
IASCL - Child Language Bulletin - Vol 38, No 1: August 2018

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Updates on IASCL 2020

Rhea Paul, Sacred Heart University

IASCL 2020

Philadelphia, PA, USA

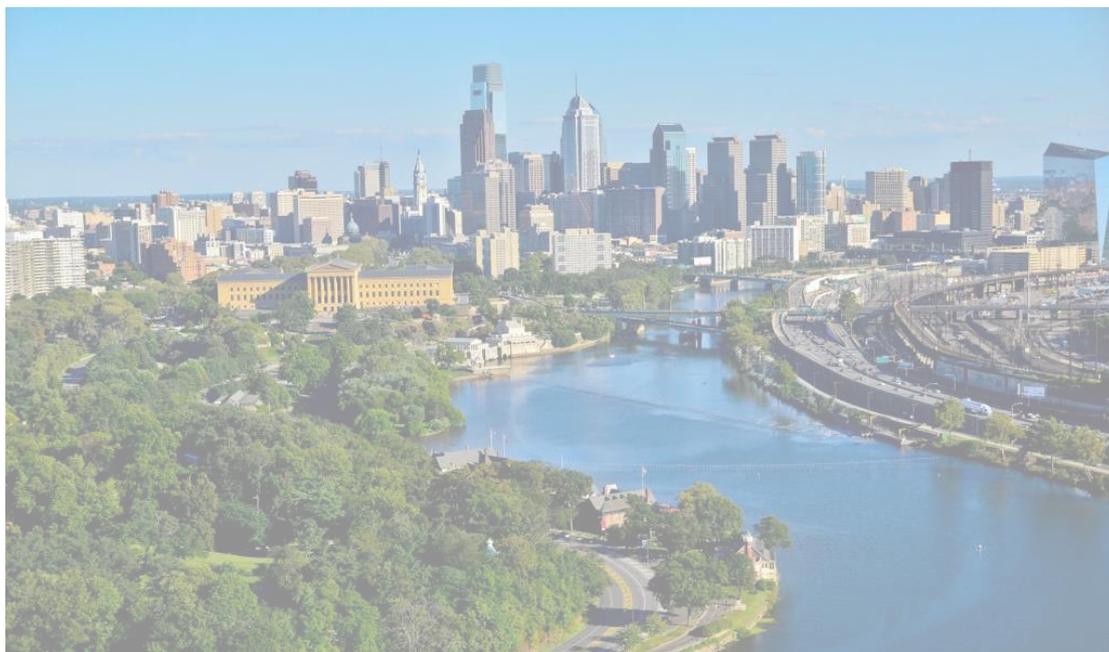
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[Watch for Call for Proposals in July, 2019](#)

Proposals due September, 2019

Bursaries WILL be available competitively to students with accepted papers/posters!

IASCL 2020

International Association for the Study of Child Language

15th Annual Congress

July 13-17 @ UPenn Sponsored by UPenn and UDel

We hope to see you in Philly, July 2020!

Impressions from the Child Language Symposium 2018

Diana Pili-Moss, Lancaster University

The Centre for Literacy and Multilingualism and the University of Reading recently hosted the Child Language Symposium 2018, a two-day conference that attracted international presenters and audiences to discuss theoretical, cognitive and methodological aspects of child first and second language acquisition. Although very rich thematically and offering four parallel sessions, the conference succeeded in retaining the feel of a close-knit smaller event, which facilitated networking and discussion.

Variety and opportunity for interaction

As well as the consistent high quality of the talks and posters, one of the most successful aspects of the event was the variety of research perspectives the symposium presented. The programme offered a range of theoretical approaches (e.g., computational, usage-based,

generativist, statistical, etc.), study populations (e.g., neurotypical vs. neurodiverse, monolingual vs. bilingual), and studies investigating the acquisition of first and second languages. Encouraging a dialogue across methodological and theoretical perspectives was particularly important because the conference was well attended by both psychologists and linguists.

The keynote talks

The keynote talks on the first day specifically discussed general theoretical issues in child language acquisition research.

In his keynote Charles Yang (University of Pennsylvania) provided a computational account of child language acquisition arguing for hypothesis formation and testing as a key process at the base of language development.

Later in the day, Caroline Rowland (Max Planck Institute, Nijmegen) summarized the main issues in the long-standing nature-nurture debate and put the focus on the need to better understand what characterizes language acquisition as a learning process, looking in particular at how linguistic input is processed and used.

On the second day, Kate Cain (Lancaster University) examined a range of linguistic and cognitive factors that predict reading and listening comprehension in primary school children. One of the studies presented found vocabulary to be a consistent predictor of reading comprehension in 7- to 9-year-olds across ability ranges, whilst another found that preschoolers' oral language skills predicted reading comprehension at age 8/9.

Finally, Erika Hoff (Florida Atlantic University) focused on the factors predicting the acquisition of two languages in bilingual children and adults and showed that input (quality and quantity), as well as language use, play a major role in accounting for language attainment across the lifespan.

The paper and poster sessions

The paper sessions included four thematic colloquia addressing multilingualism and autism, the development of vocabulary, the development of reading comprehension and the role of motor skills and gestures in child language development. The poster sessions included about 80 studies in total that mirrored the thematic breadth of the paper sessions.

A number of papers specifically considered how different literacy and cognitive factors modulate language acquisition outcomes.

For example, my talk reported on a training study* comparing 8- and 9-year-old children and adults. The study found that, whilst adults mainly rely on declarative long-term memory in the very early stages of exposure to a novel L2, children also significantly rely on procedural long-term memory. This points to an important difference between children and adults in the way cognitive resources are engaged in the earliest stages of L2 learning.

Attending the conference provided me with the unique opportunity to discuss my findings with linguists and psychologists working on the role of memory in child L2 learning as well as in L1 acquisition.

As a first-time attendee and presenter, I thoroughly enjoyed participating and feel the event offered valuable discussion and networking opportunities. I hope future symposia will maintain the successful format I experienced this year and look forward to the call for papers for the forthcoming edition at the University of Sheffield in 2019.

Pili-Moss, D. (2018). The early stages of second language learning: A behavioural investigation of long-term memory and age. Ph.D. Dissertation, Lancaster University.

Contact: d.pilimoss@lancaster.ac.uk

* Please note that this sharing also appears on the CeLM blog.

