
IASCL - Child Language Bulletin - Vol 40, No 1: August 2020

IN THIS ISSUE

Table of Contents

| | |
|---|----|
| <i>POSTPONEMENT OF IASCL 2020 to SUMMER 2021</i> | 2 |
| <i>INCOMING IASCL OFFICERS</i> | 3 |
| <i>MESSAGE FROM THE PRESIDENT</i> | 4 |
| <i>TalkBankDB</i> | 5 |
| <i>ANNOUNCING THE NEW WEBSITE OF HaBiNet, THE HAMONIOUS BILINGUALISM NETWORK</i> | 6 |
| <i>SPECIAL ISSUE OF FIRST LANGUAGE</i> | 7 |
| <i>THE 4th CONFERENCE ON ADVANCES IN STATISTICAL LEARNING</i> | 7 |
| <i>WORKSHOP ON THE MANY PATHS TO LANGUAGE (MPaL 2020)</i> | 8 |
| <i>REPORT ON THE TALC WORKSHOP "MOVING LANGUAGE RESEARCH INTO THE BIG DATA SPACE"</i> | 9 |
| <i>FORTHCOMING CONFERENCES AND WORKSHOPS</i> | 10 |
| <i>CONFERENCE AND WORKSHOP CALLS</i> | 14 |
| <i>BOOK ANNOUNCEMENT</i> | 15 |
| <i>THESIS ANNOUNCEMENTS</i> | 15 |
| <i>FROM THE EDITOR</i> | 21 |
| <i>IASCL DONATION DRIVE</i> | 22 |
| <i>MEMBERSHIP</i> | 22 |

Postponement of IASCL 2020 to Summer 2021

Virginia C. Mueller Gathercole, IASCL President, Florida Atlantic University

I hope you are all well and sheltering in place during these difficult times.

I have been in communication with the organizers of IASCL 2020 and the executive board members of the IASCL organization. We have been debating and considering options regarding the planned conference, scheduled for July in Philadelphia. Given all the uncertainties of the coronavirus, restrictions on international travel, and so forth, and given the international nature of our organization, we have decided to postpone the IASCL conference until summer 2021. By that time, with any luck, a vaccine will have been developed, the situation will be much clearer, and hopefully restrictions on traveling will have been lifted, and members will be freer to travel--and feel comfortable traveling--again.

For next year, the organizers are honoring the existing acceptances for symposia, papers, and posters for the conference (and understand that adjustments may be made by presenters as necessary, given the extra year). In due course, the organizers will write to each speaker and presenter to obtain confirmation that you will still participate in the conference in 2021. In the event that some people are not able to make it next year, the organizers will open up slots by putting out a new, limited, call to replace those talks.

In due course, we will also make a decision whether we will still have the following conference during 2023, as had been anticipated, or whether it will be bumped to 2024.

We apologize for any inconveniences this delay may cause anyone. It is a shame that the global situation has brought us to this point, but, in the interests of protecting everyone's safety, and at the same time keeping a vibrant conference, it appears the optimal plan.

I wish you all continued good health and a safe transition through these trying times.

Hoping to see you in 2021.

Incoming IASCL Officers

Virginia C. Mueller Gathercole, IASCL President, Florida Atlantic University

I hope that you are all staying safe and healthy during this very difficult time. Thank you all for your positive responses to the delay of the next IASCL meeting, and a huge thank you to the organizers for their flexibility and thoughtfulness in working things out. We hope to see you all in summer 2021.

In the meantime, the Nominating Committee (Tina Hickey, chair, Sophie Kern, and Sharon Armon-Lotem) had already done diligent work to identify candidates for the next officers of the organization. They have come up with an outstanding slate of nominees; however, according to the statutes, their positions need to be ratified at the next IASCL meeting.

In order to keep moving forward, and to facilitate a smooth transition next year, we have invited these nominees to "shadow" the current officers of the organization through this coming year. I am happy to report that they have all graciously accepted. That means that the current officers will follow through this year, and the nominees for next year will be included in correspondence among the officers and in any meetings the officers may have during this year.

