020
Vice-President	<u>Shanley Allen</u>	Germany	2020
Secretary	<u>Vicky Chondrogianni</u>	UK	2023
Assistant Secretary	<u>Brian MacWhinney</u>	USA	*
Treasurer	<u>Anna Theakston</u>	UK	2020

* See Notes for list of past Presidents

**The position of Assistant Secretary is held indefinitely by Brian MacWhinney, in recognition of his pivotal role in IASCL.

It has been customary for the IASCL President and Vice-President to be elected for one (three year) term only. Following changes agreed by the Executive Committee in 2016, the offices of Secretary and Treasurer are now held for a six year term, with only one vacated in each cycle, to ensure continuity. Vicki Chondrogianni was appointed Secretary in 2017 for a six year term. Anna Theakston is now stepping down from the office of Treasurer, having made a very significant contribution to the Association over a number of terms.

Therefore, members are invited to submit nominations for the positions of : **President (three-year term), Vice-President (three-year term) and Treasurer (six-year term).**¹

These positions will be effective as of the next meeting of the IASCL in 2020. Current officers may be re-nominated for another term in the same/different role (the statutes of the Association do not preclude this, see footnote ²), provided they indicate agreement to nomination. The role of Treasurer requires that the holder should ideally be based in the UK because the IASCL Charity status is held in Scotland and the accounts must be audited annually in line with that Charity status. Members who would like more details about the functions attached to IASCL positions are invited to contact the current officers.

How to Nominate - Please NOTE:

Nominations must be communicated in writing (or electronic equivalent, e.g. email), as follows:

Nominations MUST include

- Title of the office for which you are nominating someone
- Mailing/emailing address of the nominee
- Country in which that person is located
- A brief statement of his/her qualifications for office
- Evidence of his/her agreement (signature or email correspondence)
- Signature/details of the nominator (***who must be or become a member*** of IASCL).

Nominations for these positions should reach the NAC at: tina.hickey@ucd.ie by **October 1, 2019**. The NAC can add further nominees according to the statutes. *Note that the call for Nominations for Members of the Executive Committee will follow at a later date.*

We look forward to hearing from you in this important aspect of continuing the work of IASCL.

¹ In 2016 the Executive Committee agreed to extend the terms of Secretary and Treasurer to six years rather than three, and to alternate the two posts such that only one of the two was up for nomination each period to ensure continuity of the Association's administration.

² "The officers shall be appointed by the Nominating and Appointing Committee (NAC) at least two months prior to the congress and they will serve three-year terms."

Notes

For your convenience, here is the list of former Presidents of IASCL, in alphabetical order

Anne Baker
Ruth Berman
Eve Clark
Gina Conti-Ramsden
Philip Dale
Paul Fletcher
Ginny Gathercole (current)
Jean Berko Gleason
Elena Lieven
Brian MacWhinney
Els Oksaar
Catherine Snow
Michael Tomasello

Statutes of IASCL (excerpt)

(See full text at IASCL website <https://iascl.talkbank.org/governingstatute.php>)

The Nominating and Appointing Committee shall be appointed by the President no later than six months before a congress. It shall consist of three members, none of whom is currently an officer of the Association. First, the Committee will request nominations from the membership for the officers' positions. These nominations will have to have been approved by the nominees themselves. The Nominating and Appointing Committee may make additional nominations directly. Second, the appointment of the officers will be ratified at the Business Meeting of the Association. In making their selection the members of the Committee will take into consideration the credentials of the nominees and the logistics of the organization of the next congress. The Nominating and Appointing Committee will appoint new officers in consultation with the Executive Committee.

Nomination Template

1. **Title of the office** for which you are nominating someone

2. **Mailing/emailing address of the nominee**

3. **Country** in which that person is located

4. **A brief statement of his/her qualifications for office**

5. **Evidence of nominee's agreement** (signature or email correspondence)

6. **Signature/details of the nominator** (i.e. you) *who must be or become a member of IASCL*).

Send completed nomination(s) to NAC at: tina.hickey@ucd.ie by **October 1, 2019**.

Call for Nominations: the 'Roger Brown Award'

Virginia Mueller Gathercole, President of IASCL

The Officers and Executive Committee of IASCL have set up a triennial 'Roger Brown award', first presented at the Congress of the Association in 2011. The award is for outstanding contributions to the field of child language acquisition, particularly those that have advanced knowledge through methodological innovation (experimental or analytical) and/or those that have helped the research community to work together effectively.

The award will consist of an engraved shield to be presented at the Triennial Congress by the President, as well as coverage of the Congress fee. Additional travel/accommodation support to allow the recipient to attend the Congress will be considered if necessary, to be decided by the selection committee.

Nominations:

- (1) The reasons for the nomination should be stated in a paragraph of no more than 500 words, should be accompanied by the CV of the nominee and by the signatures of the nominators. It is preferable that the person nominated be unaware of this nomination.
- (2) Nominations must be supported by at least 5 current members of IASCL with not more than one coming from the same institution as the nominee and not more than two from the same country.

Committee:

The statutes for the award state the following:

The decision will be taken by a 3-person selection committee consisting of the President and two people from the elected representatives to be chosen by the President. The three members of this committee have to be from different countries and institutions.

In accordance with this statute, the current committee consists of Elena Tribushinina, The Netherlands; Aliyah Morgenstern, France; and Virginia Mueller Gathercole, USA.

Deadline:

We ask that nominations reach us by **Friday, Dec. 6**. Please send nomination materials to Virginia Mueller Gathercole, at vmueller@fiu.edu.

Official Record of the Past Conferences and Officers of IASCL

Virginia Mueller Gathercole, President of IASCL

A few months ago, the officers of IASCL realized that there is no official record of the past conferences and officers of IASCL since its inception. So, with the help of a number of people, we have been trying to reconstruct the history of the organization - past conferences, conference organizers, and officers.

We are attaching here what we have been able to put together to date. I am sending them out to you, the members, in the hopes that some of you may be able to help fill in some of the gaps and help us to correct any potential errors. In a few cases, where we were uncertain, a name appears with a question mark. (Apologies in advance to anyone whose participation may be misrepresented in this draft.) If you can help us to confirm or update this list, please send any corrections or additions to Virginia Mueller Gathercole, at vmueller@fiu.edu, and we will be sure to update the record.

Thank you in advance for any help you can provide. And thank you to all of you who have already helped in getting us this far. Best wishes to you all.