Report on the Conference "Building Bridges and Boosting Literacy from Preschool to Adolescence: Oral Language - Listening Comprehension - Reading Comprehension - Writing"

Hrafnhildur Hanna Ragnarsdóttir, University of Iceland

The Research Centre for Language and Literacy development, at the University of Iceland, organized a one-day conference on August 16th of 2018 to celebrate professor Hrafnhildur Ragnarsdóttir's retirement this year. The theme of the conference was:

Building bridges and boosting literacy from preschool to adolescence:

Oral language - listening comprehension - reading comprehension - writing

The keynote speakers were Catherine Snow, Harvard Graduate School of Education, Vibeke Gröver, Oslo University and Francisco Pons, Oslo University. The conference was open to anyone interested.

The full list of invited speakers and the details of the program could be found here:

<https://www.hi.is/menntavisingasvid/byggjum-bryr-og-eflum-laesi-fra-leikskola-til-unglingsara>

Report on the Workshop “Current Issues in Child Bilingual Development”

Isabel O’Keeffe, Macquarie University



With over 100 delegates, this international event brought together people from a range of disciplines and backgrounds: linguists, psychologists, anthropologists, speech pathologists, educators and parents of bilingual children. It thus allowed for great networking opportunities and the chance to reflect on a range of bilingual acquisition perspectives. We heard about current research on the factors that enhance or impede bilingual language development, and the implications for theories of language acquisition, education and clinical practice.

Keynote speakers included Professor Erika Hoff (Florida Atlantic University), Professor Theo Marinis (University of Konstanz), Dr Carmel O’Shannessy (Australian National University), Professor Johanne Paradis (University of Alberta) and Professor Gillian Wigglesworth (University of Melbourne). Eight other papers and sixteen posters were presented by researchers from around the world.



All sessions were well-attended with lively question times and great discussions during poster sessions. One attendee commented that the workshop was “a fantastic model” in how to disseminate research to a broad audience. We look forward to continuing collaborations that enable our research to reach diverse audiences and inform educational and clinical practice as well as theory.

The workshop was sponsored by the Distinguished Professor Katherine Demuth's ARC Laureate Fellowship (FL130100014) and the Child Language Lab, the ARC Centre of Excellence in Cognition and its Disorders (CCD) and the Macquarie University Centre for Language Sciences (CLas).



Updates on CHILDES and Related Projects

Brian MacWhinney, Carnegie Mellon University

This is a report on developments in CHILDES over the last year.

New Corpora

The new corpora which we have added this year include:

- **Bilingual** - Virginia Yip and colleagues at CUHK have contributed the Child Heritage Chinese Corpus, a longitudinal study of 3 children learning English and Mandarin Chinese in the United States. In addition, Oksana Bailleul of the University of Rouen has contributed a videotaped study of her daughter's learning of French and Russian.
- **Mandarin** - The database for this language has grown rapidly during the past year with 5 new corpora from Zhou Jing's lab in Shanghai and her collaborators, two new corpora from Chien-ju Chang in Taiwan, a new longitudinal video corpus from Xiangjun Deng in Shenzhen, and the inclusion of the Taiwanese Corpus of Child Mandarin from an earlier project in Taiwan.
- **Clinical** - Here, we have further curated and morphosyntactically tagged the large SLI vs controls longitudinal corpus from Susan Ellis Weismer and begun linking the corpus to the audio for fluency analysis. We have also begun processing of the corpus of late talkers collected by Leslie Rescorla in the 1980s. For that corpus, we have now completed processing of the 36 month samples.
- **Dutch** - We have made further progress in collecting all of the audio files for the Dutch corpora and creating a morphosyntactic tagger for Dutch.
- **English** - We have added the large longitudinal database from Rochelle Newman and Nan Ratner. We are now busy linking the transcripts to the audio. We have also included the corpus of elicited personal narratives from Alyssa McCabe and Carol Peterson.
- **French** - We have begun linkage of the Hunkeler and Palasis corpora to their audio files.
- **Frog Stories** - We have added Frog Story corpora for Basque, 2 new for Chinese, and one new for Spanish.
- **Japanese** - Working with Suzanne Miyata, we have added 2 new children to the MiiPro database.
- **Estonian** - We now have eight corpora for Estonian and new data are being added continually to five of these.
- **Nungon** - Hannah Sarvasy has contributed the first corpus based on data learning language in New Guinea.
- **Serbian** - We have added a large new corpus for Serbian child language that also tracks across different dialect regions of Serbia.

We continue adding a substantial amount of audio and video data for corpora already in the database. For each new corpus, we now have a

separate web page with photos of contributors, full documentation, DOI numbers for the corpus, and links for downloading materials.

Related Projects

There are now four separate projects that we could view as spinoffs from CHILDES.

1. HomeBank: Based on support from NSF, this database (<https://homebank.talkbank.org>) includes daylong recordings in the home. Because of the possibly sensitive nature of the material, special permission must be obtained to use these data.
2. FluencyBank: With support from NIH and NSF, Nan Bernstein-Ratner is working with TalkBank to organize a new project to archive and analyze data on the development of fluency and disfluency during childhood, with possible extensions to the study of fluency in second language learning. This project will also collect new longitudinal data.
3. AAVE: In a separate NIH Project, Nan Bernstein-Ratner and colleagues are working with TalkBank to improve the coverage of language from children learning African-American Vernacular English.
4. PhonBank: This project, headed by Yvan Rose at Memorial University Newfoundland is now in its eleventh year and has greatly transformed our database of information on phonological development. Yvan has been supplying separate updates on this project to the IASCL newsletter. He will give an update about PhonBank in the December 2018 issue of the IASCL newsletter.

New Software

We have been advancing our development of software tools along five fronts:

1. Leonid Spektor continues to add functionality to CLAN programs, including fuller coverage in CHECK, additional options for sending data to spreadsheets, and refinements for the IPSyn and DSS scoring systems.
2. Leonid has also packaged the various CLAN analyses into the KIDEVAL and FLUCALC systems that provide automatic analysis of a wide variety of methods for clinical evaluation against the CHILDES database.
3. We continue to improve the coverage and usability of the MOR/POST/MEGRASP systems for automatic morphosyntactic and grammatical dependency analysis in 12 languages.
4. There are now three new browser-based data analysis systems for CHILDES data. First, Michael Frank and colleagues has created the childes-db system at <http://childes-db.stanford.edu>. Second, Franklin Chang has create the LuCiD Toolkit system at <http://gandalf.talkbank.org:8080/> Third, John Kowalski is building a general TalkBank data analysis system which is now in beta form. Each of these systems provides interesting facilities for researchers with varying goals.
5. Christophe Parisse from the ORTOLANG computational linguistic center in Paris has designed a totally new open-source transcript editor called TRJS (Transcriber in Java Script). This editor can be downloaded from <http://ct3.ortolang.fr/trjs/>. We expect that eventually this editor could replace the current CLAN editor.

