



TERESA CADIERNO

Director

Centre for Language Learning

Center for Language Learning (CLL) was founded as a research unit under the Department of Language and Communication at the University of Southern Denmark on February 1st, 2017. The center was created in order to agglutinate researchers from the aforementioned department with an interest in the research area of language learning. Currently, the center comprises the following members: Teresa Cadierno, Laila Kjærbæk, Marit Carolin Clausen, Thomas O. Madsen, Mona Have Nielsen and Annette Esbensen. In addition, there is an associated member of the center, Sissal Maria Rasmussen, from the University of the Faroe Islands.

The center is an interdisciplinary research unit focusing on different aspects of first language (L1) and second language (L2) acquisition and use (including bilingualism and multilingualism) by both children and adults, and by typical and atypical populations. The center covers both basic and applied research within the aforementioned research areas, using both quantitative and qualitative methodologies but with a heavier emphasis on the former. Research at the center draws on theoretical approaches and perspectives drawn from linguistics (including cognitive linguistics/usage-based approaches, psycholinguistics, sociolinguistics), psychology, sociology, speech and language therapy, audiology, medicine, pedagogy, as well as teaching and education research.

More specifically, some of the topics covered by the center members include:

L1 acquisition and use: research is conducted in the areas of children's phonological, lexical and morphological development. With respect to the former, research focuses on the development of Danish phonology in typically developing children, children with hearing loss, bilingual children (e.g., Danish-German) and children with speech disorders; Regarding the latter, research examines the development of inflectional morphology in Danish-speaking children, the interaction between different factors (e.g., input (frequency), transparency, productivity) in the acquisition of inflectional morphology in Danish-speaking children, the development of compounds and derivatives in Danish-speaking children, and the development of morpho-syntax in relation to linguistic input and linguistic theory. In addition, the center covers research into the development of language strategies in preschool and the development of new methods for language assessment and language stimulation in e.g. kindergarten class. Finally, the center focuses on speech and language therapy in relation to hearing impairment as well as speech and language disorders (e.g., clinical markers, assessment and intervention methods).

L2 acquisition and use: research is conducted on early language learning in primary schools with focus on the role of starting age, individual factors and out-of-classroom exposure in the acquisition of L2 English; and on acquisition of different second/foreign languages (Spanish, English and Danish) by adolescents and adult language learners. This research has focused on the acquisition and teaching of different grammatical phenomena from the perspective of cognitive linguistics/usage-based linguistics, and specifically, examining the implications of Slobin's thinking-for-speaking hypothesis for second language acquisition. In addition, the center covers research into the development of new methods for language assessment and language stimulation of bilingual preschool children.

The article that is included in this special issue of RASK addresses one of the research interests of the center, namely, the development of new methods for language assessment and language stimulation in monolingual, bilingual and multilingual children. The content of the article taps into three of the research areas that will constitute the center's focus of research in the future, namely, 1) investigate how bilingual children's language skills can best be measured, e.g. in relation to the development of L1 Danish abilities; 2) develop and investigate new methods better suited for language assessment of monolingual, bilingual and multilingual children in preschool and kindergarten class; and 3) develop and investigate new methods for general and focused language stimulation of monolingual, bilingual and multilingual children in preschool, kindergarten class and in the home.

In addition to this line of inquiry, future research at the CLL will continue examining the development of L2 English abilities by Danish primary school children who started learning English at different ages in order to address the "the younger, the better" debate, i.e., does an early introduction to English in primary school lead to higher degrees of L2 proficiency both in terms of learning rate and language attainment at the end primary school? Other research areas that will be prioritized at the CLL are the development of L2 lexis and grammar from the theoretical perspective of usage-based/cognitive linguistics, children's development of grammatical skills as well as the development of new assessment and intervention tools.

Below is a list of selected publications by members of the research centre since its foundation.

