
IASCL - Child Language Bulletin - Vol 44, No 1: January 2024

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Letter from the President

Annick De Houwer, IASCL President

WHAT ARE YOUR WISHES FOR OUR 50TH ANNIVERSARY?

Dear IASCL members,

First off, in this January Bulletin let me wish you all a New Year filled with joy, health and peace.

The New Year brings our [next Congress](#) in July closer and closer. Many current members submitted abstracts, and the Prague team received many additional submissions. Find out more from our Conference Chair, Filip Smolík, later in this Bulletin, and find some information about our 50th anniversary below.

As announced in last August's Bulletin, the IASCL will have a number of Travel Awards available for scholars whose abstract for the Prague conference has been accepted and who are working in the Global South or are students elsewhere. If you fall within that category and are in need of (some) financial assistance to attend our Congress you are invited to apply for a Travel Award soon after you have received word from the Prague team that your abstract(s) has/have been accepted. Thanks to the efficient work of our great Media Coordinator and the valuable feedback from our Travel Award Committee, you will find an application form on our website through <https://www.childlanguage.org/travel-bursaries>. **PLEASE DO NOT SEND IN EMAIL APPLICATIONS. WE WILL NOT BE ABLE TO PROCESS THEM, AND WE DO NOT HAVE THE RESOURCES TO REPLY TO THEM, SORRY.**

The Travel Award application form will become available as soon as abstract acceptance letters have been sent out. This short form will be active for approximately 3 weeks (on the form you'll see the exact deadline). To help you prepare, here is a brief overview of the kind of information the Travel Award Committee will need:

- your personal information (name, email)
- your current position and location
- the title(s) of your presentation(s) at IASCL 2024 and their type(s)
- a short explanation of what a Travel Award would mean to you
- a statement about your financial needs.

We do not require any letters from third parties.

The Travel Award Committee will do its very best to process all applications as quickly as possible. You will receive a decision as soon as it becomes available.

In the meantime, we recommend that you already make accommodation and economy travel arrangements that can be cancelled in case your funding turns out to be insufficient. Early bookings are usually cheaper.

Although their work has yet to start in earnest, I want to take this opportunity to thank Executive Committee members Ciara O'Toole (Ireland), Celia Rosemberg (Argentina), and Meredith Rowe (USA) for their willingness to serve on the Travel Award Committee, which I will chair "from a distance".

While we are on the subject of Awards I am pleased to announce that the Roger Brown Award Committee, consisting of Executive Committee members Laura Bosch (Spain) and Patricia Brooks (USA) with myself as Chair, has received several member nominations for this prestigious award. The Committee will start its selection work in the months to come. Stay tuned for an announcement of its outcome at the IASCL Business Meeting during the Prague Congress!

You will find a brief report on our newly established Early Career Award later in **the message from our Vice President Letitia Naigles** in this Bulletin. The Early Career Award Committee consists of Executive Committee members Reili Argus (Estonia) and Mele Taumoepeau (New Zealand), with our Vice President Letitia Naigles (USA) as Chair. Many thanks to the ECA Committee for its service!

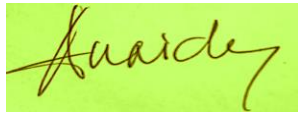
Later in the Bulletin you will also find a call for Nominations for the Executive Committee (NAC). We need to elect 9 new members. Our NAC, consisting of Lourdes de Léon (Mexico), Sabine Stoll (Switzerland), and Jill Wigglesworth (Chair, Australia), looks forward to your nominations. I thank the NAC for its important work.

The next 6 months mark my last semester as your President. I am extremely pleased to be able to continue calling on the services of our fabulous Media Coordinator: Katie Von Holzen has agreed to fill the position until August 2024 (she has been with us since January 2023). Katie has been very helpful in all our digital communication. Check out Katie's updates a bit further in this Bulletin!

Apart from continuing with her regular tasks, Katie will be actively engaged at our Congress and will be writing a report on it for this year's August Bulletin. In that report she'll undoubtedly write about the *Anniversary session* at the Congress. You read that right - we will be celebrating our 50th anniversary in Prague! Preparations are in full swing. We want to focus not only on the past but also on the future. To help celebrate IASCL's 50th birthday, we are inviting you all to write a one-line wish for our field's future. The form through which you can share your wishes with us is now active via <https://www.childlanguage.org/our-next-congress>, under the

heading "IASCL Presidential Anniversary Session: Your Wishes for the Future of Child Language Research". Responses will be accepted until March 5th, 2024.

I look forward to celebrating our 50 years together with you soon. In the mean time I wish you all the very best, wherever you are -



Annick De Houwer

IASCL President

Harmonious Bilingualism Network

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

**COPY OF IASCL CONDOLENCES SENT TO
THE RECTOR OF CHARLES UNIVERSITY AND TO THE DEAN
OF ITS FACULTY OF ARTS ON DEC. 22, 2023**

It is with absolute horror and great sadness that I heard about the terrible events that took place at your university's Faculty of Arts yesterday. Please allow me to express my personal heartfelt condolences to your country, your city, and your academic community, which includes several of our colleagues in the fields of Linguistics and Psychology.