Updates on HomeBank

Anne S. Warlaumont, University of California, Los Angeles; Mark VanDam, Washington State University; Brian MacWhinney, Carnegie Mellon University

HomeBank (<https://homebank.talkbank.org/>) is a collection of datasets and analysis tools focused on **daylong, real-world recordings** of children's everyday experiences. A subset of the data are available publicly, but most of the data require registering as a member, due to the private nature of some of the material in the recordings.

In the past year, contributors have succeeded in quadrupling the size of the resource, and we now have 1,172 audio recordings (4 public), often more than 8 hours in length, for an estimated total of over 9,000 hours of audio. The datasets currently include:

Bergelson Seedlings: days-in-the-lives of American 6 month olds

Casillas: days-in-the-lives of Tzeltal-learning Mayan children, with photos aligned to audio

Cougar: longitudinal daylong recordings children with hearing impairment and controls

FauseyTrio and FauseyTrio-Public: American infants recorded three full days in a week

Lyon: daylong recordings of French children

McDivitt: daylong recordings from infants of teen and other young Canadian mothers

VanDam Public 5-minute: orthographically transcribed 5-minute Cougar corpus samples

VanDam Public Daylong: 14 orthographically transcribed hours of one child's day

Warlaumont: longitudinal daylong recordings of English and/or Spanish learning infants

Winnipeg: multiple daylong recordings from two Canadian infants

Anyone can register as a HomeBank member, and instructions can be found at <https://homebank.talkbank.org/membership.html>

If you have or plan to collect daylong child home audio recordings, please consider contributing them to HomeBank. Information to help you with this is at <https://homebank.talkbank.org/contributing.html>

Some tools to aid in analyzing LENA recordings are being made available on GitHub via the HomeBankCode organization (<https://github.com/homebankcode/>).

Please email us at 4homebank@gmail.com with any questions or comments, big or small. We hope that many, from child development researchers to speech technologists, will find this to be a useful resource, and we hope that through continued contributions of data, annotations, and code, the HomeBank resources will become even more useful!

HomeBank is funded by NSF SBE RIDIR Grants 1827744, 1539133, and 1539010.

The 7th Conference of The Scandinavian Association for Language and Cognition (SALC VII)

Kristian Tylén, Aarhus University

We now invite submissions for SALC VII, The 7th Conference of The Scandinavian Association for Language and Cognition. The conference will take place at the School of Communication and Culture, Aarhus University, Denmark, May 22nd – 24th, 2019.

See conference web page: <http://events.au.dk/SALC7>

Confirmed plenary speakers:

[Morten Christiansen](#) (Cornell University, Ithaca)

[Judith Holler](#) (Max Planck Institute, Nijmegen)

[Sean Roberts](#) (University of Bristol, UK)

[Sophie Scott](#) (UCL, London)

[Alexander Huth](#) (University of Texas, Austin)

[Ewa Dabrowska](#) (University of Birmingham, UK)

Topics:

We invite abstracts for theme sessions, oral presentations and posters (see below) related to, but not limited to, the following topics in the area of Language and Cognition:

- Language use and social interaction
- Linguistic relativity
- Language and culture
- Discourse and cognition
- Perception, cognition and language
- Language acquisition and cognition
- Language and cognitive development and evolution
- Language and consciousness
- Language and gesture
- Language change and cognition
- Linguistic typology and cognition
- Multicultural communication and cognition
- Neuro- and psycholinguistic approaches to language and cognition
- Translation and cognition
- Cognitive impairment and language use

Submission formats:

1. Theme sessions

Submissions should include:

- Session title, name and affiliation of session convener, and an introduction of up to 400 words introducing the theme.
- All abstracts to be included in the theme session. Papers should be thematically linked. The time allocation per paper is 20 minutes, followed by 5 mins for discussion. The session can be concluded with a general discussion.
- Theme session conveners should indicate whether they wish abstracts to be considered as individual presentations (oral or poster), in case the session is not accepted as a whole.
- Deadline: November 1st 2018

2. Oral presentations

- Submissions should include: title, name, affiliation, 400-word abstract (excluding references). The time allocation is 20 minutes for the oral presentation followed by 5 minutes for discussion.

- Deadline: December 1st, 2018

3. Poster presentations

- Submissions should include: title, name, affiliation, 400-word abstract (excluding references).

- Deadline: December 1st, 2018

Please submit your abstract or theme session proposal using the link below:

<https://easychair.org/conferences/?conf=salc7>

When submitting your abstract or theme session proposal, please indicate the type of submission you are making (theme session, oral presentation or poster presentation) both in the abstract/ proposal text and in the submission form by ticking the appropriate category in the "Type of submission" field.

For general enquiries, please contact us at SALC7@cc.au.dk

Important dates:

- Theme session proposal deadline: November 1st 2018
- Notification of acceptance of theme sessions: November 15th 2018
- Submission deadline for oral presentations and posters: December 1st 2018
- Notification of acceptance of oral presentations and posters: February 15th 2019
- Deadline for early registration: April 1st 2019
- Deadline for registration: May 22nd 2019

About SALC:

The main goal of SALC is to promote the study of the relationship between language and cognition both in the Nordic countries and more generally. This involves any type of research in which language is not treated in isolation, but as based on structures and processes of general cognition and social cognition, and as affecting such structures and processes. The conference is intended to be a forum for cooperation and exchange of ideas between disciplines, fields of study and theoretical frameworks for the study of language and cognition.

See also <http://www.salc-sssk.org>.

The International Symposium on Bilingualism (ISB 2019)

Johanne Paradis, University of Alberta

The International Symposium on Bilingualism will take place at the University of Alberta in Edmonton, Canada, June 23-28, 2019.

We would like to let our colleagues know that we will be accepting abstracts for ISB in October.

Abstract submission deadline is October 15, 2018.