Selected publications

- Bleses, Dorthe, Anders Højen, Philip S. Dale, Laura M. Justice, Line Dybdal, Shayne Piasta, Justin Markussen-Brown, Laila Kjærbaek & Ebad F. Haghish. 2018. Effective language and literacy instruction: Evaluating the importance of scripting and group size components. *Early Childhood Research Quarterly*, 42, 1st Quarter 2018, 256-269.
- Bleses, Dorthe, Anders Højen, Laura Justice, Philip S. Dale, Line Dybdal, Shayne Piasta, Justin Markussen-Brown, Marit C. Clausen, & Ebad F. Haghish. 2018. The effectiveness of a large-scale language and preliteracy intervention: The SPELL randomized controlled trial in Denmark. *Child Development*, 89(4), e342-e363.
- Brouwer, Catherine E., Christian M. Johannessen & Marit C. Clausen. 2019. Understanding the meaning potential of pictures in speech and language assessment. In L. Kjærbaek & A. Esbensen (Eds.), *Nordic Child Language. Special issue of RASK - International Journal of Language and Communication* 49, 105-127.

- Cadierno, Teresa & Søren W. Eskildsen. 2018. The younger, the better? A usage-based approach to learning and teaching of English in Danish primary schools. *European Journal of Applied Linguistics* (EuJAL), 6(1), 171-182.
- Clausen, Marit C. & Annette Fox-Boyer. 2017. The phonological development of Danish-speaking children: A normative cross-sectional study. *Clinical Linguistics & Phonetics*, 31(6), 440-458.
- Clausen, Marit C. & Fabio Trecca. accepted. Børns perception og produktion af sproglyde hos danske børn i alderen 0-6 år. In L. Kjærbæk, L. & D. Boeg Thomsen (Eds.), *Sprogudvikling hos danske børn i alderen 0-6 år*. Frydenlund Academics.
- Esbensen, Annette. 2019. Sprogforståelse og kognitiv processering hos børn med hørenedsættelse. *Psyke & Logos*, 39(2), 148-168.
- Esbensen, Annette. in press. Arbejdshukommelse og sproglig udvikling hos børn med udviklingsmæssige sprogforstyrrelser: Hvilke indsigter kan den kognitive bearbejdning bidrage med til forståelsen af sociale fællesskaber?. In P. Thomsen, & A. Holtz Yates (Eds.), *Sprog og sprogtilegnelse hos børn*. Frederiksberg: Bogforlaget Frydenlund.
- Esbensen, Annette. in press. Sproglig udvikling hos danske børn med høretab i alderen 0-6 år. In L. Kjærbæk, & D. Boeg Thomsen (Eds.), *Sprogudvikling hos danske børn i alderen 0-6 år*. Frydenlund Academics.
- Esbensen, Annette. 2017. *Sprogforståelse og kognitiv processering hos børn med hørenedsættelse i alderen 7 til 12 år: En sammenligning med børn med specifikke sprogforstyrrelser* (SLI). PhD thesis. University of Southern Denmark.
- Esbensen, Annette & Marit C. Clausen. 2018. En terminologisk børneaudiologopædisk brydningstid med fokus på børn med høretab: Fra 'specifikke sprogforstyrrelser' til 'udviklingsmæssige sprogforstyrrelser'. *Tale-Høre-Nyt*, 13-23.
- Fenyvesi, Katalin, Mikkel Hansen & Teresa Cadierno. 2018. The role of individual differences in younger vs. older primary school learners of English in Denmark. *International Review of Applied Linguistics in Language Teaching* (IRAL). <https://doi.org/10.1515/iral-2017-0053>.
- Fox-Boyer, Annette, Katharina Albrecht & Marit C. Clausen. 2018. Zur Problematik der mangelnden Kompatibilität psychometrischer und theoretischer Bedingungen diagnostischer Materialien am Beispiel von Aussprachestörungen. In R. Haring & J. Siegmüller (Eds.), *Evidenzbasierte Praxis in den Gesundheitsberufen: Chancen und Herausforderungen für Forschung und Anwendung* (pp. 147-165). Berlin: Springer.
- Ibarretxe-Antuñano, Iraide, Teresa Cadierno & Alejandro Castañeda Castro. Eds. 2019. *Lingüística cognitiva y español LE/L2*. London/New York: Routledge.
- Kjærbæk, Laila. 2017. Børns tidlige sprogudvikling (0-2 år). Netdoktor.dk/Altomboern.dk
- Kjærbæk, Laila. 2017. Børns senere sprogudvikling (3-6 år). Netdoktor.dk/Altomboern.dk
- Kjærbæk, Laila & Hans Basbøll. 2019. Competition in the acquisition of Danish noun plural markers. In L. Kjærbæk & A. Esbensen (Eds.), *Nordic Child Language*. Special issue of *RASK - International Journal of Language and Communication* 49, 25-48.
- Kjærbæk, Laila & Hans Basbøll. 2017. Compound nouns in Danish child language. In W.U. Dresler, F.N. Ketrez & M. Kilani-Schoch (Eds.), *Nominal compound acquisition [Language Acquisition & Language Disorders]* (pp. 39-62). Amsterdam: John Benjamins.