As President of the International Association for the Study of Child Language (IASCL), I am also writing on behalf of our worldwide membership. We have been gearing up for our next Congress, which is to take place at Charles University this coming July. At that time, I hope to be able to transmit our international community's condolences and support to you in person.

Wishing you and your community great strength to help you overcome yesterday's tragedy.

Message from the Vice President

Letitia Naigles, IASCL Vice President

We have received 9 submissions for the Inaugural IASCL Early Career Award; these are now being reviewed by the Committee (Naigles, Argus, Taumoepeau). The winner will be notified once the Committee has made a decision!

Call for the Nomination of IASCL Members for the IASCL Executive Committee (2024-2030)

Gillian (Jill) Wigglesworth, Chair, IASCL Nominating and Appointing Committee

The Nominating and Appointing Committee (NAC) of the IASCL seeks nominations for nine elected positions as committee members on the Executive Committee of the IASCL, to replace the following outgoing members:

Outgoing as of the Prague Business Meeting, July 2024:

Reili Argus, Estonia

Sharon Armon-Lotem, Israel

Laura Bosch, Spain

Patricia Brooks, USA

Lourdes de León, Mexico

Yuki Hirose, Japan

Aliyah Morgenstern, France

Ciara O'Toole, Ireland

Filip Smolík, Czech Republic.

Six other elected members have positions that will continue until 2027.

They are:

Daniela Gatt, Malta

Celia Roseberg, Argentina
Meredith Rowe, United States
Sabine Stoll, Switzerland
Mele Taumoepeau, New Zealand
Gillian (Jill) Wigglesworth, Australia.

The positions to be filled are tenable for six years (2024-2030). Current members of the Executive Committee cannot be re-nominated for a second term (statutes concerning the election procedures are copied below). The IASCL has a policy of seeking geographical balance in representation from members (with no more than 3 members from the same country).

Nominations should reach the NAC Chair, Gillian (Jill) Wigglesworth, at g.wigglesworth@unimelb.edu.au by February 29, 2024.

Nominations should be put forward in writing (or electronic equivalent).

Nomination details should include the following:

- mailing/emailing address of the nominee
- a brief statement of her/his qualifications for membership on the Executive Committee
- his/her signature/evidence of agreement
- and the signature/details of the nominator, who must be a current member of the Association.

Note that nominees need not be current IASCL members, but nominators must be (this implies that nominators attended the July 2021 online Congress or paid membership dues afterwards).

The Nominating and Appointing Committee will finalize the list of nominees in April 2024, and members will then be invited to vote on-line for their chosen candidates (no later than May 15, 2024). The new appointments to the Executive Committee will be ratified at the IASCL Business Meeting in Prague.

We look forward to hearing from you!

The IASCL Nominating and Appointing Committee, 2022-2024,

Lourdes de León (Mexico)
Sabine Stoll (Switzerland)
Gillian (Jill) Wigglesworth (Australia), Chair

Relevant details of the IASCL Statutes

(extracted from <https://www.childlanguage.org/governing-statute>):

The Nominating and Appointing Committee shall [...] submit a slate of nominees for the open positions on the Executive Committee. The slate will be based on suggested nominations from the membership, together with additional nominations from the Committee. The slate will preferably include twice as many nominees as there are open positions. Members shall cast as many votes as there are open positions on the Executive Committee. Nominees receiving the highest votes will be elected, subject to the requirement that no more than 3 members of the Executive Committee shall be from the same country. Balloting will take place no later than two months before the next congress when all appointments and elected member positions will be ratified at the Business Meeting. The President may upon consultation with members of the Executive Committee fill vacancies on committees. Such appointments shall stand until the next congress.

Supplementary Information:

(compiled by Annick De Houwer, IASCL President)

What does being an elected member of the IASCL Executive Committee involve?

The role of the IASCL Executive Committee is to run our Association. All the Board Members are ex-officio members and do the "daily" work, so to speak. The immediate Past President is an ex-officio member and chairs the IASCL Charity. The Child Language Bulletin editor, appointed by the President, likewise is an ex-officio member, as are the editors of the journals *First Language* and the *Journal of Child Language*.

The Board is helped by 15 elected members. These elected members are the pool of possible members for working Committees that the IASCL needs.

First off, there is the Nominating and Appointing Committee, which is responsible for the preparation of the ratification of new Board Members and for the election of new Executive Committee members. At the initiative of the Nominating and Appointing Committee, elected Executive Committee members play an important role in deciding which nominations for Board members are put forward for ratification at the Congress Business Meeting.

The Roger Brown Committee with the President as Chair and the Early Career Award Committee with the Vice President as Chair also rely on elected Executive Committee members.

The Travel Award Committee does as well. Additional Committees may be formed as needed.

Apart from serving on a working Committee, elected members may be asked to vote on a range of issues in the three years between Business Meetings. Any member of the Executive Committee can ask for an issue to be voted on, but only elected members have voting privileges.

Now what does this mean in terms of work?