History of IASCL Conferences and Officers (subject to revision)

Congress Year	Location	Conference Organizer(s)	Officers' term (elected at end of Congress)	President	Vice President	Secretary	Treasurer	Newsletter/ Bulletin Editor
1970	Brno	embryonic founding meeting						
1972	Florence	Walburga von Raffler-Engel (RIP 2009)	1972-75	Walburga von Raffler-Engel	Tatiana Slama-Cazacu ?			
1975	London	Natalie Waterson	1975-78		Dan I. Slobin			
1978	Tokyo	Fred Peng	1978-81	Els Oksaar (RIP 20015)	Sei Nakazima	David Ingram	Terry Myers	
1981	Vancouver	John Gilbert	1981-84	David Ingram	John Gilbert	Carolyn Johnson (??)		Susan Foster Cohen
1984	Austin	Anne Van Kleeck	1984-87	Catherine Snow	Anne Van Kleeck			Susan Foster Cohen
1987	Lund	Ragnhild Söderbergh	1987-90	Paul Fletcher	Ragnhild Söderbergh		Susan Foster Cohen	Susan Foster Cohen
1990	Budapest	Zita Réger (RIP 2001)	1990-93	Jean Berko Gleason	Zita Réger (RIP 2001)	Philip Dale	Philip Dale	Philip Dale
1993	Trieste	Maria Silvia Barbieri	1993-96	Ruth Berman	Maria Silvia Barbieri	Philip Dale	Tina Hickey	Philip Dale
1996	Istanbul	Ayhan Aksu Koç	1996-99	Philip Dale	Ayhan Aksu Koç	Steven Gillis	Annick De Houwer	Gillian Wigglesworth
1999	San Sebastian	Itziar Idiazabal & Jasone Cenoz	1999-2002	Brian MacWhinney	Itziar Idiazabal	Steven Gillis	Annick De Houwer (Asst. Treasurer: Shanley Allen)	Jasone Cenoz
2002	Madison	Jon Miller	2002-05	Michael Tomasello	Gina Conti-Ramsden	Steven Gillis (Asst. Secr: Brian MacWhinney)	Anna Theakston (Asst. Treas.: Judith Becker Bryant)	Ludovica Serratrice

2005	Berlin	Dagmar Bittner, Natalia Gagarina, Christina Kauschke, Gisela Klann-Delius, & Jürgen Weissenborn	2005-08	Gina Conti-Ramsden	Frank Wijnen	Brian MacWhinney	Anna Theakston (Asst. Treas.: Judith Becker Bryant)	Barbora Skarabela
2008	Edinburgh	Antonella Sorace	2008-11	Elena Lieven	Eve Clark	Ludovica Serratrice (Asst. Secr: Brian MacWhinney)	Anna Theakston	Barbora Skarabela (until June 2009), Angel Chan (June 2009 forward)
2011	Montreal	Henri Cohen	2011-14	Eve Clark	Dorit Ravid	Ludovica Serratrice (Asst. Secr: Brian MacWhinney)	Anna Theakston	Angel Chan
2014	Amsterdam	Anne Baker	2014-17	Anne Baker	Rhea Paul	Ludovica Serratrice (Asst. Secr: Brian MacWhinney)	Anna Theakston	Angel Chan
2017	Lyon	Sophie Kern & Harriet Jisa	2017-20	Virginia Mueller Gathercole	Shanley Allen	Vicky Chondrogiani (Asst. Secr: Brian MacWhinney)	Anna Theakston	Angel Chan
2020	Philadelphia	Aquiles Iglesias & Julia Parish-Morris	2020-23					

New Corpora and Other Updates in CHILDES

Brian MacWhinney, Carnegie Mellon University & Annick De Houwer, Universität Erfurt

The Biro Trilingual Corpus

The **Biro Trilingual Corpus** was contributed by Andrea Biró from the University Pompeu Fabra in Barcelona.

The description page for the corpus is at <https://chilides.talkbank.org/access/Biling/Biro.html>.

This corpus documents the language acquisition of trilingual girl, Sara, exposed to both Hungarian and Spanish regularly from birth and to Catalan from 1 year of age. Sara was born in Catalonia, Spain on February 3, 2011. The mother is a native speaker of Hungarian and the father is a native speaker of Colombian Spanish. Both parents possess university studies. The mother speaks Spanish at an advanced level, as well as Catalan at a high level. The father understands and speaks Catalan at an advanced level and understands Hungarian at a basic level but does not speak it. Sara's parents are a bilingual / monolingual couple where the mother speaks in Spanish with the father of the girl and in Hungarian, her mother tongue, with her daughter. The father always speaks in Spanish with both his daughter and his wife. Parents try to follow the one person / one language model. Sara was exposed to Hungarian and Spanish languages from birth, and to Catalan from 1;0 year old when she began attending a nursery school where the vehicular language is Catalan.

Sara's parents are actively involved in caretaking and the girl's upbringing. Both feed her, bathe her, play and sing with her and tell her stories. During the week, after school, the girl is with her father; while on weekends she spends more time with the mother. Sara never watches television but usually watches cartoons in Spanish online for approximately half an hour three times a week, and is exposed to the radio in both Spanish and Catalan. She has a lot of CDs with children's songs in the three languages, Hungarian, Spanish and Catalan, and many story books that she usually reads daily with her parents.

Regular recordings with Sara began in October 1, 2012 and ended in September 28, 2014. They cover two years, from 1;7.28 to 3;7.25 years of age and have a duration of more than 55 hours in total. The sessions were recorded in two countries, Spain and Hungary, in two different contexts, food and playtime. Each session was recorded approximately every two weeks for 30 minutes each. A total of 108 video sessions were obtained: 92 in Spain and 16 in Hungary; 93 sessions were recorded in playtime context and 15 in feeding context. The latter were collected from the beginning of the data collection until the age of 2; 3.12. The sessions were always recorded by the adult who interacted with Sara. The first 13 sessions were recorded in two (Hungarian and Spanish) or three (Hungarian, Spanish and Catalan) languages at the same time. From 2 January 2013 (session n° 14), each session was recorded alternating the languages approximately every 15 days. From 11 July 2013 (session n° 30) the sessions were recorded every two weeks in each language (Hungarian, Spanish and Catalan), leaving a day of rest between sessions.

The NINJAL-Okubo Corpus

The **NINJAL-Okubo Corpus** was contributed by Ai Okubo from the National Institute for Japanese Language and Linguistics and updated by Susanne Miyata from Aichi Shukutoku University.

The description page for the corpus is at

<https://childes.talkbank.org/access/Japanese/Okubo.html>.

The NINJAL-Okubo data were collected by the National Institute for Japanese Language and Linguistics for the purpose of observation of the language and acquisition behaviour of pre-school children. The study was conducted by Ai Okubo. The data consist of the speech of a first-born boy (Taachan, born March 3, 1974) between his first and fourth birthday and were collected in cooperation with his mother over a three-year period starting in 1975. The study contains data of about two hours per month, recorded on several days during the month. The transcription is based on cassette tape recordings (Sony TC 1000B), and was performed by the mother. Explanations of the situation were added where necessary. The child's utterances are transcribed close to actual pronunciation.

The DeHouwerBornstein Corpus

The **DeHouwerBornstein Corpus** was contributed by Annick De Houwer from the University of Erfurt and Marc Bornstein from National Institutes of Health.