- Kjærbaek, Laila & Ditte Boeg Thomsen. Eds. forthcoming. *Sprogudvikling hos danske børn i alderen 0-6 år*. To be published at Frydenlund Academics.
- Kjærbaek, Laila & Inger-Marie Christensen. 2017. Mål, motivation og fokus i undervisningen med e-portfolio. *Læring & Medier (LOM)*, 17, 1-37.
- Kjærbaek, Laila & Annette Esbensen. Eds. 2019. Nordic Child Language. Special issue of *RASK - International Journal of Language and Communication*, 49.
- Kjærbaek, Laila & Annette Esbensen. 2019. Introduktion. In L. Kjærbaek & A. Esbensen (Eds.), Nordic Child Language. Special issue of *RASK - International Journal of Language and Communication* 49, 1-3.
- Kjærbaek, Laila & Caroline Schaffalitzky. this issue. Sprog i børnehaveklassen. *RASK - International Journal of Language and Communication*, 50.
- Koster, Dietha & Teresa Cadierno. 2019. The effect of language on recognition memory in L1 and L2 speakers: The case of placement events. *International Journal of Bilingualism*, 23(2), 651-669.
- Koster, Dietha, & Teresa Cadierno. 2018. Is perception of placement universal? A mixed methods perspective on linguistic relativity. *Lingua*, 207, 23-37.
- Koster, Dietha, Teresa Cadierno & Marco Chiarandini. 2018. Mental simulation of object orientation and size - A conceptual replication with second language learners. *Journal of the European Second Language Association (JESLA)*, 2(1), 38-48.
- Muñoz Carrasco, Meritxell & Teresa Cadierno. 2019. Mr. Bean exits the garage driving or does he drive out of the garage?: Bidirectional transfer in the expression of Path. In R. Llopis, & A. Hijazo-Gascón (Eds.), Special issue on Applied cognitive linguistics to L2 acquisition and learning: Research and convergence. *International Review of Applied Linguistics (IRAL)*, 57(1), 45-69.
- Muñoz, Carmen, Teresa Cadierno & Isabel Casas. 2018. Different starting points for early English language learning: A comparative study of Danish and Spanish young learners. *Language Learning* 68(4), 1076-1109.
- Nistov, Ingvild, Hanna Gustafsson & Teresa Cadierno. 2018. Bruksbaserte tilnærminger til andrespråklæring. In A-K H. Gujord & G. Tveit Randen (Eds.), *Norsk som andrespråk - Perspektiver på læring og utvikling* (pp. 107-132). Oslo: Cappelen Damm Akademisk.
- Trecca, Fabio, Stewart M. McCauley, Sofie R. Andersen, Dorthe Bleses, Hans Basbøll, Anders Højen, Thomas O. Madsen, Ingeborg S. B. Ribu & Morten H. Christiansen. 2019. Segmentation of Highly Vocalic Speech Via Statistical Learning: Initial Results From Danish, Norwegian, and English. *Language Learning*, 69(1), 143-176.
- Trecca, Fabio, Dorthe Bleses, Thomas O. Madsen & Morten H. Christiansen. 2018. Does sound structure affect word learning? An eye-tracking study of Danish learning toddlers. *Journal of Experimental Child Psychology*, 167, 180-203