Abstract submission: <https://subline.ualberta.ca/34>

Conference information: <http://sites.psych.ualberta.ca/ISB12/>

The Third International Conference on Interdisciplinary Advances in Statistical Learning

Morten Christiansen, Cornell University

We are pleased to announce the Third International Conference on Interdisciplinary Advances in Statistical Learning, which will take place in San Sebastian, Spain June 27-29, 2019.

The conference will discuss statistical learning and its underlying mechanisms from behaviour to neuroscience, in various domains such as language, music, vision, and audition, with data from adult participants, development, individual differences, computational modeling, and non-human species. An overarching theme of this iteration of the conference will be building deep ties between statistical learning research and other major areas of cognition.

The conference will include invited speakers, regular talks, panel discussions, and poster sessions.

INVITED SPEAKERS:

- * Jay McClelland - Stanford University
- * Lori Holt - Carnegie Mellon University
- * Simon Kirby - University of Edinburgh
- * Daphna Shohamy - University of Columbia

For further information please visit: <https://www.bcbl.eu/events/statistical-learning/en/>

THE ORGANIZING COMMITTEE:

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

Special Issue of the Bilingual (English/French) Journal *Language, Interaction and Acquisition*: Verbal and Gestural Expression of Motion and Spatial events

Michèle Guidetti, Université Toulouse II Jean Jaurès

We are happy to announce the publication of the special issue of the bilingual (English/French) Journal:

Language, Interaction and Acquisition 9:1 (2018)

Guest Editors: Michèle Guidetti and Katerina Fibigerová (Université Toulouse Jean Jaurès/CNRS), Jean-Marc Colletta (Université Grenoble-Alpes).

Verbal and gestural expression of motion and spatial events / L'expression verbale et gestuelle du mouvement et de l'espace
New evidence from different age groups and linguistic environments / nouveaux arguments en provenance de différents groupes d'âge et de différents environnements linguistiques.

The aim of this special issue is to contribute to the general discussion about the impact of cross-linguistic and developmental differences on conceptualization and multimodal expression of motion and space. Our contribution goes beyond the results of the data analysis in the domain of motion and space, beyond the validation of the formulated hypotheses and beyond the answers that the present papers give to their specific questions.

Extensions can be made in relation to the *linguistic relativity hypothesis* or, probably more appropriately, to the *thinking-for-speaking hypothesis*. Through the study by Fibigerová and Guidetti and the study by Miller and colleagues, the present special issue tackles the topic of influence that (the type of) language has on (spatial) thinking and (space and motion related) cognition. Research in non-verbal but co-verbal gesture is very appropriate, interesting and promising here. Other extensions can be made in relation to the *embodied cognition hypothesis* suggesting that cognitive processes are rooted in physical actions realized in the physical environment. Gesture can actually be viewed from this perspective, as it is particularly evident in Sekine and colleagues' paper and Andrén and Blomberg's paper.

Linguistic relativity, thinking-for-speaking and embodied cognition - to sum up, the present special issue covers all three main theoretical frameworks that currently exist in the domain of space and motion research.

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English Grammaticality Judgments from Nearly 700,000 Subjects Available on OSF Repository

Joshua Hartshorne, Boston College

I would like to alert the community that English grammaticality judgments from nearly 700,000 subjects (around 50% non-native speakers) are available on OSF: <https://osf.io/pyb8s/>. These were reported in my recent paper, Hartshorne, Tenenbaum, & Pinker (2018). There is a great deal we haven't analyzed, such as sociolinguistic variation in grammar across the world Englishes. Even with regards to critical periods - the topic of our paper -- I expect there is a lot we didn't think of ourselves that could be derived from those data. If you do use the data, please cite our paper and the OSF repository. I hope you find the data useful.

FORTHCOMING CONFERENCES AND WORKSHOPS

What: The 51st Annual Meeting of the Societas Linguistica Europaea

When: 29 Aug - 1 Sep 2018

Where: University of Tallinn, Estonia

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

What: The 3rd Lancaster Conference on Infant and Early Child Development (LCICD 2018)

When: 5-7 Sep 2018

Where: Lancaster University, UK

Details: <http://wp.lancs.ac.uk/lcid/>

What: EUROSLA 28

When: 5-8 Sep 2018

Where: University of Münster, Germany

Details: www.uni-muenster.de/EuroSLA/

What: The 51st Annual Meeting of the British Association of Applied Linguistics

When: 6-8 Sep 2018

Where: York St John University, York, UK

Details: <http://www.baal2018.org.uk/>

What: The 24th Conference of Architectures and Mechanisms for Language Processing (AMLaP 2018)

When: 6-8 Sep 2018

Where: Titanic Hotel Chaussee Berlin, Berlin, Germany

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

What: The 11th International Conference on Multilingualism and Third Language Acquisition

When: 13-15 Sep 2018

Where: Lisbon, Portugal

Details: <http://www.iaml3conference2018.lettras.ulisboa.pt>

What: The 8th International Conference Applied Linguistics and Professional Practice (ALAPP)

When: 17-19 Sep 2018

Where: Cardiff University, Cardiff, UK

Details: <https://www.cardiff.ac.uk/conferences/applied-linguistics-and-professional-practice>

What: 11th International Conference on the Mental Lexicon

When: 25-28 Sep 2018

Where: Edmonton, AB, Canada

Details: <http://mentalexicon2018.ca/>

What: Conference on Developmental Language Disorders

When: 26-28 Sep 2018

Where: Madrid, Spain

Details: <http://www.psycholinguistics.info/disorders>

What: CROSSING THE BORDERS Conference: Development of Language, Cognition and the Brain

When: 27-29 Sep 2018

Where: Potsdam, Germany

Details: <https://crossing-project.de/ctb-conference-2018/>

What: Symposium on Multidisciplinary Approaches to Child and Adult Language Acquisition

When: 4-5 Oct 2018

Where: The Pennsylvania State University, Pennsylvania, USA

Details: <https://sites.psu.edu/languageacquisition>

What: The Inaugural Conference of The Asia-Pacific Babylab Constellation (ABC)

When: 4-5 Oct 2018

Where: Singapore

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

What: The 37th Second Language Research Forum (SLRF2018)

When: 26-28 Oct 2018

Where: Université du Québec à Montréal, Montreal, Canada

Details: <https://slrf2018.ca/>

What: Boston University Conference on Language Development (BUCLD)