The description page for the corpus is at

<https://childes.talkbank.org/access/DutchAfrikaans/DeHouwerBornstein.html>

The data are from the project TaalSpel or Language Play. Recordings are from children at 13 and 20 months in two settings -- freeplay and eating. The children include 31 Dutch monolinguals, 16 Dutch-French bilinguals, and 2 Dutch-English bilinguals. The video at 13 months includes two 15-minute sessions, one with food and one with play, from which only 5 minutes has been transcribed. At 20 months, the video includes three contexts: FOOD + LEARN (play with MOT with standardized set of toys) + PLAY (CHI alone, with same standardized set of toys, done after LEARN session), 3 x 10 minutes, toddler + mother, recorded at home, filmer silent (FOOD filmed either before LEARN+PLAY, or after; LEARN filmed before PLAY). For the bilinguals, some sessions are in Dutch, others in French, one in English. All recordings of monolingual families are in Dutch. One can access the video data after asking for a password from Brian MacWhinney (macw@andrew.cmu.edu). The data for the monolinguals are in the /DutchAfrikaans section of CHILDES (<https://childes.talkbank.org/access/DutchAfrikaans/>). The data for the bilinguals can be found in the BilingualCorpora section (<https://childes.talkbank.org/access/Biling/>). For more information, please contact Annick at annick.dehouwer@uni-erfurt.de.

Other Updates on Bilingual Acquisition

For those interested in early work on bilingual acquisition, you can now easily access classic texts in the field by going to the Child Language Diaries page on CHILDES (<https://childes.talkbank.org/diaries/>).

You'll find Leopold, Werner (1939). *Speech Development of a Bilingual Child: a Linguist's Record: Volume 1: Vocabulary Growth in the first Two Years there*, and a picture of Werner Leopold and interview with him. You'll also find a copy of the first book ever on a bilingual child, viz., Ronjat, Jules (1913). *Le développement du langage observé chez un enfant bilingue*. Paris: Champion, and a copy of the second one, Pavlovitch, Milivoïe (1920). *Le langage enfantin: Acquisition du serbe et du français par un enfant serbe*. Paris: Champion. Both studied their sons in the first years of life. Ronjat's had German and French input from birth. Pavlovitch's son had Serbian as his first language, and French as his second (input to French started at age 14 months, through a family friend who talked to the child every day).

Report on the symposium on "Language Emergence: Competition, Usage, and Analyses"

Brian MacWhinney, Carnegie Mellon University

This is a brief report on the symposium on "Language Emergence: Competition, Usage, and Analyses" that was held at Carnegie Mellon University in Pittsburgh on June 6-8 with 95 participants from four continents. The symposium was supported by a grant from NIH and was devoted to honoring Brian MacWhinney's contributions to language studies through the creation of language databases and the advancement of emergentist theory. The symposium was designed to reflect the ways our overall understanding of the nature of language learning, structure, and processing can be illuminated through the use of online multimedia databases.

On June 6 presentations focused on the composition and uses of nine TalkBank databases including CHILDES, PhonBank, AphasiaBank, FluencyBank, DementiaBank, TBIBank, HomeBank, SLABank, and CABank. Powerpoints for these presentations can be downloaded from the symposium webpage at <http://gandalf.talkbank.org/symposium/>.

The sessions on June 7 focused on child language with contributions from Catherine Snow, Annick De Houwer, Elena Lieven, Kenji Sagae, Morten Christiansen, Nan Bernstein Ratner, Yvan Rose, Florian Metze, Mark VanDam, Leanne Togher, and Rick Gilmore and Karen Adolph. The final session that day included contributions on Psycholinguistics from William O-Grady, Adele Goldberg, and Maryellen MacDonald. For these talks, Powerpoint presentations and videos are available from the website. There were also poster sessions on both June 7 and June 8 which included 20 contributions, largely from graduate students.

June 8 began with a talks on emergentist Neurolinguistics from Ping Li, James Booth, and Arturo Hernandez. The second session included presentations on first language acquisition from Patricia Brooks and Vera Kempe. This was followed by talks on the role of competition in language processing from Edward Gibson, Janet McDonald, and Roman Taraban. Finally, there were discussions of issues in second language learning from Nick Ellis, Catherine Caldwell-Harris, Helen Zhao, Yanping Dong, Anat Prior, Natasha Tokowicz, and Tessa Warren.

Given the breadth and quality of these presentations, the organizers have decided to publish the papers from this symposium through three venues. The first will be a special issue of *Frontiers in Psychology - Language Sciences* focusing on emergentist theory. The second will be publication in the opening issue of a new open-access journal in the area of child language. The third will be a journal special issue examining the role of online databases in dealing with the issues such as replicability and data-driven theory.

The symposium was a great success, due both to the lovely weather in Pittsburgh in early June and the high quality of the presentations. Participants agreed that a similar meeting should be repeated on a biennial basis and there were three volunteers for organizing the next such meeting.

Report on Child Language Symposium 2019 and the Pre-Conference Workshop on Pragmatics in Sheffield

Danielle Matthews, University of Sheffield

Child Language Symposium 2019

In July 2019, The University of Sheffield hosted the UK Child Language Symposium with visitors from across the globe attending for two days of talks and posters. Feedback since has praised the warm and collaborative atmosphere and the quality of the talks.

The conference featured four outstanding keynote speakers. The first, Charles Hulme, noted how oral language ability is a key part of school readiness and is open to intervention. The second, Volya Kapatsinski, presented data from adults on the role of prediction error in language learning, with clear implications for thinking about how children learn from experience. The third, Cristina McKean, gave a compelling overview of the different levels at which policy and children's services can offer support for language development and how understanding developmental change can optimise this support. The final keynote, Mike Goldstein spoke about the role of socially guided vocal learning in early communicative development - a lecture that contained not only babies but also zebra finches!

Parallel symposia ran for two days with high-quality talks covering topics from infant babbling to adolescent reasoning with everything in between. The *Language and Reading Research in Yorkshire* (LARRY) group held a special network symposium on *Exploring reading comprehension in EAL learners: beyond vocabulary knowledge*.

For the first time this year, CLS invited pre-submission posters (an opportunity to submit pre-registration plans for studies yet to be undertaken or pre-registered studies underway, rather than work that has already been completed). This format was very successful. Indeed, on both days, the poster halls were full of animated discussion.

Finally, many people appreciated that #CLShef19 had an eco-friendly team, with no printed programme and reusable coffee cups in the welcome bags.

Pragmatics Workshop in Sheffield

The day before CLS2019, Sheffield hosted a workshop on Pragmatic Development. Danielle Matthews organised and introduced the event with a discussion of the definition of pragmatics and its developmental roots in infancy. The audience of academics and practitioners then discussed what pragmatics meant to them and how it arose as an issue in practice (for example, for those working in social care it related to attachment, for those working in Speech and Language Therapy it extended as far as understanding etiquette in social media use, for others it involved grasping the use of prosody for communicative effect). We then debated whether pragmatics skills are separable from formal language skills and Alex Wilson presented data from a new task that suggested, in adults at least, that the ability to make inferences about implied meaning is indeed separable (to a degree) from grammatical knowledge. Fortunately, then, there was something coherent for us to discuss for the rest of the day.