These nominated officers are the following:

Annick De Houwer, President
Letitia Naigles, Vice President
Kamila Polisenska, Treasurer

and

Vicky Chondrogianni will continue as Secretary

Please join me in congratulating these nominees and thanking them for their willingness to serve.

With regard to the nomination of representatives for the Executive Committee of the IASCL, the Nominating Committee has also identified a potential slate of candidates, but we will hold off on the election for these positions until early spring of next year. Ballots will be sent out well in advance of the IASCL conference. In the meantime, we are asking that the current members of the Executive Committee remain in office for this extra year.

Thank you, all, for your understanding. And apologies for any inconvenience.

Over the coming months, please do keep yourselves safe, all of you.

Message from the President

Virginia C. Mueller Gathercole, IASCL President, Florida Atlantic University

Greetings from Miami. I hope that all of you and your families are managing to stay safe and well during these very difficult times. These are moments when we are all reminded of the blessing of life and of the gift of all of our colleagues and friends and the richness that each and every one bestows upon us.

I am cognizant of the fact that during these difficult times it is quite possible that we will experience some losses of valuable colleagues, people who have contributed to all of our lives in so many ways. I would like to recognize these people during our next IASCL meeting.

If you know of anyone whom we have lost since the last IASCL, in 2017, please send me that person's name, so that he or she can be included when honoring those of our colleagues who have passed.

Please send names, along with the areas of interest in which the person worked and, if possible, a photo, to me at GathercoleIASCL@gmail.com.

Thank you. Stay safe.

TalkBankDB

Brian MacWhinney, Carnegie Mellon University

John Kowalski has developed a database search engine for accessing data in TalkBank, it is called TalkBankDB and you can get to it from <https://talkbank.org/DB>. It allows users to search any one of the 14 TalkBank databases, using a variety of selectors. Currently, it is fairly well-tuned for searches in the child language databases (CHILDES, PhonBank, FluencyBank, ASDBank), using things like gender, age, activity type, language, study design, and media type.

The short Manual describes the ways to create searches and provides a few sample exercises to help you learn how to use the system. After issuing a search pattern, the system responds quickly with matches and gives you seven tabs for further operations:

1. The Transcripts tab lists all the transcripts matching your search. You can click on any one and open up the transcript directly in the TalkBank Browser.
2. The Participants tab lists the participants in each matching transcript.
3. The Utterances tab lists all the utterances in all matching transcripts. So this can be a very big file, but it still loads and downloads very quickly.
4. The Tokens tab can be really big. It lists each word in the matching transcripts, one word on each line with information about the surface, the lemma, the part of speech, the name of the transcript, and the speaker.
5. The Token Types tab groups the tokens by type.
6. The Visualizations tab allows you to quickly graph words by frequency across ages. We will add other types of visualizations eventually.
7. The CQL tab allows you to create Corpus Query Language searches by word, lemma, and part of speech. It does not yet support the OR operator.

The results from any of these 7 tabs can be download in spreadsheet format and then opened in Excel, R, or other analysis programs. There is also an R API, but it has not yet been "packaged" or fully tested.

This new facility could be particularly useful for classes this Fall that need to rely on web resources as a replacement for in-person experiments. I hope people can give it a try and then give us feedback about problems, suggestions for improvements, and ways to use the system.

Announcing the new website of HaBilNet, the Harmonious Bilingualism Network

Annick De Houwer, University of Erfurt



The Harmonious Bilingualism Network (HaBilNet) is a network created to promote research on harmonious bilingual development and to give families research-based sources to help them develop bilingualism harmoniously. Well-being is of central importance here. All too often, families in bilingual situations experience all sorts of problems because of the bilingual setting. Other bilingual families experience no such problems. HaBilNet wants to explore the factors that help explain these different experiences and tell families about them.

HaBilNet is for researchers and families alike and offers funding for research and outreach projects addressing harmonious bilingual development. Check out its multilingual website and associated social media outlets at www.habilnet.org.