It is likely that within a period of six years elected members are asked to serve on only ONE "working committee". Any voting on *ad hoc* issues would occur through email. Just to give readers an idea, since July 2021 the elected members of our Executive Committee have been asked to vote on an issue 4 or 5 times. Being on a working committee will require some effort for a limited period of time (e.g., being on the Travel Award Committee requires evaluating many applications within a 3-month period in the spring before a Congress - in 2027 or 2030). So on the whole the service asked of members is quite doable.

Only the Chair of the Nominating and Appointing Committee has a bit more work, but members who are asked to be the Chair can of course say no. It's the President who would ask to do jobs - as of July 2024 our new President will most likely be Shanley Allen (her nomination is to be ratified at our Business Meeting). For our new Early Career Award Committee it's the Vice President who finds members. As of July 2024 our new Vice President will most likely be Aliyah Morgenstern (her nomination is also to be ratified at our Business Meeting).

The new appointments to the Executive Committee will be ratified at the IASCL Business Meeting in Prague.

An Update from the IASCL Media Coordinator

Katie Von Holzen, IASCL Media Coordinator

I've now been IASCL's Media Coordinator for a full year and I've enjoyed every moment of it. My focus in the latter half of 2023 was to expand our reach through different social media sites. In addition to our already established [Facebook](#), [Instagram](#), and [YouTube](#) pages, we now have a [LinkedIn](#) and a [BlueSky](#) page. BlueSky is still in beta-testing, but has already established a lively discussion of psychology and linguistics science. In order to join, you'll need an invite code. We have a few, so if you'd like one, feel free to get in touch (iasclstaff@gmail.com). You'll notice that Twitter/X is no longer on this list. As our President, Annick De Houwer, noted in the last Bulletin, the changes to this platform no longer align with our goals as an association.

But as you can see, there are still plenty of ways to interact with IASCL online, so make sure you follow us or give us a “like”!

As long as I’m on the topic of social media, make sure that when you’re talking about our upcoming Congress in Prague, Czech Republic, you use the hashtags [#IASCL2024](#) and [#childlanguage](#). It’ll help us find similar posts and promote your work!

I also worked with the IASCL Travel Award Committee to put together an online submission form for applications for the IASCL Travel Awards. You can read more about the Awards in the Letter from our President. The form is a simple Google Form, which we hope will be easy to fill out and also provide easy review of the applications. I hope the application process goes smoothly and that these Awards are able to support many researchers to attend the IASCL 2024 Congress. You can [read more about these Awards](#) on our website.

Similarly, I also worked with our President, Annick De Houwer, to create an online submission form to collect members’ wishes for the future of IASCL, in celebration of IASCL’s 50th birthday. This is also a simple Google Form that you can [access on our website](#). Make sure to share your creative and inspiring ideas before March 5th!

We’ve also added a new interview with IASCL President-Elect Shanley Allen to our ongoing video interview series with child language researchers. You can view it either on our [Resources for Researchers page](#) or directly on our YouTube channel [IASCL Child Language](#). The next interview is already in preparation, so stay tuned!

In the last IASCL Bulletin, Virginia Marchmann gave you all an update on the new additions to the MacArthur-Bates Communicative Development Inventories. We invited Virginia to give us more insights in a recent blog that she contributed to our website. You can read it here: [Parent report of early child language: News from the MacArthur-Bates CDIs](#).

And please don’t forget: If you have an idea for a blog post, who we should interview next, content for our social media, another idea, or general feedback, don’t hesitate to share it with us! You can reach us via email: iasclstaff@gmail.com.

Best wishes,

Katie Von Holzen, IASCL Media Coordinator, January 2023 to August 2024

Update on the IASCL 2024 Congress

Filip Smolík, Chair of the Organizing Committee

We are looking forward to welcoming the 16th IASCL Congress in Prague. Right around the time our Bulletin is published, the submitting authors should be getting the decisions about abstract acceptance or rejection. Unfortunately, we could not accept all submissions but we made an effort to adjust the program plans so that we can accept as many as possible. Overall, we received over 700 individual submissions, and were able to accept 560, 80 of them as oral presentations. Of the 70 symposia submissions, we could accept 48. The symposia and presentations will run in 8 parallel sessions, all in one building. There will be four poster sessions, each day from Tuesday to Friday.

Because of the large number of submissions, the program will be busy and will run until the end of the day on Friday, so you should plan to stay in Prague at least until Saturday, July 20. The congress will close on Friday after 6pm, and one of our excellent plenary speakers, Sabine Stoll, will be speaking before the closing session at 4.30. The schedule of other keynote presentations is available on the website now. The opening plenary speaker on Monday, July 15, will be Rushen Shi. As a part of the opening session, we will also host the Presidential Anniversary Symposium commemorating the 50 years of IASCL.

As usual, the Congress will also include an optional gala event, this time in the form of a reception. The event will be held in a nice park on the top of one of the city vineyards, Grébovka (<http://www.pavilongrebovka.cz/>).

We are looking forward to welcoming you in Prague, and after seeing so many excellent submissions, we are sure that it will be a great conference!