The next two talks focused on the impact of deafness on pragmatic development. Dianne Toe, who we were fortunate to have all the way from Deakin, Australia, outlined the challenges that deaf and hard of hearing children can face in conversation with their peers. She presented clear examples of 'trouble in the talk' and (reasons why they arise) but also wonderful moments of humorous interactions that could easily be imagined as the foundations of friendship. Dyan McKinley, a speech and language therapist emphasised how pervasive difficulties with pragmatics could be for the young people she supports and how this affects self-confidence in social situations.

We started the afternoon session with talks on autism. Kirsten Abbot-Smith began with a theoretical overview of shared intentionality and its central role in pragmatic development. She discussed how autistic children are often supported to stay on topic but suggested a need to think about supporting gradual topic shift and topic co-construction. Megan Freeth presented a range of research on social attention and gaze following in autism which had clear implications for how we think about differences in preferred communication style. This was followed by a passionate plea from Kath Bransby, a teacher and parent, for us not to assume that neurotypical norms of interaction work for everyone. She advised whole class conversations about how we all have different ways of communicating and listening and offered practical and positive tips. Thinking about peer interactions led us to conclude the first afternoon session with Jenny Gibson's talk on how children use language to make friends and have fun. This highlighted the value of reciprocated friendships and the role that family support and communication skills play in nurturing them.

The final session of the day began with a set of 'frequency asked questions' from Cristina Martins Halpern and her interdisciplinary hospital team in Lisbon. By watching brief clips of clinical sessions, we were able to imagine quite how many hypotheses a clinician might be entertaining when watching a child who has been brought to their hospital by concerned parents. Passing from pediatric neurology to cognitive neuroscience we then heard from Shirely-Ann Rueschemeyer about how we actively model the perspective of a co-listener during multi-party conversation. This gave a flavour of how neuro-imaging methods that might be used in a developmental setting. With this food for thought, we ended the day back where we started - on the question of how separable pragmatic skills/difficulties are from the rest of language and cognition. Courtenay Norbury highlighted how rare it is to

have 'pure' Social Pragmatic Communication Disorder. She gave a characteristically energetic talk on identifying pragmatic language deficits in a population sample, calling for longitudinal studies and robust intervention trials.

After so much food for thought, and after a few technical glitches, we were short on time to discuss main themes but thankfully CLShef19 was just starting and the evening reception awaited. Thanks to all who came and made this the interdisciplinary day we were hoping for!

Report on the Workshop “Toward Modelling the Development of Speech Planning in Production”

Isabel O’Keeffe, Macquarie University

Workshop sponsored by: ARC Laureate Fellowship (Demuth), Macquarie University Child Language Lab, Macquarie University Centre for Language Sciences, Massachusetts Institute of Technology

Models of human speech production developed over the past few decades have been shaped by a number of sources of information, including linguistic theory, observational studies and experimental studies of both typical and atypical adult speakers. But few studies have examined the developmental course of changes in the speech production process in children who are learning to talk. The goal of the ‘Toward Modelling the Development of Speech Planning in Production’ workshop was, therefore, to bring together researchers working on models of speech production planning to explore methods suitable for testing hypotheses about the role of higher-level structure in these processes in both adults and children aged 2-12, with special focus on speech (and gestural) planning mechanisms during the course of language development.

This international event, a Satellite Workshop of the International Congress of Phonetic Sciences (ICPhS) 2019, was organised by Distinguished Professor Katherine Demuth, Dr Ivan Yuen, Stefanie Shattuck-Hufnagel, Dr Titia Benders, and Dr Ping Tang. Keynote speakers included Bryan Gick (University of British Columbia), Núria Esteve-Gibert (Universitat Oberta de Catalunya), Lucie Ménard (Université du Québec à Montréal) and Aditit Lahiri (University of Oxford).



(Photo, L-R: Katherine Demuth, Núria Esteve-Gibert, Bryan Gick, Aditit Lahiri, Titia Benders, Ping Tang, Lucie Ménard, Ivan Yuen, Stefanie Shattuck-Hufnagel).

Special Issue on the Role of Grammatical Words in Syntactic Development

Anat Ninio, The Hebrew University of Jerusalem

We are pleased to announce the publication of a **special issue of the journal First Language on “The role of grammatical words in syntactic development”**, edited by Anat Ninio, in the February 2019 issue: <https://journals.sagepub.com/toc/flaa/39/1>

First Language, Volume 39 - Issue 1 - Number 137 - February 2019

Guest editors : Anat Ninio

Title of the special issue: The role of grammatical words in syntactic development

Title of the journal: First Language

Publisher: Sage Publishing Company

Overview

Until recently, grammatical words such as determiners, auxiliary verbs and prepositions have been considered marginal for the early stages of syntactic development. Lately the trend has turned, and recently some authors have been arguing for the opposite view, according to which grammatical words or functional words (FWs) have a central role in syntactic development. This thematic issue is devoted to the hypothesis that FWs bootstrap syntactic development in children. The first paper, by Dye et al., sets the background with a thorough literature review. The second paper, by Ninio, offers evidence that FCs may be the source of transfer and facilitation of major syntactic principles. The remainder of the thematic issue is devoted to five studies that offer an empiricist model of learning of a vocabulary of FWs and its connection to syntactic structure. The major conclusion is that this interrelated complex system is not innate but learned from the linguistic input. Evidence comes from studies of development of several languages: French (Le Normand), German (Szagun et al.), English, Spanish, and Bantu (Demuth); of development in typically and atypically developing child populations (Leonard); and of monolingual as well as bilingual development (Kedar). Each of the studies examines a different aspect of such a learning theory. The thematic issue provides important theoretical insights into the process of acquisition, and may contribute to various applied uses by serving as the basis for remedial teaching and intervention.

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INTRODUCTION TO SPECIAL ISSUE

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Workshop on Early Language in Neurodevelopmental Disorders - Lisbon (NeuroD-WELL)

Sónia Frota, Universidade de Lisboa

The conference will be held on 8 Nov 2019 in Lisbon, Portugal.

The main focus of NeuroD-WELL is the early development of language in individuals with neurodevelopmental disorders, or at risk of developing language impairments due to familial risk or other risk factors. It is known that language deficits occur in a variety of neurodevelopmental disorders, as in intellectual disabilities, language disorder, social communication disorder, or autism spectrum disorder. However, little is known about early emerging language abilities and their development in these groups of children, including at-risk groups. We are thus interested in infants' and toddlers' language perception and learning abilities at the 1st and 2nd years of life, and how they relate to language abilities in low risk, typical development peers, as well as to later language development.

NeuroD-WELL aims at bringing together researchers and practitioners working on language development and neurodevelopmental disorders, from a multidisciplinary perspective (Clinical Linguistics, Cognitive Science, Linguistics, Neurolinguistics, Psycholinguistics, Psychiatry, Psychology, Speech and Hearing Sciences, Speech Therapy, among others).