HaBilNet is directed by Annick De Houwer (annick.dehouwer@habilnet.org)

For details: www.habilnet.org

Special Issue of *First Language*

Stavroula Stavrakaki, Aristotle University of Thessaloniki

A special issue of *First Language* entitled 'Syntax and Verbal Short Term/Working Memory in Developmental Disorders' is out now:

<https://journals.sagepub.com/toc/FLA/current>

The guest editor is Stavroula Stavrakaki. There are six papers in this issue investigating the relationship between syntax and VSTM/VWM in different disorders (high functioning autism, Down syndrome, deafness, specific learning difficulties and developmental language disorder). In addition, the issue includes commentaries by Maria Teresa Guasti (Milano-Bicocca), Chloë Marshall (UCL), and Nick Riches (Newcastle).

The 4th conference on Advances in Statistical Learning

Morten H. Christiansen, Cornell University

At this time of the year we should have started preparing our bi-annual conference on Advances in Statistical Learning, which was originally scheduled for June 2021 in Bilbao, Spain. However, given the uncertainty regarding the pandemic spread around the world, we cannot, at this point, determine whether the conference will be live or virtual. As organizers, we have discussed these two options in length, and reached the consensus that the spirit of our conference on Advances in Statistical Learning requires it to be live. Nothing can replace our face-to-face discussions, and lively poster presentations. Our decision is therefore, to postpone the 4th conference on Advances in Statistical Learning, and schedule it in June 2022

in Bilbao. We hope to see you all then, and we will send the information regarding final dates, keynotes, and call for abstracts a year from now.

Wishing you all a safe and productive science year,

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

Workshop on the Many Paths to Language (MPaL 2020)

Marisa Casillas, Rana Abu-Zhaya, and Caroline Rowland

This 2-day online workshop takes place October 22 and 23. It focuses on meaningful differences in the way children acquire language. It will explore (a) multiple sources of variation in early language development, including: children's linguistic and cultural environments, their cognitive maturation, and the structural properties of the languages they are acquiring, alongside (b) the implications of this variation for the mechanisms that drive and support native language acquisition, given the overall robustness of learning in the face of this variability.

The workshop will include talks from three invited speakers (Gabriella Vigliocco, Andrea Ravnani, and David Barner), as well as 24 peer-reviewed talks, 10 flash-poster talks, and a total of 73 poster presentations. Synchronous and asynchronous participation will be available on three timelines (PST, CEST, and SGT).

Abstract submission is now closed, but registration is free and still open at <https://www.mpi.nl/page/mpal-registration-remote-attendance> .

For more details, please visit:

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

Report on the TALC Workshop “Moving language research into the big data space”

Ulrike Lüdtke, Leibniz University Hannover

The TALC (Tool for Analyzing Language and Communication) project is an interdisciplinary project of the “Leibniz Lab for Relational Communication Research” located at the Leibniz University Hannover (Germany). In an international context, the TALC researchers (Ulrike Lüdtke, Jörn Ostermann, Ulrich Heid) collaborate with colleagues from the Universities of Pretoria (Juan Bornman, Jeannie van der Linde, Danie Prinsloo) and Stellenbosch (Febe de Wet) (South Africa).

The TALC project develops hard- and software resources, which enable recording as well as (semi)automatized transcription and linguistic analysis of natural speech samples. Researching speech and language development is transformed digitally on the interface of linguistics, computer linguistics, speech and language pathology / pedagogy and computer science.

The TALC project held his first workshop on February 11th & 12th 2020 for researchers of the participating disciplines Speech and Language Therapy, (Computer)linguistics, Engineering and Computer Science. In their welcoming words, both emphasized the interdisciplinary and international approach of the TALC project. The very productive workshop aimed to compare each disciplines view on the topic of “transcription and analysis of (child) language data”, identify interdisciplinary interfaces and connect the German and South African pilot study. Talks from each discipline opened up their view and lively discussions about challenges and possible solutions to automatic speech recognition and analysis of child language continued at the evening receptions.