New Laboratory at the Department of Rehabilitation Sciences of Cyprus University of Technology

Dr. Paris Binos, Director of CIRCLE Laboratory

I am writing to inform you about the establishment of a new laboratory at the Department of Rehabilitation Sciences of Cyprus University of Technology, titled "CIRCLE-Cochlear Implant Rehab, Communication & Language Enhancement" (<https://circle.cut.ac.cy/>). Directed by Dr. Paris Binos, a Lecturer in Speech-Language Pathology (SLP), CIRCLE is pioneering in its field as

the first laboratory in Cyprus and Greece dedicated to studying the language input and communication skills of deaf children with cochlear implants.

Our laboratory's name, CIRCLE, is an acronym that underscores our core belief in the interconnected nature of spoken language input and its impact on language development. We are deeply committed to enhancing cognitive development, often referred to as 'brain-building,' especially in children who experience hearing loss. A key aspect of our methodology is the focus on the brain's adaptability or 'plasticity.' We emphasize the "Open Brain on Time" initiative, highlighting the crucial role of timely auditory input in the developmental process. Our approach is grounded in the latest research and best practices in the field, and we are excited to contribute new insights and advancements.

As the Director of CIRCLE, I am excited to announce that the laboratory will be opening two PhD positions in 2024, offering unique research opportunities in the field of speech, hearing, and language development.

1. **PhD Position for Speech-Language Pathologists (SLPs):** This position is ideal for candidates with a background in Speech and Hearing Sciences. The selected candidate will engage in cutting-edge research focused on enhancing communication and language skills in deaf children with cochlear implants. We are looking for individuals who are passionate about cognitive development and are eager to contribute to this dynamic field.
2. **PhD Position for Audiologists:** The second position is tailored for professionals in Audiology. The research will center on auditory training, cochlear implantation, and their implications for language acquisition and communication in deaf children. This role is a fantastic opportunity for audiologists interested in contributing to innovative research and interventions that can significantly improve the lives of children with hearing impairments. There is also possibility for funding of years and clinical work.

Both positions will be integral to the mission of CIRCLE, which stands for Cochlear Implant Rehab, Communication & Language Enhancement. Our laboratory is at the forefront of research in this field in Cyprus and Greece, and these PhD roles will contribute substantially to our understanding and enhancement of cognitive development in children with hearing loss. We believe the work at CIRCLE will be of great interest to your readership, and we are eager to share our findings and experiences in future publications. We look forward to a fruitful collaboration and the opportunity to make significant contributions to the field of child language development.

Update from the Global TALES Consortium

Marleen Westerveld, Griffith University



In 2023, we welcomed new members from a range of countries, including South Korea, China, Vietnam, Canada, Spain, and Ghana and we now have representatives from more than 26 countries, speaking more than 20 languages.

We were proud to publish a Special Issue in *Folia Phoniatrica et Logopaedica*: “Evaluating children’s personal narrative skills using the Global TALES protocol: Implications for Practice”.

For a quick 1-minute overview: <https://youtu.be/Oill6kP-EmU>

The editorial is Free Access and can be downloaded here: <https://karger.com/fpl/article-pdf/doi/10.1159/000534510/4043746/000534510.pdf>

The Special Issue contains 10 papers covering a range of theoretical and/or clinical questions, involving children from 15 different countries, speaking 12 different languages, ranging in age from 7 to 16 years (<https://karger.com/fpl/issue/75/6>):

1. Einarsdóttir JT, Práinsdóttir E. Personal narratives of 10-year-old children in **Iceland**-verbal productivity, word diversity, and topics.
2. Maviş İ, Yaşar-Gündüz E. Evaluating the personal narrative skills of monolingual **Turkish** speaking 7- and 10-year-old children with typical development through Global TALES: a pilot study.
3. Lyons R, Antonijevic-Elliott S, Barbotin S, Molloy M, O’Malley-Keighran MP, Spelman J, et al. Feasibility of using the Global TALES protocol to elicit personal narratives in 10 year old children in **Ireland**.
4. Theodorou E, Vogindroukas I, Giannakou E, Tsouti L, Phinikettos I. Telling personal narratives: comparing stories told by 10-yearold speakers of **Cypriot Greek Dialect** and of **Standard Modern Greek**.
5. Kuvač Kraljević J, Matić Škorić A, Gabaj M. Personal narratives of school-age children: a cross-sectional developmental study [**Croatia**].
6. Westby CE, Chen KM, Lee JP, Wong AMY. Topic and content of personal narratives of children from three **East Asian cultures** and three **English-speaking cultures**.
7. Srivastava V, Chan A, Westerveld MF. What do children in India talk about: personal narratives of typically developing **Hindi-speaking children**.
8. Ferman S, Kawar K. Tele-assessment of oral personal narratives in **Arabic- and Hebrew-speaking** children using the Global TALES protocol [**Israel**].

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9. Van Vreckem C, Desoete A, Simoens D, Van de Vyver A, Pauwels J, Van Laethem C, et al. Vocabulary diversity in personal narratives produced in response to the Global TALES protocol in **Dutch-speaking students** with and without dyslexia.
 10. Westerveld MF, Nelson NW, Claessen M, Westby C. Children's use of evaluative devices in response to the global TALES protocol [**USA, NZ, Australia**].