For more info, please visit <http://labfon.lettras.ulisboa.pt/NeuroD-WELL/call-for-papers/index.html>

The 44th Annual Boston University Conference on Language Development

Danielle Dionne, Boston University

The conference will be held on 7-10 Nov 2019 in Boston, USA.

Keynote Speaker: Cynthia Fisher (University of Illinois at Urbana-Champaign)

Plenary Speaker: Jan Edwards (University of Maryland)

Further details can be found on the conference site: <http://www.bu.edu/buclid/>

The Role of Social Context in Bilingual Language Development: Call for Datasets

Erika Hoff, Florida Atlantic University & Sharon Unsworth, Radboud University, Nijmegen

Background The social contexts in which children hear and acquire two languages vary widely. There is reason to think that this variation has consequences for bilingual development. That is, the description of bilingual development and outcomes appears to differ, depending on whether the children are Spanish-English bilinguals in immigrant communities in the U.S., Dutch-English bilinguals in the Netherlands, or French-English bilinguals in Canada, for example. However, there is little comparative research that might explain why these outcomes are different. At present, there are not systematic data documenting how children's dual language experience and bilingual development differs depending on whether they are children in immigrant families exposed to a heritage/minority language and a societal/majority language, children of expats hearing one national language at home and another national language out of the home, or children living in an officially bilingual country. And there are not data linking that variation in experience to variation in children's bilingual skills.

Research Aims We are proposing a research project that will fill this gap by investigating early bilingual development in multiple, and different social contexts. The specific aims are the following:

- (1) to describe different bilingual contexts in terms of measures of children's language experience that could be the proximal sources of variation in language development
- (2) to describe the bilingual development of children in those environments
- (3) to identify, in each environment, relations between proximal measures of language experience and measures of children's dual language skills.

These specific aims serve the broad goal of providing an empirical basis for an account of the ways in which the social contexts in which children hear two languages shape their bilingual outcomes.

Working criteria for datasets (i) Data are available from the same (or maximally comparable) task in both of the children's languages; (ii) Information about language

experience (i.e., amount of input, input quality, children's own language use) is available at the level of the individual child; (iii) Children were between the ages of 2 and 12 years old at time of testing; (iv) Age of onset is no later than the onset of formal schooling; (v) Exposure to a third language is no more than 5%; and (vi) Children are typically developing (i.e., no developmental language disorder).

If you have any datasets you would be willing to share for the purposes of this project, please go to bit.ly/roleofsocialcontext and complete the form there to tell us about them. And of course any input you might have about the conceptual and methodological issues involved in this project(-to-be) is very welcome. Either drop us an email (Erika Hoff (Florida Atlantic University, ehoff@fau.edu) and Sharon Unsworth (Radboud University, Nijmegen, s.unsworth@let.ru.nl) or use the comments box at the end of the form if you would like to contribute in this way.

FORTHCOMING CONFERENCES AND WORKSHOPS

What: Conference on Multilingualism 2019 (COM2019)

When: 1-3 Sep 2019

Where: Leiden University, The Netherlands

Details: <https://www.universiteitleiden.nl/multilingual-conference-com2019>

What: IXth International Conference of Language Acquisition

When: 4-6 Sep 2019

Where: Madrid, Spain

Details: <https://aeal2019.weebly.com>

What: Typical and Atypical Language Development Symposium (TALDS 2019)

When: 4 Sep 2019

Where: Moscow, Russia

Details: https://neuro.hse.ru/amlap2019/symp_taald/

What: The 14th Generative Approaches to Language Acquisition Conference (GALA 14)

When: 12-14 Sep 2019

Where: Milan, Italy

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

What: The 38th Second Language Research Forum (SLRF2019)

When: 20-22 Sep 2019

Where: East Lansing, Michigan, USA

Details: <http://slrf2019.sls.msu.edu/>

What: The 2019 DISPOC Conference on Brain, Learning and Language

When: 26-28 Sep 2019

Where: Siena, Italy

Details: <http://www.congressi.unisi.it/brainconference/>

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

When: 26-28 Sep 2019

Where: The University of Hamburg, Germany

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

What: 44th Annual Boston University Conference on Language Development

When: 7-10 Nov 2019

Where: Boston, USA

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

What: Workshop on Early Language in Neurodevelopmental Disorders - Lisbon (NeuroD-WELL)

When: 8 Nov 2019

Where: Lisbon, Portugal

Details: <http://labfon.letras.ulisboa.pt/NeuroD-WELL/index.html>

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

When: 6-8 Nov 2019

Where: Haarlem, the Netherlands

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

What: The 2019 American Speech-Language-Hearing Association (ASHA) Convention

When: 21-23 Nov 2019

Where: Orlando, FL, USA

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

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

When: 2-5 Jan 2020

Where: New Orleans, LA USA

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

What: International Conference on Teaching Foreign Languages to Children and Young People

When: 20-21 Jan 2020

Where: Amsterdam, The Netherlands

Details: <https://waset.org/conference/2020/01/amsterdam/ICATLLA>

What: The 42nd Annual Conference of the German Linguistic Society (DGfS 2020)

When: 4-6 Mar 2020

Where: Hamburg, Germany

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

What: International Conference on Sign Language Acquisition (ICSLA 2020)

When: 18-19 Jun 2020

Where: Toronto, Canada

Details: <https://waset.org/conference/2020/06/toronto/ICSLA>

CONFERENCE AND WORKSHOP CALLS

What: The 33rd Annual CUNY Human Sentence Processing Conference

When: 19-21 Mar 2020

Where: University of Massachusetts, Amherst,

USADetails: <https://www.umass.edu/linguistics/cuny2020/>

Submission Deadlines: 5 Dec 2019

What: The Asian Conference on Language 2020 (ACL 2020)

When: 29 Mar-1 Apr 2020

Where: Tokyo, Japan

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

Submission Deadlines:

Early Bird Abstract Submissions: 15 Nov 2019

Final Abstract Submissions: 17 Jan 2020

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

When: 24-26 Apr 2020

Where: Hong Kong, China

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

Submission Deadlines: 30 Nov 2019

What: Evidentiality and Modality: At the crossroads of grammar and lexicon

When: 11-12 Jun 2020

Where: Montpellier, France

Details: <https://evidentialite.sciencesconf.org/?forward-action=index&forward-controller=index&lang=en>

Submission Deadlines: 30 Oct 2019

What: EuroSLA 30

When: 1-4 Jul 2020

Where: Barcelona, Spain

Details: <http://www.eurosla.org/save-the-date-for-eurosla30-july-1-4th-2020-in-barcelona/>

Submission Deadline: TBA

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

When: 26-29 Aug 2020

Where: Bucharest, Romania

Details: <http://sle2020.eu/>

Submission Deadline: 20 Nov 2019

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

When: 10-12 Sep 2020

Where: University of Zagreb, Croatia

Details: <https://iam.wildapricot.org/2020-IAM-L3-Conference>

Submission Deadline: TBA

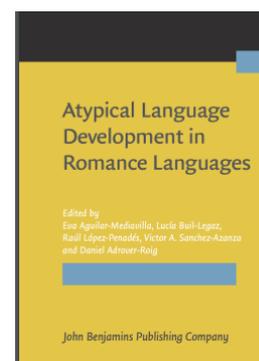
BOOK ANNOUNCEMENTS

Editors: Eva Aguilar-Mediavilla, Lucía Buil-Legaz , Raúl López-Penadés, Victor A. Sanchez-Azanza and Daniel Adrover-Roig