Special thanks go to the „South African Centre for Digital Language Resources“ (SADiLaR) who was making this successful workshop at the newly opened „Future Africa Campus“ at the University of Pretoria possible through their generous funding.



(Photo, L-R: Danie Prinsloo, Juan Bornman, Jörn Ostermann, Jeannie van der Linde, Ulrike Lüttke, Isabel Schimper, Febe de Wet, Hanna Ehlert, Gertrud Faaß, Lars Rumberg)

FORTHCOMING CONFERENCES AND WORKSHOPS

What: Experiments in Linguistic Meaning (ELM)

When: 16-18 September 2020

Where: Online

Details: <https://www.elm-conference.net/>

What: Annual Meeting on Phonology 2020 at UC Santa Cruz

When: 18-20 September 2020

Where: Online

Details: <https://babel.ucsc.edu/~amp2020/>

What: Bilingualism Matters Research Symposium 2020

When: 22 September 2020

Where: Online

Details: <https://www.bilingualism-matters.ppls.ed.ac.uk/bilingualism-matters-research-symposium-2020/>

What: SinFonJA 13: 13th conference on Syntax, Phonology, and Language Analysis

When: 24-26 September

Where: Online

Details: <http://www.nytud.hu/sinfonija13/index.html>

What: ASHA conference on Practical Solutions for Elementary Assessment, Treatment, and Collaboration

When: 23 September - 5 October 2020

Where: Online

Details: <https://www.asha.org/events/lang-conf/>

What: 7th Annual Community-Based Heritage Language Schools Conference

When: 9-10 October 2020

Where: Online

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

What: ExLing 2020: 11th International Conference of Experimental Linguistics

When: 12-14 October 2020

Where: Athens, Greece and/or online

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

What: Workshop on Many Paths to Language (MPAL)

When: 22-23 October 2020

Where: Online

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

What: The 34th Pacific Asia Conference on Language, Information and Computation (PACLIC 2020)

When: 24-26 October 2020

Where: Hanoi, Vietnam

Details: <https://vlsp.org.vn/paclic2020/>

What: 19th International Workshop on Treebanks and Linguistic Theories

When: 27-28 October 2020

Where: Online

Details: <https://ilt2020.phil.hhu.de/>

What: Interspeech 2020

When: 25-29 October 2020

Where: Online

Details: http://www.interspeech2020.org/Student_Events/

What: The 45th Annual Boston University Conference on Language Development

When: 5-8 November 2020

Where: Online

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

What: The First International Symposium on Applied Linguistics Research

When: 7 November 2020

Where: Riyadh, Saudi Arabia

Details: <https://info.psu.edu.sa/ALR2020/index.html>

***What:* AUDIOLOGY 2020 Evolving Clinical Practice: Present and Future Considerations**

When: 11-23 November 2020

Where: Online

Details: <https://www.asha.org/events/audiology/audiology-conference/>

***What:* The 24th SIGNLL Conference on Computational Natural Language Learning (CoNLL 2020)**

When: 19-20 November 2020

Where: Online

Details: <https://www.conll.org/2020>

***What:* 6th International Conference of the Linguistic Association of Pakistan**

When: 19-21 November 2020

Where: Online

Details: <http://www.iclap.org/ICLAP2020/>

***What:* IRAAL 2020 Annual Conference**

When: 26-27 November 2020

Where: Dublin, Ireland

Details: <http://www.iraal.ie/>

***What:* 13th International Conference on Natural Language Generation (INLG 2020)**

When: 15-18 December 2020

Where: Online

Details: <https://www.inlg2020.org/>

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

When: 7-10 January 2021

Where: San Francisco, CA

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

CONFERENCE AND WORKSHOP CALLS

What: Bilingualism, Heritage Languages and Migration (BiUNED 2020)