We meet every two months on Zoom to discuss upcoming or existing research ideas or initiatives. If you are interested in obtaining more information, attending one of our Global TALES Zoom meetings, and/or joining the consortium, please feel free to email Marleen Westerveld at m.westerveld@griffith.edu.au and/or visit our OSF page: <https://osf.io/ztqg6/>

Report on the 5th Edition of Crosslinguistic Perspectives on Processing and Learning at the University of Zurich

Katya Mazara, University of Zurich

Researchers across the world are becoming increasingly aware that the study of language processing and acquisition is highly biased in terms of the communities that are studied. Embracing the full spectrum of linguistic diversity, including different structural and typological features, modalities, and socio-cultural dynamics, presents the field with opportunities to refine its views on processing and learning mechanisms.

The Crosslinguistic Perspectives on Processing and Learning Workshop (X-PPL) aims to expand the diversity of languages in the scope of experimental and corpus research on communicative and linguistic development as well as in adults. The workshop aims to contribute to the growing importance of the recognition of understudied languages and communities and to provide a platform for an exchange of results, ideas, and methodological insights.

From November 6 to 8, 2023, the Department of Comparative Language Science was honored to host the fifth edition of X-PPL. The workshop was organized as a hybrid event, allowing for participants from across the globe to attend and present. The three keynote lectures were delivered by three eminent experts in the field: Prof. Ina Bornkessel-Schlesewsky (University of South Australia), Prof. Aylin Küntay (Koç University), and Susan Goldin-Meadow (University of Chicago). Over 130 in-person and online participants took part in lively discussions during 24 talks and a poster session. Presenters addressed questions from various fields, including development of multimodal communication, cross-linguistic experimental and computational approaches to psycholinguistics, and Neuroscience of language in both pathological and healthy

individuals. We were pleased with the diversity of the methodological approaches as well as the languages covered by the presentations and posters. The exchange across disciplines and methodologies was very fruitful and we hope that this will inspire new research directions. The papers presented at X-PPL 2023 included experimental and corpus work on languages from 16 language families from all populated continents of the world. We hope that this broadening of the scope of research on language acquisition and processing will continue in the future.

To mark the occasion of the fifth anniversary of this workshop, this year's edition included the addition of two hands-on sessions. The first session provided an introduction to creating and conducting online experiments with PCIBex (given by Florian Schwarz, University of Pennsylvania). In the second session, Dagmar Jung (University of Zurich) gave a lightning talk and moderated a round-table discussion among all participants on ethical and legal questions of psycholinguistic research and corpus collection. This provided an important bookend to the workshop since the expansion of our scope to more communities, especially minority populations and indigenous communities and languages, involves many ethical considerations.

The workshop was organized by researchers working at the Department of Comparative Language Science and Computational Linguistics of the University of Zurich, Caroline Andrews, Aerate Isasi-Isasmendi, Jekaterina Mažara, and Sebastian Sauppe with the support of Prof. Balthasar Bickel, Prof. Sabine Stoll, and Prof. Lena Jäger.

In the next edition of X-PPL, we plan to include yet another dimension of comparison. Besides cross-linguistic research on learning and processing from a varied and rich methodological perspective, we seek to broaden the perspective on the human language faculty by adding a cross-species component and invite papers on topics from animal communication.

The next edition of X-PPL will take place in September 2024 at the University of Zurich. The call will go out in March 2024. We look forward to seeing you in Zurich!

More information can be found here:

<https://www.comparativelinguistics.uzh.ch/en/events/x-ppl2023.html>

FORTHCOMING CONFERENCES AND WORKSHOPS

What: 21st Old World Conference in Phonology (OCP 21)

When: 14-16 February, 2024

Where: Leipzig University, Germany

Details: <https://home.uni-leipzig.de/ocp21/index.html>

What: Polish, Norwegian or both: attempts at large-scale studies on language and cognitive development. Findings and challenges" - a closing conference for the [PolkaNorski](#) project

When: 14 March, 2024

Where: Online (registration required)

Details: <https://multilada.pl/en/polkanorski-closing-conference/>; [click to register](#)

What: The Meeting on Language in Autism (MoLA)

When: 14-16 March, 2024

Where: Duke University, United States

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

What: The 48th Penn Linguistics Conference (PLC 48)

When: 16-17 March, 2024

Where: Philadelphia, United States

Details: <https://www.ling.upenn.edu/Events/PLC/plc48/about.html>

What: Conference of Multimodality in Early Interactions - "CoMEIn" for ECRs

When: 18 April, 2024

Where: University of Warwick, United Kingdom

Details: https://warwick.ac.uk/fac/cross_fac/mgsdtp/news/seminars/kgdeg/

What: Chicago Linguistic Society 60 (CLS60)

When: 26-28 April, 2024

Where: Chicago, United States

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

What: International Child Phonology Conference (ICPC) 2024

When: 7-9 May, 2024

Where: University of Louisiana at Lafayette, United States

Details: <https://speechandlanguage.louisiana.edu/icpc2024>

What: Speech-Language & Audiology Canada (SAC) 2024 Conference

When: 9-11 May, 2024

Where: Vancouver, British Columbia

Details: <https://sac-conference.ca/>

What: 13th International Seminar on Speech Production (ISSP24)