Title: Atypical Language Development in Romance Languages

Publisher: John Benjamins

ISBN: 978 90 272 0321 2 (Hb) 978 90 272 6249 3 (e-book)

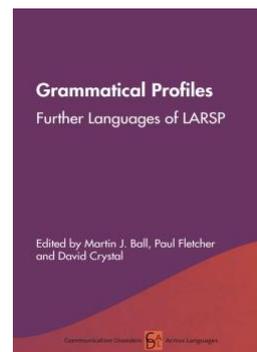


This book presents a range of ongoing studies on atypical language development in Romance languages. Despite the steady increase in the number of studies on typical language development, there is still little research about atypical language development, especially in Romance languages. This book covers four main conditions causing atypical language development. Part I explores the linguistic and communicative characteristics of preterm children learning Romance languages. The focus of Part II centers on children with Specific Language Impairment. Hearing Loss in Part III is another relevant factor leading to atypical language development. The final part IV zeroes in on genetic syndromes coupled to cognitive impairment with special attention to language development. This book presents a much needed overview of the most recent findings in all relevant fields dealing with atypical language development in children speaking Romance languages.

Please access to the book content through:

<https://www.jbe-platform.com/content/books/9789027262493#overview>

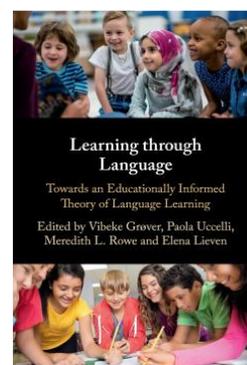
Editors: Martin J. Ball, Paul Fletcher, David Crystal
Title: Grammatical Profiles: Further Languages of LARSP
Publisher: Bristol: Multilingual Matters.
ISBN: 9781788924382



This book brings together 12 previously unpublished language profiles based on the original Language Assessment, Remediation and Screening Procedure (LARSP). The languages featured are: Bangla, Croatian, Colombian Spanish, Inuktitut, Norwegian, Portuguese, Russian, Slovak, Slovenian, Swahili, Tamil and Turkish. Some of these languages are included as they are likely to be encountered as home languages of clients by speech-language therapists and pathologists working in the UK, the US, Australia and elsewhere. Others are included because they are languages found where speech-language pathology services are provided, but where no grammatical profile already exists. The collection will be an invaluable resource book for speech-language pathologists who wish to analyse and assess the grammatical abilities of their clients who speak one of these languages. This new collection complements two previous books in this series on the same theme and together they cover 34 languages of the world. The editors have provided a post that gives some background to the series

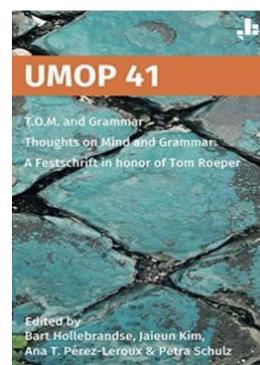
at: <https://channelviewpublications.wordpress.com/2019/07/26/why-larsp/>

Editors: Vibeke Grøver, Paola Uccelli, Meredith Rowe and Elena Lieven
Title: Learning through Language: Towards an Educationally Informed Theory of Language Learning
Publisher: CUP
ISBN: 9781316718537
 DOI: 10.1017/9781316718537



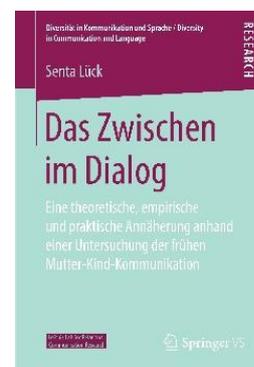
This book is a collection of studies that examine the role of language in education, with a particular emphasis on features of school-relevant language in middle childhood and adolescence and its precursors in early childhood. Each of its three parts - early childhood, middle childhood and adolescence and learning in multilingual contexts - features a discussion from experts in the field to stimulate conversation and further routes for research. The afterword is provided by Catherine Snow whose work permeates many aspects of the volume.

Editors: Bart Hollebrandse; Jaieun Kim; Ana T. Pérez-Leroux; Petra Schulz
Title: T.O.M. and Grammar: Thoughts on Mind and Grammar: A Festschrift in honor of Tom Roeper
Publisher: Graduate Linguistics Student Association, Massachusetts, Amherst
ISBN: 1729520650



This Festschrift Issue of the University of Massachusetts Occasional Papers honors the 75th birthday of Tom Roeper. Collaborators, former students and friends over many years have come together to recognize Tom's pioneering achievements in the field, and to acknowledge his generous and inspiring contributions to our work.

Author: Senta Lück
Title: Das Zwischen im Dialog. Eine theoretische, empirische und praktische Annäherung anhand einer Untersuchung der frühen Mutter-Kind Kommunikation. (Inside the Dialogue. A theoretical, Empirical and Practical Approach Based on a Study of Early Mother-child Communication)
Publisher: Springer VS
ISBN: 978-3-658-25832-0 (Paperback) 978-3-658-25833-7 (e-book)



Series Title: Diversität in Kommunikation und Sprache / Diversity in Communication and Language
Subseries Title: Leibniz Lab for Relational Communication Research
Editor: Ulrike, M. Lüdtke

The aim of this study is to understand and to explain the affective-emotional process of engagement between mother and child in their early communication in relation to their culture circumstances in the child's age of three to four months. First, we developed an in-vivo study with 20 mother-child dyads to determine the influence of the social circumstances in their communication. Therefore, we installed a mobile technical camera system in the family's homes. The mothers made the recordings by themselves during the nappy changing situation. The data were analyzed based on the four-part structure of narratives (Initiation, Build, Climax, Conclusion) as a comparative study. Further the aim of this thesis changed, following the thoughts of a relational methodology. Consequently, the analyzing process were changed into a specifically developed quality method. This method should capture the affective-emotional engagement in six mother-child dyads. On the one hand, it investigates how this engagement is related to their cultural circumstances. On the other hand, the method considers the affective-emotional involvement of the observer related to their pedagogical background in the form of individual case studies. The results are reflected upon the processing of emotions in the pedagogically practice.