When: 12-13 November 2020

Where: Online

Details: <https://biuned2020.weebly.com/>

Submission Deadline: 21 September 2020

What: The 56th Linguistics Colloquium

When: 26-28 November 2020

Where: Online

Details: www.lingcoll.de

Submission Deadline: 30 September 2020

**What: Imagining the Future of Multilingualism. Education and Society at a Turning Point
(2020 CEL/ELC Virtual Forum)**

When: 3-4 December 2020

Where: Online

Details: <http://www.celelc.org>

Submission Deadline: 30 September 2020

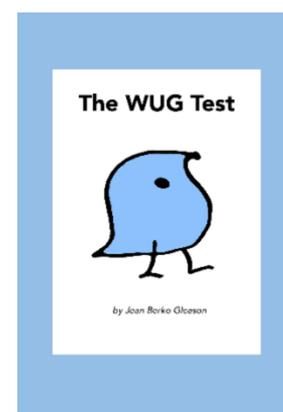
BOOK ANNOUNCEMENT

Author: Jean Berko Gleason

Title: The Wug Test

Publisher: Larchwood Press

ISBN-13: 9781734038903



The Wug Test is a picture book for children and adults that uses invented nouns, verbs, and adjectives to illuminate what children know about their own language. This book includes the original delightful Wug Test drawings and test questions created by Professor Jean Berko Gleason in 1958. The Wug Test, first given in research settings, showed that children do not learn language simply by memorizing what they hear. Instead, they learn the rules of their language so that they are able to make plurals, past tenses and other forms when presented with words they have never heard before. This book has pictures and interesting questions to share with children, along with informative notes and commentary for adults. It provides a fascinating insight into what even very young children know about language, as well as a way to understand and observe a child's acquisition of the rules of language over time. Ages 3-7.

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

THESIS ANNOUNCEMENTS

Author: Valery Limia

Title of the PhD thesis: Gesture gives bilingual children a hand with spatial vocabulary

Institution: Georgia State University

Supervisor: Seyda Özçalışkan

Monolingual children with better spatial language skills at school entry are more likely to succeed in school and pursue science, technology, engineering, and math (STEM) careers. Importantly, the amount of parent spatial talk, particularly when accompanied by gesture, serves as a strong predictor of monolingual children's spatial language abilities at school entry. However, relatively less is known about the effect of nonverbal spatial input on bilingual children's language development and whether nonverbal spatial input could play a causal role in facilitating children's spatial vocabularies in speech. In this study, we observed whether spatial language input with or without gesture plays a causal role in children's spatial language acquisition both in immediate and extended discourse contexts. Sixty 4-to 5-year-old children (30 bilinguals, 30 monolinguals) were randomly assigned to receive instruction on 3D shape labels with or without gesture, preceded and followed by parent-child play with toys designed to elicit spatial language. The results showed that gesture input boosted monolingual and bilingual children's production, but not comprehension, of the target shape terms. However, this effect did not promote spatial talk in the more extended context of parent-child play. Overall, the study shows that instruction with gesture leads to better learning of new spatial words compared to instruction without gesture in both bilingual and monolingual children.

Author: George Pontikas

Title of the PhD thesis: Language Processing in Bilingual Children and Adults: Evidence from Filler-Gap Dependencies and Garden Path Sentences

Institution: University of Reading

This PhD thesis examines morphosyntactic processing in bilingual children and bridges gaps in the existing literature by examining the timecourse of processing in terms of misinterpretation and real time reanalysis or use of information of different sources to aid disambiguation. Moreover, it extends the use of the visual world eye-tracking paradigm to

research in morphosyntactic processing in bilingual children. Two linguistic phenomena were investigated in two cross-sectional studies; which-questions and garden-path sentences in English. These are considered difficult to process due to their local ambiguity. Furthermore, the role of cues in facilitating disambiguation (for which-questions, the number mis/match between the two noun phrases; for garden-path sentences, the presence or not of a second referent in the visual stimuli) were examined. Both studies included the same monolingual (N=31) and bilingual (N=27) children aged 8-11 years.