When: 13-17 May, 2024

Where: Autrans, France

Details: <https://issp24.sciencesconf.org/>

What: 5th International Symposium on Bilingual and L2 Processing in Adults and Children (ISBPAC 2024)

When: 23-24 May, 2024

Where: Swansea University, United Kingdom

Details: <https://isbpac.info>

What: Speech Pathology Australia 2024 Conference (SPA 2024)

When: 26-29 May, 2024

Where: Perth, Australia

Details: <https://www.speechpathologyaustralia.org.au/Public/Public/CPD-events/SPA-conference-2024/Home/SPA-Conference-Home.aspx>

What: COP-L2: Interactional Competences and Practices in a Second Language

When: 5-7 June, 2024

Where: Kolding, Denmark

Details: <https://event.sdu.dk/registration-icop2024/conference>

What: Speech Prosody 2024 (SP2024)

When: 2-5 July, 2024

Where: Leiden, Netherlands

Details: <https://www.universiteitleiden.nl/sp2024>

What: The 33rd Conference of the European Second Language Association (EuroSLA33)

When: 3-6 July, 2024

Where: Montpellier, France

Details: <https://eurosla33.sciencesconf.org/>

What: Highlights in the Language Sciences

When: 8-11 July, 2024

Where: Nijmegen, Netherlands

Details: [https://www.mpi.nl/events/highlights-language-sciences-conference#:~:text=The%20conference%20will%20take%20place,NYU%2C%20Str%C3%BCngmann%20Institute%2C%20Frankfurt\)](https://www.mpi.nl/events/highlights-language-sciences-conference#:~:text=The%20conference%20will%20take%20place,NYU%2C%20Str%C3%BCngmann%20Institute%2C%20Frankfurt)

What: XVIth International Congress for the Study of Child Language (IASCL 2024)

When: 15-19 July, 2024

Where: Prague, Czech Republic

Details: <https://iascl2024.com/>

CONFERENCE AND WORKSHOP CALLS

What: Advances in Second/Foreign Language Acquisition (ASeFoLA 2023)

When: 17-19 May, 2024

Where: Online

Details:

<https://asefoia.weebly.com/#:~:text=ASeFoLA%202024%20will%20take%20place,conference%20exclusively%20online%20this%20year>

Submission Deadline: 28 February, 2024

What: 35th International Conference on Foreign/Second Language Acquisition

When: 23-25 May, 2024

Where: Szczyrk, Poland

Details: <http://icfsla.us.edu.pl/>

Submission Deadline: 15 February, 2024

What: Child Language Symposium (CLS2024)

When: 9-11 July, 2024

Where: Newcastle University, United Kingdom

Details: <https://blogs.ncl.ac.uk/cls2024/>

Submission Deadline: 16 February, 2024

What: 7th International Symposium on Chinese Language and Discourse

When: 30 July-2 August, 2024

Where: Nanyang Technological University (NTU), Singapore

Details: <https://www.ntu.edu.sg/soh/news-events/events/isclcd-2024>

Submission Deadline: 31 January, 2024

What: 16th Generative Approaches to Language Acquisition (GALA16)

When: 12-14 September, 2024

Where: Lisbon, Portugal

Details: <https://galalibon2024.fcsh.unl.pt/>

Submission Deadline: 2 February, 2024

What: 5th International Symposium on Applied Phonetics (ISAPh 2024)

When: 30 September- 2 October, 2024

Where: Tartu, Estonia

Details: <https://sisu.ut.ee/isaph2024>

Submission Deadline: 30 March, 2024

What: 48th Annual Boston University Conference on Language Development

When: 7-10 November, 2024

Where: Boston, USA (Hybrid)

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

Submission Deadline: To be announced

What: ASHA Convention 2024

When: 5-7 December, 2024

Where: Washington, United States (Hybrid)

Details: <https://convention.asha.org/presenters/call-for-papers/>

Submission Deadline: 4 April, 2024

BOOK ANNOUNCEMENT

Author: Eve V. Clark

Title: First Language Acquisition (fourth edition)

Publisher: Cambridge University Press

Publication planned for: July 2024

ISBN: 9781009294492



Now in its fourth edition, this textbook provides a chronological account of first language acquisition, showing how young children acquire language in their conversational interactions with adult speakers. It draws on diary records and experimental studies from leaders in the field to document different stages and different aspects of what children master. Successive chapters detail infants' and young children's progression from attending to adult faces, gaze, and hand motions, to their first attempts at communicating with gaze and gesture, then adding words and constructions. It comprehensively covers the acquisition of the core areas of language - phonetics and phonology, lexicon, grammar and sentence structure, and meaning - as well as how children acquire discourse and conversational skills. This edition includes new sections on how children build 'common ground' with adults and other children, individual differences in children's language development, how they collaborate with adults in constructing utterances, and how they qualify beliefs.