When: 2-4 Nov 2018

Where: Boston University, Boston, MA, USA

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

What: The 2018 American Speech-Language-Hearing Association (ASHA) Convention

When: 15-17 Nov 2018

Where: Boston, MA, USA

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

What: Sign Language Acquisition and Assessment Conference

When: 19-21 Nov 2018

Where: Haifa, Israel

Details: <http://slaac.haifa.ac.il/index.php/en/>

What: The 93rd Annual Meeting of the Linguistic Society of America (LSA 2019)

When: 3-6 Jan 2019

Where: Sheraton New York Times Square, New York, USA

Details: <https://www.linguisticsociety.org/event/lsa-2019-annual-meeting>

CONFERENCE AND WORKSHOP CALLS

What: The Budapest CEU Conference on Cognitive Development (BCCCD 2019)

When: 13-15 Jan 2019

Where: Budapest, Hungary

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

Submission Deadlines:

Symposium, individual talk and workshop submissions: 9 Sep 2018

Poster submissions: 9 Oct 2018

What: ICFLTAL 2019: International Conference on Foreign Language Teaching and Applied Linguistics

When: 11-12 Feb 2019

Where: Kuala Lumpur, Malaysia

Details: <https://waset.org/conference/2019/02/kuala-lumpur/icftal>

Submission Deadline: 31 Aug 2018

What: The 41st Annual Conference of the German Linguistic Society (DGfS 2019)

When: 6-8 Mar 2019

Where: Bremen, Germany

Details: <https://lingalert.com/2018/06/13/dgfs-2019/>

Submission Deadline: 20 Oct 2018

What: ICCLA 2019: 21st International Conference on Child Language Acquisition

When: 22-23 Apr 2019

Where: Tokyo, Japan

Details: <https://waset.org/conference/2019/04/tokyo/ICLCLA>

Submission Deadline: 31 Aug 2018

What: The Asian Conference on Language Learning 2019 (ACLL 2019)

When: 16-18 May 2019

Where: Tokyo, Japan

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

Submission Deadlines:

Early Bird Abstract Submissions: 9 Jan 2019

Final Abstract Submissions: 12 Mar 2019

What: The 7th Conference of The Scandinavian Association for Language and Cognition (SALC VII)

When: 22-24 May 2019

Where: School of Communication and Culture, Aarhus University, Denmark

Details: <http://events.au.dk/SALC7>

Submission Deadlines:

Theme sessions: 1 Nov 2018

Oral presentations: 1 Dec 2018

Poster presentations: 1 Dec 2018

What: The 4th International Conference on Sign Language Acquisition (ICSLA)

When: 17-18 Jun 2019

Where: Toronto, Canada

Details: <https://waset.org/conference/2019/06/toronto/ICSLA>

Submission Deadline: 17 Dec 2018

What: International Symposium on Bilingualism 12 (ISB12)

When: 23-28 Jun 2019

Where: Edmonton, Alberta, Canada

Details: <http://sites.psych.ualberta.ca/ISB12/>

Submission Deadline: 15 Oct 2018

What: International Society on Early Intervention Conference 2019

When: 25-28 Jun 2019

Where: Sydney, Australia

Details: <http://www.dcconferences.com.au/isei2019/home>

Submission Deadline: 1 Oct 2018

What: Third International Conference on Interdisciplinary Advances in Statistical Learning

When: 27-29 Jun 2019

Where: San Sebastian, Spain

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

Submission Deadline: 1 Mar 2019

What: International Symposium on Monolingual and Bilingual Speech 2019 (ISMBS 2019)

When: 27-30 Aug 2019

Where: The Great Arsenali Conference Center, Chania, Greece

Details: <http://www.ismbs.eu/ismbs-2019/>

Submission Deadline: 5 Feb 2019

BOOK ANNOUNCEMENTS

Authors: Melissa Bowerman

Title: *Ten Lectures on Language, Cognition, and Language Acquisition*

Publisher: BRILL

ISBN: 9789004362826 (e-book)

Melissa Bowerman's lectures present a lucid detailed account of her research on how children build up a semantics for domains such as space in their first language, and the roles played by adult speech, typology, and cross-linguistic variation.

More information: <http://booksandjournals.brillonline.com/content/books/9789004362826>

Authors: Eve V. Clark

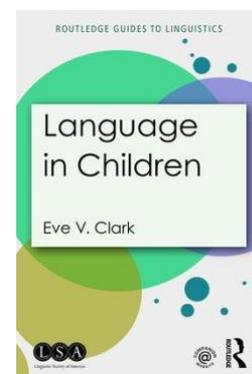
Title: *Language in Children*

Publisher: Routledge

ISBN: 9781138906075 (Paperback) 9781138906044 (Hardback) 9781315537405 (e-book)

Language in Children provides a concise and basic introduction for students studying child language acquisition for the first time. Starting from the first sounds a child produces, this book covers all the stages a child goes through in acquiring a language. This title:

- Illustrates developmental stages from the recognition of sounds and words to the ability to hold a conversation, also covering bilingual upbringing and language disorders;
- Features real-life examples of all the phenomena discussed, from languages such as French, Spanish and Portuguese as well as English;



- Incorporates guidance on sources for further reading and exploration by chapter;
- Is supported by a companion website that includes exercises with links to real-world data in the CHILDES archive.

Written by an experienced author and teacher, *Language in Children* is essential reading for students studying this topic.

More information: <https://www.routledge.com/Language-in-Children/Clark/p/book/9781138906075>

Editors: Maya Hickmann, Edy Veneziano & Harriet Jisa

Title: Sources of variation in first language acquisition: Languages, contexts and learners

Publisher: John Benjamins Publ.

ISBN: 9789027244123 (Hardback) 9789027265326 (e-book)



Developmental research has long focused on regularities in language acquisition, minimizing factors that might be responsible for variation. Although researchers are now increasingly concerned with one or another of these factors, this volume brings together research on three different sources of variation: language-specific properties, the nature of the input to children across contexts, and several aspects of the learners themselves. Chapters explore these sources of variation within an interdisciplinary and comparative approach allying theories and methodologies stemming from linguistics, psycholinguistics, developmental psychology, and neuroscience. The comparative perspective involves different languages, contexts of use, types of learners (first/second language acquisition, monolingual/bilingual learners, autism, language impairment), as well as vocal and visuo-gestural communicative modalities (co-verbal gestures, sign language acquisition). The volume points to the need to enhance interdisciplinary research using complementary methodologies to further examine sources of variation and to integrate variation into a more general developmental theory.