In the two studies, bilingual children were equally as accurate and showed qualitatively similar patterns of processing to their monolingual counterparts. All groups experienced greater difficulty with structures where there was ambiguity and a need for syntactic reanalysis, i.e. object which-questions and garden-path sentences, suggesting incremental processing. The main difference between monolinguals and bilinguals is that of speed; bilinguals appeared to process sentences slower than monolinguals. This was evidenced by the reaction times and changes in the gaze data (increases in looks towards the target picture) but was not more pronounced in sentences where reanalysis is required. The bilingual children benefited from number mismatch only in the accuracy data but not in the real-time processing data as was the case with the monolinguals. Consistent with the monolingual children, the bilinguals also did not utilise referential context to disambiguate in the garden-path sentences study.

Taken together, the results from the studies in this thesis suggest the both bilingual children were equally as able as their monolingual counterparts at an end stage but differed to the monolinguals on more fine-grained measures of real time processing. These measures point to qualitatively similar but more protracted over time processing for bilinguals resulting in more limited utilisation of information in real time processing.

Author: Sissal M. Rasmussen

Title of the PhD thesis: Early Vocabulary Acquisition of Faroese Children- Adaption and Standardization of a Faroese Version of the MB-CDI Parental Reports

Institutions: University of the Faroe Islands & University of Southern Denmark

This PhD thesis addresses the early vocabulary acquisition of Faroese children. There exists little research into children's language in the Faroe Islands, and there has been no research into how Faroese children acquire vocabulary. Faroese is spoken by about 52,000 people living in the Faroe Islands, as well as about 21,000 people living abroad.

The aim of the project is to obtain evidence-based insight by mapping Faroese children's early vocabulary development, collecting normative data and drawing up normative tables for assessing Faroese children's receptive and productive vocabulary. In addition, the empirical data will be used to describe early acquisition patterns, including typical characteristics, individual variation and gender differences, and to provide an overview of Faroese children's first words.

Given the lack of tools for mapping early vocabulary acquisition, it was necessary to begin by adapting an instrument that could be used to collect data in a Faroese context. The instrument that was chosen was the widely used and recognised The MacArthur-Bates Communicative Development Inventories parent reports (Fenson, Bates, Dale, Marchman, Reznick, & Thal, 2007), also known as MB-CDI, which utilizes parents as reporters of their children's language acquisition.

The empirical data are based on the parent reports and were collected during two periods separated by a 10-month interval, due to the limited number of children in the age group. Parents of children in the above-mentioned age group were invited to participate in the study, which was conducted on a web-based platform. A total of 1,226 forms were

completed, and the response rate for both rounds of the study was 44.5%. The final cohort included 1,135 children. A total of 91 children were excluded as they did not meet certain criteria, that could indicate atypical language development.

The dissertation is made up of three articles within an overall framework. The first of the three articles deals with the adaptation of MB-CDI to Faroese and contains an in-depth description of the steps of the adaptation process. It describes how the data were collected and presents the results in the form of normative tables for assessing Faroese children's vocabulary, as well as findings related to Faroese children's language environment. The article includes a guide to using the tool, and to using and reading the normative tables. The Faroese versions of the parent reports are included, as is relevant documentation of the adaptation process. A Faroese version of the article is expected and will be available for use by researchers and Faroese practitioners with an interest in language acquisition.

The next article, published in *First Language* (Sage Journals), is based on data from 1,135 children between the ages of 8 and 36 months and shows the vocabulary development of Faroese children. The results show great variation among individual children, as well as a word spurt around the second year of life. There is a correlation between understanding and producing words, and significant gender differences were found, with girls having a greater productive vocabulary than boys of the same age. The results also show that one characteristic of Faroese children's early language development is a vocabulary with a significant proportion of baby words. A cross-linguistic comparison of Faroese, Danish and Norwegian shows that Faroese children are comparable to Danish children in language understanding, whilst they are more like Norwegian children when it comes to production. The third article describes Faroese children's first words. The study is based on data from 415 children between the ages of 8 and 20 months. The empirical data were collected by parents of younger children using FAEMB-CDI I-Orð og keipur (words and gestures). The results show that a large proportion of the first productive words are nouns, that Faroese

children have a slightly larger proportion of two-syllable words than one-syllable words among their first words and that a large proportion of the words begin with a bilabial sound. The study shows that the first words of Faroese children are comparable with the first words of English speaking children. The article is under review by the *Nordic Journal of Linguistics* (Cambridge University Press).