Details: <https://www.cambridge.org/us/universitypress/subjects/languages-linguistics/psycholinguistics-and-neurolinguistics/first-language-acquisition-4th-edition?format=HB&isbn=9781009294492>

THESIS ANNOUNCEMENTS

Author: Saira Ambreen

Title: The development of speech sounds and phonetic complexity in Urdu-speaking children

Institution: The University of Hong Kong

Urdu belongs to the central zone of Indo-Aryan languages. It is the 10th most spoken language, with over 230 million speakers worldwide (Eberhard et al., 2022). It is also the national language and lingua franca of Pakistan. Despite having a large population of speakers around the world, Urdu is comparatively under-explored in terms of its speech sound acquisition. This project aimed to explore these acquisition patterns in typically developing Urdu-speaking children. To achieve this, several studies were conducted, which are presented in this thesis.

The first study provided a detailed review of the available studies focusing on different aspects of the Urdu phonological system. It discussed consonants, vowels, syllable structures, and phonotactic constraints. Based on the findings, an updated contemporary Urdu inventory was proposed.

The second study was a systematic review of studies conducted on Urdu phonological/speech sound development from the past 40 years. Through the systematic online and manual search, a total of 873 records were located. From this, nine studies fulfilled the criteria and were reviewed for research design, study location, sample elicitation methods, the targeted aspects of speech sound development, the transcription systems, and major findings. This review highlighted the strengths and weaknesses in the methodologies employed by these studies while also highlighting the underexplored aspects of Urdu acquisition.

The findings from Studies 1 and 2 guided the development of the Urdu speech sound assessment test (USAT). Study 3 provided a detailed discussion of USAT's conceptualization and operationalization process, which was developed to elicit all Urdu consonants and vowels with sufficient coverage (production opportunities), in phonetically controlled contexts. It was used for data collection in the subsequent studies conducted as part of this project.

Study 4 had two parts. The first part explored the typical adult productions of all Urdu consonants and vowels, that were used in the second part focused on the speech sound acquisition in 2;7-6;0 year old Urdu-speaking children. USAT was used to elicit the speech samples from 208 children. These samples were analyzed to explore: the age of phoneme acquisition; phoneme accuracy patterns; occurrence of phonological processes; and the non-adult realizations of Urdu phonemes. The effects of age on phoneme accuracy were explored.

Study 5 focused on the adaptation of the Index of Phonetic Complexity (IPC) for Urdu, which was used in Study 6 to explore the developmental patterns of phonetic complexity in Urdu-speaking children. The data collected from Urdu-speaking children were scored for complexity. P-IPC-Ur scores provided information about the developmental patterns across the studied age. IPC-Ur ratio and absolute differentials were analyzed to compare how the complexity of child productions develops in comparison to the target. Finally, Comp-Acc was used to explore the

developmental patterns in child productions while considering phonetic complexity and accuracy together.

This project provided updated information regarding different aspects of the Urdu phonological system and its acquisition in typically developing children. The assessment tools developed (USAT) and adapted (IPC-Ur) for Urdu, carefully considered language-specific aspects. These tools and the reported findings could support the provision of clinical services to the Urdu-speaking population. The availability of these two tools could also assist in further research exploring different factors related to Urdu speech sound acquisition.

Author: Yangchen Roy

Title: Exploring Anaphora Binding and its Acquisition: The View from Bangla and Malayalam

Institution: Jawaharlal Nehru University, India

This work explores the computation of reflexive and pronominal anaphora from a recent generative perspective by investigating the division of labour between the syntax, the interpretive and conceptual system, the morphological component of the grammar, and general cognition. To do so are used secondary linguistic data, fresh native speaker judgements, and novel adult processing data and child language acquisition data from two genealogically unrelated but geographically related languages, Bangla (Indo-Aryan) and Malayalam (Dravidian). The anaphora systems of Bangla and Malayalam, although well described using the three principles of the canonical binding theory (CBT), have not been subjected to empirical scrutiny. I study what entails Bangla speaking adults' knowledge of anaphora and how children fare against this threshold.

Two picture-sentence matching tasks, and one fill-in-the blank task were done with Bangla and Malayalam speaking adults (142 and 100 participants respectively). Five child-friendly elicited production tasks were designed as picture description tasks. They were executed with 10 adults, and 19 children. The adult task results reveal that the reflexives (or the pronouns) in Bangla and Malayalam do not behave the way the CBT would expect them to. The Bangla anaphors are more compliant of the CBT than the Malayalam ones. Also discovered is that children attest knowledge of reflexives. However, children as old as 6;11 struggle with the nuances of Bangla politeness.