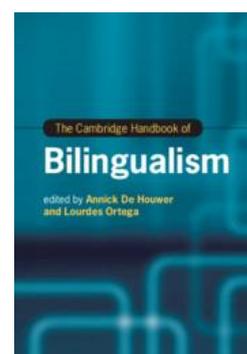
More information: <https://benjamins.com/catalog/tilar.22>

Editors: Annick De Houwer & Lourdes Ortega

Title: The Cambridge Handbook of Bilingualism

Publisher: Cambridge University Press

ISBN: 9781316831922 (e-book)



The ability to speak two or more languages is a common human experience, whether for children born into bilingual families, young people enrolled in foreign language classes, or mature and older adults learning and using more than one language to meet life's needs and desires. This Handbook offers a developmentally oriented and socially contextualized survey of research into individual bilingualism, comprising the learning, use and, as the case may be, unlearning of two or more spoken and signed languages and language varieties. A wide range of topics is covered, from ideologies, policy, the law, and economics, to exposure and input, language education, measurement of bilingual abilities, attrition and forgetting, and giftedness in bilinguals. Also explored are cross- and intra-disciplinary connections with psychology, clinical linguistics, second language acquisition, education, cognitive science, neurolinguistics, contact linguistics, and sign language research.

More information: <https://www.cambridge.org/core/books/cambridge-handbook-of-bilingualism/2C987410FDB59F1749DD556C00D5D5DE>

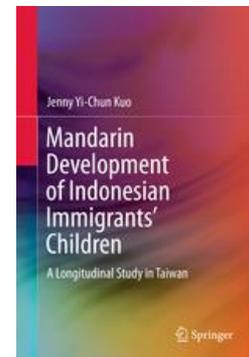
Author: Jenny Yi-Chun Kuo

Title: Mandarin Development of Indonesian Immigrants' Children: A Longitudinal Study in Taiwan

Publisher: Springer Singapore

ISBN: 9789811010330 (Hardback) 9789811010354 (e-book)

This book summarizes the results of a 3-year longitudinal project on Mandarin development by children of Indonesian mothers, the second largest non-Mandarin-speaking immigrant group in Taiwan. These children were acquiring their first language while interacting primarily with a second language learner of the language. The book covers phonological, lexical, and syntactic development. It provides a better understanding of the language development of children of immigrants and has valuable implications for language education policy and language acquisition theories.



More information: <https://www.springer.com/us/book/9789811010330>

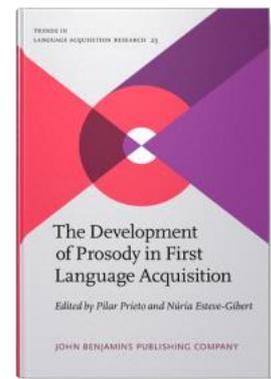
Editors: Pilar Prieto & Núria Esteve-Gibert

Title: The Development of Prosody in First Language Acquisition

Publisher: John Benjamins

ISBN: 9789027200594 (Hardback) 9789027264213 (e-book)

Prosodic development is increasingly recognized as a fundamental stepping stone in first language acquisition. Prosodic sensitivity starts developing very early, with newborns becoming attuned to the prosodic properties of the ambient language, and it continues to develop during childhood until early adolescence. In the last decades, a flourishing literature has reported on the varied set of prosodic skills that children acquire and how they interact with other linguistic and cognitive skills. This book compiles a set of seventeen short review chapters from distinguished experts that have contributed significantly to our knowledge about how prosody develops in first language acquisition. The ultimate aim of the book is to offer a complete state of the art on prosodic development that allows the reader to grasp the literature from an interdisciplinary and critical perspective. This volume will be of interest to scholars and students of psychology, linguistics, cognitive science, speech therapy, and education.



More information: <https://benjamins.com/catalog/tilar.23>

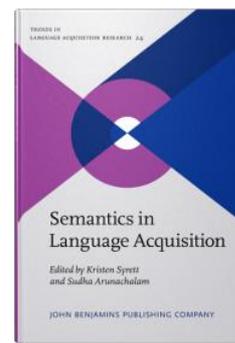
Editors: Kristen Syrett and Sudha Arunachalam

Title: Semantics in Language Acquisition

Publisher: John Benjamins

ISBN: 9789027201379 (Hardback) 9789027263605 (e-book)

This volume presents the state of the art of recent research on the acquisition of semantics. Covering topics ranging from infants' initial acquisition of word meaning to the more sophisticated mapping between structure and meaning in the syntax-semantics interface, and the relation between logical content and inferences on language meaning (semantics and pragmatics), the papers in this volume introduce the reader to the variety of ways in which children come to realize that semantic content is encoded in word meaning (for example, in the event semantics of the verbal domain or the scope of logical operators), and at the level of the sentence, which requires the composition of semantic meaning. The authors represent some of the most established and promising researchers in this domain, demonstrating collective expertise in a range of methodologies and topics relevant to the acquisition of semantics. This volume will serve as a valuable resource for students and faculty, and junior and seasoned researchers alike.



More Information: <https://benjamins.com/catalog/tlar.24>

THESIS ANNOUNCEMENTS

Author: Laura Jane Conway

Title: What mother-child talk tells us about children' s language, social, emotional and behavioural development: A community-based study of slow-to-talk children

Institution: The University of Melbourne, & Murdoch Children's Research Institute

Background: Language difficulties often co-occur with social, emotional and behavioural (SEB) difficulties in childhood. It is unclear when and how this association emerges. Parenting behaviours are targeted in early interventions for both language and SEB difficulties, yet there is minimal research into whether similar parenting behaviours may promote both language and SEB development.

Method: This PhD was embedded within a prospective community-based study of children who were slow-to-talk at 18 months. Data were available for 197 participants. Language and SEB skills were measured at 24, 36, and 48 months. Mothers and children were video-recorded during free-play at 24 months. Maternal responsive communicative behaviours (e.g. expansions, imitations) were examined in an earlier study. A coding scheme was developed for other maternal behaviours: praise, missed opportunities, intrusive directives, and emotion and mental state talk. An existing scheme for interactive behaviours was modified: Supported and Coordinated Joint Engagement, and Fluency and Connectedness.

Results: Receptive but not expressive language abilities were associated with internalising behaviours across the spectrum of language scores, and with externalising behaviours at very low or very high scores between 24 and 48 months of age. Intrusive directives were associated with poorer language scores, and the association was weaker when mothers also used expansions. Supported Joint Engagement and Fluency and Connectedness were positively associated with language outcomes, and modified how individual maternal behaviours were associated with language. With the exception of intrusive directives, few maternal behaviours were associated with both language and SEB outcomes.

