# A Note from the Editors

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This volume is the capstone to a larger project, the workshop entitled the Mind-Context Divide: Language Acquisition and Interfaces of Cognitive-Linguistic Modules, which was held at the University of Iowa on April 30th to May 2nd 2009. Scholars representing 15 countries traveled to Iowa City to present their work related to acquisition of properties at the interfaces. Selected from more than 85 abstract submissions, 16 selected papers and 20 posters were presented. Presentations focused on typical child L1, child bilingualism, child L2 and adult L2 acquisition targeting many world languages such as American Sign Language, Brazilian Sign Language, Chinese, Dutch, French, Italian, Japanese, Korean, Spanish, Turkish, Portuguese, and Russian, among others. The workshop featured a keynote lecture by Lydia White (McGill University) and plenary addresses by Jürgen Bohnemeyer (SUNY Buffalo), Alison Gabriele (University of Kansas), Andrea Gualmini (Utrecht University), Silvina Montrul (University of Illinois, Urbana-Champaign), Bonnie Schwartz (University of Hawaii) and María Luisa Zubizarreta (USC).

The final day of the conference ended with a fruitful panel discussion, focusing on the following questions/issues related to the contemporary study of acquisition of properties at interfaces:

1) Do children have conceptual deficits? Or do they have mapping problems? Do input (construction) frequency or variability play a role?

2) Differential difficulty of morphemes, processes, constructions?

3) Lesser processing resources? What cognitive extralinguistic tests corroborate this claim? What do we mean when we say processing resources?

4) Internal-external interface dichotomy?

# Proceedings of the 2009 Mind/Context Divide Workshop

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