Taken as a whole, the dissertation provides an understanding of Faroese children's vocabulary development, and this is put in an international context. Overall, the dissertation about Faroese children's vocabulary shows expected results, such as that understanding takes precedence over production and that vocabulary increases with age. There are trends in the development, such as signs of a word spurt in the second year of life, although the indications of the word spurt are seen with great age variation; for some of the children it was seen at 16-18 months, while for others the spurt did not occur until after 20 months. Large individual differences between children were found, both in terms of language development and the total number of words in their vocabularies. In the Faroese data, gender differences were found in the language development in favour of girls. This result has also been found in other languages, eg. in Danish and Norwegian (see Bleses et al., 2008a; Simonsen et al., 2014), however, the finding is not consistent for all languages (see Eriksson et al., 2012), for example it is absent in Swedish. Faroese children's vocabulary development is comparable with the vocabulary development of children in other countries (Bleses et al., 2008a; Simonsen et al., 2014). The comprehension of Faroese children lags initially, which may be due to features of the Faroese language, e.g. a number of morphophonological alternations, which may require children to have more opportunities to hear language as a basis for language acquisition. First words are also comparable with other languages, but Faroese first words include a number of baby-words and words describing family members.

The project is funded by the Faroese Research Council, the University of Southern Denmark and Sernám (Pedagogic Psychological Advice Unit). Professor Dorthe Bleses, Aarhus University, was the main supervisor, and she also co-authored article 2. Professor Hjalmar P. Petersen and Lecturer Zakaris S. Hansen, Føroyamálsdeildin (Faroese Language Department), Fróðskaparsetur Føroya (the University of the Faroe Islands), were co-supervisors.

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

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IASCL DONATION DRIVE

The IASCL is a worldwide organization, which means that it aims to serve child language researchers in all countries of the world. Child language research is important everywhere, both from a theoretical perspective (cf. for instance the significance of cross-linguistic evidence) and from a more applied point of view (cf. for instance the need for good description to allow for the assessment of language learning problems). Unfortunately, financial considerations are often a hindrance to the development of scientific disciplines in countries with severe economic problems. The IASCL has always been supportive of would-be IASCL members working in such countries by waiving membership fees for them.

IASCL funds are limited, though. In the past, donations from regular IASCL members have been very helpful in supporting colleagues from economically disadvantaged countries. In order to continue offering that support, your donations are very welcome indeed.

To make a donation, please contact [the Treasurer](#).

The IASCL as a whole will be sure to benefit from the more diversified nature of its membership as a result of your donations. Many thanks in advance!

Anna Theakston, IASCL Treasurer

anna.theakston@manchester.ac.uk

MEMBERSHIP

If you attended the IASCL conference in Lyon 2017, you will remain a member of IASCL until the first day of the 2021 congress. If, however, you did not attend the last conference, and have not since renewed your membership, you can do so now. Current membership fees are £55 for regular members and £30 for students. Members are eligible for a substantial discount for volumes 1-6 of *TiLAR*, and for a reduced subscription fee to the following journals: *Journal of Child Language*, *First Language*, and *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*) will expire on the first day of the next triennial Congress, to be held in the summer of 2021. Members in countries with nonconvertible currencies or currency transfer restrictions or other economic difficulties should request a waiver of the membership fee. Additional contributions/donations for the support of colleagues and program in countries with currency and/or economic difficulties are welcomed.

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 2021 conference. Those attending the conference will pay the membership fee for 2021-2023 as part of their registration payment. After the conference, we will establish a new online payment system for those wishing to join IASCL for the 2021-2023 period who were unable to attend. In the meantime, if anyone has an urgent need to join IASCL, please contact the secretary, Vicki Chondrogianni, Email: v.chondrogianni@ed.ac.uk.