Discussion: There are specific linguistic features of maternal input and situational factors of the mother-child interaction that are key to language development. These same factors were not directly associated with SEB outcomes, except for intrusive directives. Knowing that receptive language difficulties, which are difficult to detect, can co-occur with SEB difficulties between 24 and 48 months may be critical to their earlier identification. However, specific parenting behaviours may not be useful for identifying or treating children with co-occurring difficulties. Further research is recommended to investigate how to best support children with these co-occurring difficulties and their families.

Author: Benjamin Luke Davies

Title: Children's Gradual Acquisition of Singular and Plural

Institution: Faculty of Human Sciences, Department of Linguistics, Macquarie University

By two years of age children are using singular and plural words appropriately in their speech (Brown 1973), yet it is unclear whether their early representations are adult-like. It is not known how and when children develop the understanding that a word such as cats is composed of the lexical root cat and the plural morpheme -s (i.e., cat+s). The aim of this thesis was to therefore to explore some of the factors that potentially affect young children's understanding of the marking of nominal number in English.

Two studies presented in this thesis examined children's early comprehension of singular and plural using a novel-word Intermodal Preferential Looking task (Kouider, Halberda, Wood & Carey, 2006). It was found that 24-month-olds had an understanding of plural morphology that was limited to the voiceless plural allomorph /-s/ (e.g., cat + /s/), which is longer in duration and more perceptually salient than the voiced allomorph /-z/ (e.g., dog + /z/). However, results also suggested that perceptual salience was not the only factor to play a role in children's acquisition of plural morphology, as 36-month-olds, but not 30-month-olds, were found to understand the most perceptually salient syllabic allomorph /-əz/ (e.g., bus + /əz/).

Two further studies in the thesis examined pre-schoolers' understanding of singular and plural using a novel-word forced choice task. It was found 3- to 5-year-olds' comprehension of novel plurals, yet not novel singulars, improved with age. The final study examined children with hearing loss, which is known to affect children's acquisition of English plural and tense inflections, likely due to difficulty perceiving fricatives (Koehlinger, Owen Van Horne & Moeller, 2013). Overall, the children with hearing loss were no better than chance at identifying novel plurals and singulars. However, comprehension of novel plurals improved with age. The thesis concludes with a discussion of the acquisition of morphological representations more generally.

Author: Josefin Lindgren

Title: Developing narrative competence: Swedish, Swedish-German and Swedish-Turkish children aged 4-6

Institution: Department of Linguistics & Philology, Uppsala University

This thesis investigates the development of oral narrative competence from age 4 to 6 in Swedish monolinguals (N=72) and in both languages of Swedish-German (N=46) and Swedish-Turkish (N=48) bilinguals growing up in Sweden. Picture-based fictional narratives were elicited with Cat/Dog and Baby Birds/Baby Goats from the Multilingual Assessment Instrument for Narratives (MAIN, Gagarina et al. 2012) and A2/B2 from the Edmonton Narrative Norms Instrument (ENNI, Schneider et al., 2005). Vocabulary, character introduction and narrative macrostructure were studied. Vocabulary production scores on Cross-linguistic lexical tasks (CLTs, Haman et al., 2015) were compared to NDW (number of different words) in narratives. Production of macrostructural components, macrostructural complexity, and answers to comprehension questions were analyzed. Effects of age and differences in performance between groups, between the bilinguals' two languages, and between narrative tasks were investigated.

Narrative comprehension was high already at age 4, but still developed substantially with age. In contrast, macrostructure in narrative production was at a rudimentary level at age 4. Even at age 6, the narratives contained few complete episodic structures. Children mainly included actions visible in the stimuli and rarely verbalized goals and other macrostructural components that required inferencing. The ability to introduce story characters appropriately developed strongly from age 4 to 6, but stimuli had a large effect on performance. Vocabulary

showed most improvement from age 5 to 6. Development with age was clearer for the majority language Swedish than the minority languages German and Turkish, where individual variation was larger.

In Swedish, pronounced differences were found between the bilingual groups. The Swedish-German bilinguals performed similarly to the monolinguals. On most measures, the Swedish-Turkish bilinguals performed lower than the other two groups, though precisely how much varied across measures. Generally, the Swedish-German children performed better in Swedish than in German, whereas the Swedish-Turkish children performed similarly in both languages or slightly higher in Turkish. The study shows that bilinguals' two languages need not develop in parallel, and that results depend on the tasks and specific measures used. Bilingual groups differ from each other, and it is therefore not meaningful to compare all bilinguals to all monolinguals.

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Gagarina, N., Klop, D., Kunnari, S., Tantele, K., Välimaa, T., Balčiūnienė, I., Bohnacker, U., & Walters, J. (2012). MAIN: Multilingual Assessment Instrument for Narratives. *ZAS Papers in Linguistics*, 56.

Haman, E., Łuniewska, M., & Pomiechowska, B. (2015). Designing Cross-Linguistic Lexical Tasks (CLTs) for Bilingual Preschool Children. In S. Armon-Lotem, J. de Jong, & N. Meir (Eds.), *Methods for assessing multilingual children: disentangling bilingualism from Language Impairment* (pp. 196-239). Bristol: Multilingual Matters.

Schneider, P., Dubé, R. V., & Hayward, D. (2005). *The Edmonton Narrative Norms Instrument*. <http://www.rehabresearch.ualberta.ca/enni>

Permanent link: <http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-347102>

Author: Magdalena Łuniewska

Title: Vocabulary size and organization of the mental lexicon in typically developing children and children at risk of specific language impairment SLI

Institution: University of Warsaw

The theoretical aim of the current thesis was to verify the theories concerning vocabulary size and organization of the mental lexicon in 5-6-year-old children at risk of SLI as compared to typically developing peers. The pragmatic aim of the study was to assess the usability of lexical tasks as potential screening tools for SLI in preschool children.

The outcomes of a screening questionnaire filled by preschool teachers and the assessment done with a standardized psychometric test of language development (Test Rozwoju Językowego TRJ, Smoczyńska et al., 2015), resulted in selection of three groups: high risk of SLI (n = 20), low risk of SLI (n = 29), and a control group of typically developing children (n = 30). Between-group comparisons revealed that children at high risk of SLI obtain low scores in all subtests of TRJ, and show major deficits in both passive and active vocabulary size. The group at high risk of SLI underperformed their peers also in the level of the organization of the mental lexicon. However, we did not observe the hypothesized delay in lexical access in this group.