More information: <https://www.springer.com/gp/book/9783658258320>

Author: Chantal Polzin

Title: Zum Performativen des frühen Dialogs. Eine Fallstudie in einem tansanischen Waisenheim (The Performativity of Early Dialogue. A Case Study in a Tanzanian Orphanage)

Publisher: Springer VS

ISBN: 978-3-658-25830-6 (Paperback) 978-3-658-25831-3 (e-book)

Series Title: Diversität in Kommunikation und Sprache / Diversity in Communication and Language

Subseries Title: Leibniz Lab for Relational Communication Research

Editor: Ulrike, M. Lüdtk



This study investigates the unique and implicit performativity of moments when people as social human beings meet. The fundamental importance of these moments for communication development is emphasized in this book. In a qualitative case study, the performative “how” of the signifying process in communication development is revealed. A girl named Radhia and her living conditions in a Tanzanian orphanage are studied to point out fundamental psychological and sociological aspects in the creation of shared meaning in child development. In a participative planned project, the author herself initiated the dialogue with Radhia and her caretakers in the orphanage. Methodologically, the author uses a relational perspective on social, cultural and developmental processes in a post-colonial institution and understands the term performativity in a semiotic way to develop a “relational moment-analysis”. By integrating this term into a developmental context, this approach gains interdisciplinary compatibility.

More information: <https://www.springer.com/gp/book/9783658258306>

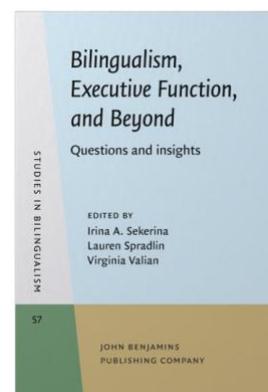
Editors: Irina A. Sekerina, Lauren Spradlin and Virginia Valian

Title: *Bilingualism, Executive Function, and Beyond: Questions and Insights*

Publisher: John Benjamins

ISBN: 9789027202437

DOI: <https://doi.org/10.1075/sibil.57>



The study of bilingualism has charted a dramatically new, important, and exciting course in the 21st century, benefiting from the integration in cognitive science of theoretical linguistics, psycholinguistics, and cognitive psychology (especially work on the higher-level cognitive processes often called executive function or executive control). Current research, as exemplified in this book, advances the study of the effects of bilingualism on executive function by identifying many different ways of being bilingual, exploring the multiple facets of executive function, and developing and analyzing tasks that measure executive function. The papers in this volume (21 chapters), by leading researchers in bilingualism and cognition, investigate the mechanisms underlying the effects (or lack thereof) of bilingualism on cognition in children, adults, and the elderly. They take us beyond the standard, classical, black-and-white approach to the interplay

between bilingualism and cognition by presenting new methods, new findings, and new interpretations.

Author: Ulrich Stitzinger

Title: Vom Potenzial zur Ressource. Pädagogische Fachkräfte im Kontext sprachlich-kultureller Diversität am Beispiel der Sprachbeobachtung (From Potentials to Resources. Educational Professionals in the Context of Cultural-linguistic Diversity Using the Example of Observing Language Development)

Publisher: Springer VS

ISBN: 978-3-658-26469-7 (Paperback) 978-3-658-26470-3 (e-book)

Series Title: Diversität in Kommunikation und Sprache / Diversity in Communication and Language

Editor: Ulrike, M. Lüdtke

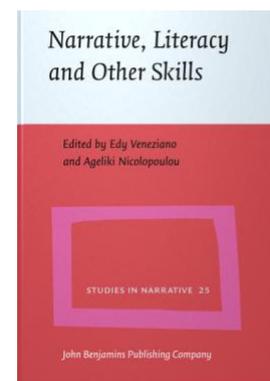


In the course of global migration movements, the topics of multilingualism and interculturality are gaining in importance. Whether cultural-linguistic diversity is to be viewed as a beneficial potential or a subject entailing difficulties is still being discussed controversially in the sector of education.

Therefore, this study aims to examine the potential and resource development of educational professionals focusing on cultural-linguistic diversity in early childhood education and care institutions. The respective competencies of the professionals manifest in attitudes, knowledge and skills. With reference to the 'Relational Language Theory' according to Lüdtke, the individual professionalism is being explored in interdependencies to the team as well as to the system of educational administration and politics. From guideline-based and focused expert interviews with educational professionals whose first languages are Russian, Turkish or German, already successful approaches, knowledge and perspectives as well as topics of doubts, problems and areas with need of change can be highlighted in the interviewees' self-constructions. Furthermore, especially the multilingual educational professionals were capable of improving their competencies in speech-language assessments in the context of cultural-linguistic diversity during a training course with case vignettes. By triangulation of data from interviews and case vignettes and also by generating different types of educational professionals' characteristics - especially the overcoming of their own difficulties in language learning and the interest in expanding knowledge and reflectivity - can be derived with regard to better use of resources.

More information: <https://www.springer.com/gp/book/9783658264697>

Editors: Edy Veneziano & Ageliki Nicolopoulou
Title: *Narrative, Literacy and Other Skills: Studies in Intervention*
Publisher: John Benjamins
ISBN: 9789027262912
DOI: <https://doi.org/10.1075/sin.25>



In recent years, narrative skills have been receiving increasing attention from researchers for their relevance in the development of language, literacy and socio-cognitive abilities. This volume brings together studies focusing on two key issues in the development of children's narrative skills. The first part of the Volume addresses the issue of the interrelatedness between narrative skills and literacy, language and socio-cognitive development, as well as of the impact of narrative practices on the promotion of these different skills. The second part of the Volume addresses the issue of how early interactional experiences, particular contextual settings and specific intervention procedures, can help children promote their narrative skills.

The studies span a wide age range, from toddlers to late elementary school children, concern different languages (Dutch, English, French, German, Hebrew and Italian), and consider narrative skills and practices from a rich variety of theoretical and methodological approaches.

THESIS ANNOUNCEMENTS

Author: Lucinda Davidson
Title of the PhD thesis: *Allies and Adversaries: Categories in Murrinhpatha Speaking Children's Talk*
Institution: University of Melbourne

Link to the thesis: <http://hdl.handle.net/11343/219709>

This thesis investigates the linguistic and cultural resources that eight Indigenous children draw on when they pursue affiliative and disaffiliative actions in talk with peers. These children are L1 speakers of Murrinhpatha, a traditional Australian language spoken in and around the remote Aboriginal community of Wadeye, in the north of Australia. Just as the linguistic context these children are growing up in is unique, so is their sociocultural context. While increasingly informed by Western culture, Murrinhpatha speaking society at Wadeye is still to a large degree organised around traditional Aboriginal identity categories, involving connections to 'country' and 'totem', as well as more universal categories such as gender.

Communicative exchanges between children are thought to be highly revealing of their linguistic and socio-pragmatic abilities. Peer talk is also viewed as a site in which children's understandings of the world play out. This is particularly true when category terms are employed in spoken interactions. Categories are held to index local common-sense knowledge about 'types' of people or personae and how they behave. In any given

interaction, the category term an individual selects, and the action they pursue with it, offers a window onto that speaker's sociocultural world, as does the way in which their interlocutor responds to its use. By investigating children's productions of category terms in interactions with peers, not only are children's linguistic capabilities illuminated but also aspects of their cultural understandings.