Children hardly produce polite pronouns, do not produce an entire set of Bangla pronouns - the *je*-set - and replace personal pronouns with demonstratives. All three are evidence of children's yet to fully develop knowledge of politeness, a socio-pragmatic aspect of language embedded in elaborate discourse. Children's trouble with discourse is well-known, and their

problem with producing polite pronouns is not an indication of their lack of knowledge of principle B. After all, this principle describes when a pronoun must appear, and not which pronoun must appear. While adults too were not found to majorly produce formal pronouns, they made felicitous replacements. Children, however, did not. They replaced formal pronouns with non-formal counterparts, leading to infelicity. Children also show a lack of knowledge of an entire set of Bangla pronouns, the *je*-set, which is found to allow both referential and non-referential antecedents. This set is unlike the other set, the *o*-set, which only permits antecedents that are referential. *je*-set pronouns are also used to convey politeness. Further, demonstratives when used in place of personal pronouns, lower the level of politeness assigned to the referent. Children attest this error type. Politeness, therefore, eludes children. I argue that politeness is a morpho-pragmatic feature, licensed in the periphery of the nominal and clausal spines. Children's errors can be attributed either to their lack of the feature values that build polite pronouns or their lack of an elaborate nominal periphery i.e., a nominal speech-act layer.

The discussion of the literature on Malayalam anaphora - where complex reflexives have the structure *taan*-CASEMARKER (POSTPOSITION) REFL - and the experiments with adults reveal that reflexivisation happens in the syntax, specifically in the *v*P domain. The two key features involved in reference resolution are the [REFL(EXIVE)] feature, which is morphosyntactic, and the [REF(ERENTIAL)] feature, which is morphosemantic. [REFL] is hosted on *v*, while the [REF] feature is part of the feature matrix of R-expressions or pronouns. When the [REFL] and [NREF] features are present in the numeration, a reflexive or bound pronoun is manifested, while when the [REF] feature is present, an R-expression or free pronoun is born.

One of the many drawbacks of the CBT has been its inability to explain cases where reflexives and pronouns occur in free variation. This is the case in the possessive position in both Bangla and Malayalam. I present a phase-theory based account of binding domains to explain how both possessive reflexives and possessive (bound) pronouns, which are at the edge of the DP phase, are licensed in that position.

A major contention about the syntax of anaphora has been which of the two syntactic operations, Merge or Agree, best capture the fact that anaphors and their antecedents match in (*phi*- or non-*phi*-) features. Considering the fact that Merge is a third factor operation rather than an exclusive operation of the faculty of language (FL), and that it is the simplest of operations - something children attest knowledge of - I argue that it is Merge, rather than Agree, that best explains the syntax of reference resolution. Further, *phi*-features, on which Agree operates, show a high level of variation across and within languages. In fact, even a feature like Person, which is traditionally considered to have fixed values, shows variation.

Malayalam attests cases of ‘shifty person’ i.e., instances, for example, where an R-expression (third person) is used as the second person.

In the Merge-based account of reference resolution that I propose, the internal Merge of the nominal that is in the direct object position into the specifier of the vP leads to the creation of reflexives and bound pronouns. The external Merge of nominals leads to the creation of referential expressions like proper names, kinship address terms and deictic pronouns. I lay out the legibility conditions on FL that are imposed by the conceptual-intentional (C-I) interface and the sensorimotor (SM) interface, and the late insertion rule that ensures that the right morphological forms appear, to build a model of reference resolution.

Author: Cheyenne Svaldi

Title: An investigation of language learning and processing in children with developmental language disorder and pediatric cerebellar tumor survivors

Institution: University of Groningen, the Netherlands; Macquarie University Sydney (IDEALAB PhD program)

Language acquisition plays a crucial role in predicting future academic success, socio-emotional development, and employment. However, a considerable number of children face challenges in learning and using language, manifesting as developmental language disorders. This thesis addresses gaps in understanding such disorders, focusing on Developmental Language Disorder (DLD) and language impairments in pediatric cerebellar tumor survivors.

The first part of the thesis explores verb learning impairments in children with DLD, particularly the mechanisms underlying such difficulties. Chapter 2 introduces a novel task to investigate spoken verb learning, examining the influence of verb instrumentality and the presentation of written word forms. Chapter 3 delves into the neural correlates of word learning in children with DLD, evaluating white matter integrity in language-relevant tracts and the cerebellum.

The second half of the thesis shifts the focus to pediatric cerebellar tumor survivors. Chapter 4 synthesizes existing literature on language outcomes in these survivors, organizing results by language functioning levels. Chapter 5 characterizes long-term language impairments using a psycholinguistic analysis of produced nouns and verbs, considering the impact of postoperative cerebellar mutism syndrome.

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!

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If you attended the IASCL conference in 2021, you will remain a member of IASCL until the first day of the next Congress. If, however, you did not attend the 2021 conference, and have not since renewed your membership, you can do so now. Current membership fees are 75€ for faculty members and 50€ for graduate students. Members are eligible for a substantial discount for volumes 1-6 of TiLAR, and for a reduced subscription fee to the following journals: the *Journal of Child Language*, *First Language*, and the *International Journal of Bilingualism*. Your fees will contribute to the organization of the upcoming Congress, and they will be especially valuable in the provision of student travel bursaries.

Fees:

Membership (75€ for faculty members; or 50€ for graduate students) is for three years and expires on the first day of the next triennial Congress, to be held in the summer of 2024.

Members in countries with nonconvertible currencies or currency transfer restrictions or other economic difficulties should request a waiver of the membership fee. Additional contributions/donations for the support of colleagues and program in countries with currency and/or economic difficulties are welcome.

Joining IASCL:

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