The group at low risk of SLI, although indicated by teachers as children with some symptoms of SLI, achieved the same scores as the typically-developing control group in all subtests of TRJ, as well as in all vocabulary tests. However, in terms of the number of words produced during

the picture description and the level of phonological processing, the group at low risk of SLI was indistinguishable from the high risk group, and underperformed typically-developing peers.

The analysis of sensitivity and specificity of lexical tools suggests that none of the used tasks can be applied alone as a single screening tool for SLI. However, carefully selected tests of active and passive vocabulary size may be used in screening of risk of SLI in preschool children. The combination of *Obrazkowy Test Słownikowy – Rozumienie* (OTSR; Haman & Fronczyk, 2012) and a shortened version of *Zadanie Nazywania Obrazków* (ZNO; Haman, Smoczyńska, Łuniewska & Chyl, 2013) obtained both sensitivity and specificity higher than 85%, which is sufficient for screening.

Author: Luca Miorelli

Title: The development of morpho-syntactic competence in Italian-speaking children: A usage-based approach

Institution: Northumbria University

Usage-Based scholars (e.g. Lieven et al., 2009) have shown that children's early grammar is characterisable as knowledge of lexically-specific patterns (*kick KICKEE*) learnt from previously encountered strings (*kick it*). Experimental research (e.g. Lewis, 2009) has shown that children younger than four years cannot use nonce verbs in constructions in which they have never experienced them. Productivity with nonce verbs slowly improves throughout the preschool years, as adultlike schemas (e.g. *AGENT-PROCESS-PATIENT*) gradually emerge in ontogeny (Tomasello, 2006b).

However, such results are overwhelmingly based on studies of English-speaking children and it is unclear how well they generalise to other languages. The research presented in this thesis enquired into whether a Usage-Based Approach could account for the acquisition of Italian. A longitudinal study investigated whether the spontaneous production of an Italian-speaking two-year-old could be accounted for in terms of lexically-specific units instantiated in the concrete strings he had previously experienced. An experimental study tapped into the development of 2;02-to-5;0-year-old Italian-speakers' productivity with past participles and the transitive construction using both a nonce verb and a familiar verb.

Results on syntactic development were consistent with previous findings regarding English-speaking children (Akhtar, 1999; Lieven et al., 2009). The overwhelming majority of the child's spontaneous production (82%) could be derived from previously encountered lexically-specific patterns. In the experimental setting, children younger than four years could not produce adultlike transitive sentences with a nonce verb they had not experienced in that construction.

As for morphological productivity, even two-year-olds used the nonce verb productively. Such results are discussed in terms of how the co-occurrence of high type and token frequency that characterises the Italian morphology may facilitate form-function mapping.

Overall results are consistent with Usage-Based Models, suggesting that such approaches have cross-linguistic validity.

Author: Maryam Salehomoum

Title: Explicit instruction of reading comprehension strategies: Effect on d/Deaf adolescent students strategy use and reading comprehension.

Institution: University of California Berkeley & San Francisco State University

This study examined the effect of explicit instruction of reading comprehension and self-monitoring strategies with a small group of d/Deaf and one hard of hearing student. Explicit instruction entailed using think aloud (aka verbal protocol) to better understand the students' cognitive processes as they engaged in reading aloud and to instruct students in the effective use of strategies. A multiple baseline design was implemented to better control for external variables (e.g., classroom instruction as a correlate to change in student behavior). Once students completed a designated number of baseline sessions, they participated in ten weeks of an intervention phase, during which students and I met twice a week for alternating assessment and intervention sessions. Data consisted of baseline vs. post-intervention analyses of: (a) type of strategies used, (b) coherence and accuracy of self-constructed written summaries, (c) students' response accuracy to short answer comprehension questions, (d) students' success in deriving the meaning of unknown words, and (e) students' performance on the Gates-MacGinitie Reading Tests (GMRT). Results indicated all students began using new strategies following intervention. Students reported generalization of strategy use across contexts. The students' verbalizations during think aloud revealed that even though some used quite a variety of strategies, application of a strategy did not always lead to correct comprehension of text. The use of a think aloud procedure was highly valuable in shedding light on factors that challenged comprehension (e.g., limited vocabulary skills, lack of awareness of comprehension breakdowns). The two non-standardized comprehension measures employed in the study (i.e., written summary and short answer comprehension questions) did not show a clear intervention effect, but results from standardized GMRT assessment indicated notable improvement in two students' comprehension achievement. Overall, findings suggested a promising effect of explicit instruction of strategies and call for additional and more robust studies. In addition, because strategy use did not always indicate correct comprehension, it is important that future studies go beyond examining a participant's inventory of strategies and instead evaluate the efficacy of those strategies. Given the impact of literacy over the lifetime and the reportedly high prevalence of reading difficulties amongst deaf (and hearing) students, it is imperative that we continue our search for efficacious interventions.

FROM THE EDITOR

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

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

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

I look forward to receiving your submissions!

Angel Chan

Room EF740

Department of Chinese and Bilingual Studies

The Hong Kong Polytechnic University

Hunghom, Hong Kong SAR, China

editor.iascl.clbulletin@gmail.com; angel.ws.chan@polyu.edu.hk

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 make your payment via Paypal, using the appropriate button at <https://iascl.talkbank.org/join.php>. The PayPal web page says that you are sharing with the Second Language Research Forum, but the funds will actually be transmitted to IASCL. Once you reach the 'Thank you for your payment' page on the Paypal site, you will be offered the option of printing a receipt (useful perhaps for tax purposes). If you experience any difficulties making your payment, please contact [the Treasurer](#).

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 2020 congress in Philadelphia. 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 \$70 for regular members and \$40 for students. Members are eligible for a substantial discount for volumes 1-6 of TiLAR, and for a reduced subscription fee to the following journals: the Journal of Child Language, First Language, and the International Journal of Bilingualism. Your fees will contribute to the organization of the upcoming Congress and they will be especially valuable in the provision of student travel bursaries. Members in countries with nonconvertible currencies or currency transfer restrictions or other economic difficulties should request a waiver of the membership fee.

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Dr Anna Theakston

IASCL Treasurer

Coupland Building 1

School of Psychological Sciences

University of Manchester

Oxford Road

Manchester M13 9PL

UK