The data drawn on in this study is spontaneously occurring speech, which was recorded at four regularly spaced intervals over 21 months, resulting in a corpus of child speech spanning the ages of 2;10 to 7;2 years. The data was analysed using Membership Categorisation Analysis (MCA), and was done so to produce a broad description of how the cohort uses categories when pursuing affiliative and disaffiliative actions with peers at different ages.

This study is one of the very few on Indigenous children's interactions, and the first to apply MCA. It also appears to be the first MCA study to investigate the use of social categories which do not exist in the Western world. The application of MCA in this thesis is also novel in terms of the scope of its analysis and its descriptive aims. A secondary goal for this study was to maximise comparability with existing studies on children's talk, a task that, owing to the specific nature of interactional analyses, is often a challenge.

While this study does not focus on children's individual development, findings appear to indicate certain age-related uses of categories in talk. The use of categories by the cohort suggest that from 3 to 6 years of age children move from a focus on themselves as individuals, to experimenting with categories and the interactional clout they can afford, to operating as a member of the broader social group, using categories predominantly to maintain the local moral order. Comparisons with descriptions of children from other linguistic and cultural backgrounds reveal numerous similarities and differences in terms of the selection and application of categories. For example, Aboriginal categories of land appear to be used by some of the Murrinhpatha speaking children in a similar way to notions of friendship by children in Western societies. Through the analysis of children's use of categories, this study reveals these Murrinhpatha speaking children to be at once 'just' children as well as children from a highly specific cultural and linguistic context, and impresses the need to examine language in relation to a speaker's sociocultural environment.

Keywords

child language; Australian language; interactional linguistics; peer talk; MCA

Author: Manya Jyotishi

Title of the PhD thesis: Cross-Cultural Comparison of Narratives Between English-Speaking Indian and US Children and Adults

Institution: University of Connecticut

Background: Cross-cultural research has claimed that there are cultural influences on narratives, that is, some narrative components seem to be produced frequently by speakers in one culture vs. another. For example, speakers from individualistic cultures might talk more about their own attitudes, feelings, and thoughts, whereas, speakers from collectivistic cultures might focus less on self-expression and talk more about others'

attributes and states. However, most of the research has empirically conflated *language* and *culture*. So, narrative differences can be attributed to linguistic differences or cultural reasons or both. Thus, it is unclear whether culture influences the development of narratives, and if so, the extent to which it influences narrative structure and content. To address these cross-linguistic and cross-cultural confounds, our study investigated the development of English narratives in English-speaking Indian and US five-year-olds, nine-year-olds, and adults. India is a helpful site for comparison because it represents a different culture (collectivistic) compared to the US (individualistic) but a similar English is spoken in both these countries, thus, controlling for language.

Method: Twenty participants participated in each age group (5-year-olds, 9-year-olds, adults) and cultures (US and India). Children from each culture were matched on age, receptive vocabulary (PPVT-4th), and MLU (mean length of utterance). Adults were also matched on age and MLU. We collected storybook narratives using “Beaver is Lost” (Cooper, 2010) and personal narratives were collected using six prompts about topics such as spilling something, injury, visit to a doctor, etc. The narratives were coded for (a) narrative structure, such as, story length (number of utterances), initiating event (event that sets the story in motion), resolution (story ending), and complicating actions (actions taken by the protagonist to solve the problem), and (b) narrative content, such as, orientation (characters, places, time), internal state language (“scared”, “thought”, “want”), evaluations (negations, causality, repetitions), etc.

Results: To address our first question about whether there are cultural influences on English narrative development, we found that culture has minimal influence on the development of storybook narratives because the developmental pace was similar between US and India. However, cultural differences were found in the development of personal narratives since different developmental paces emerged for US and Indian speakers. To address our second question about the extent to which culture influences narrative structure and content, we found that when we controlled for language (i.e., all narratives are in English), many cultural differences disappeared. For example, there were minimal influences on narrative structure. However, a number of cultural influences were found in narrative content in both storybook and personal narratives. For example, Indian speakers produced a higher percentage of orientations, while US speakers produced a higher percentage of causality and internal state language. These cultural differences emerged as early as five years of age.

Discussion: Overall, our study found that when we controlled for language, many group-level cultural differences cited in the literature disappeared. However, a few remained, from which we can conclude that culture influences the development of personal narratives to a greater extent than storybook narratives. Also, culture influences narrative content more than narrative structure. These differences were evident as early as five years of age. Our study provides evidence that when doing cross-cultural research, differences should not be assumed to be cultural without taking language into consideration.

Author: Ping Tang

Title of the PhD thesis: Children's Acquisition of Mandarin Tones in Context

Institution: Macquarie University

Abstract: Mandarin is a tonal language with four lexical tones and two contextual tones, i.e., neutral tone and tone sandhi, exhibiting tonal variations across contexts. Previous studies found that Mandarin-learning children acquire lexical tones early (before 3yrs.), but the neutral tone and tone sandhi are later acquired (after 4;6). Children with hearing impairment/cochlear implants (CIs) have problems in acquiring lexical tones unless implanted early or have long CI experience, since CIs do not transmit pitch information effectively; it is unclear how those implanted early perform on contextual tones. The general aim of this thesis was therefore to better understand the acquisition of contextual tones by both typically developing children and those with hearing impairment using acoustic, rather than perceptual measures. This thesis consisted of seven studies. Firstly, we examined how contextual tones are realized in children's language input, i.e., infant-directed speech (IDS) and clear speech, where slower, hyperarticulated speech (as directed to children or possibly hearing impaired populations) might destroy the context for appropriate realization of contextual tones, thus potentially explaining the later acquisition of these tonal processes (Studies 1 & 2). However, our findings showed that the key features of contextual tones are well realized in both registers, suggesting that later acquisition is not due to the input. Next, we examined children's contextual tone productions in novel (rather than known) items, exploring when their knowledge of contextual tones becomes productive (Studies 3, 4 & 5). The results showed that (1) normal hearing 3-year-olds have already acquired productive knowledge of contextual tones, correctly producing tonal variations across contexts, though adult-like acoustic implementation is not fully mastered until age 5; (2) children with CIs face challenges in producing correct contextual tones, but early implantation (before age 2) facilitates lexical and contextual tonal acquisition. Finally, we tested children's perception of lexical tones and tone sandhi in novel compounds using a mispronunciation/eyetracking task (Studies 6 & 7). The results showed that, (1) all normal hearing participants could detect lexical tone mispronunciations, but none were sensitive to the novel compound tone sandhi mispronunciations; and (2) even detecting lexical tone mispronunciations was a challenge for the children with CIs. Taken together, the findings of this thesis suggest that contextual tones are not later acquired by normal hearing children, and acquiring typical contextual tones is possible for children with hearing impairment as long as they receive CIs early.

FROM THE EDITOR

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I encourage members to submit news and information that might be relevant to our research community, for instance, report on a conference or workshop, announcements about forthcoming conferences and workshops, new CHILDES corpora, books, and

completed PhD Theses, conference and workshop calls, book reviews, and surveys. We need your contributions to keep the Bulletin abreast of developments in our field.

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

I look forward to receiving your submissions!

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