

LANGUAGE
DEVELOPMENT
RESEARCH

An Open Science Journal

Volume 2 | Issue 1 | December 2022
ISSN 2771-7976

About the journal

Language Development Research: An Open-Science Journal was established in 2020 to meet the field's need for a peer-reviewed journal that is committed to fully open science: LDR charges no fees for readers or authors, and mandates full sharing of materials, data and analysis code. The intended audience is all researchers and professionals with an interest in language development and related fields: first language acquisition; typical and atypical language development; the development of spoken, signed or written languages; second language learning; bi- and multilingualism; artificial language learning; adult psycholinguistics; computational modeling; communication in nonhuman animals etc. The journal is managed by its editorial board and is not owned or published by any public or private company, registered charity or nonprofit organization.

Child Language Data Exchange System

Language Development Research is the official journal of the **Talkbank system**, comprising the CHILDES, Phonbank, Homebank, Multilingualism and Clinical banks, the CLAN software (used by hundreds of researchers worldwide to analyze children's spontaneous speech data), and the Info-CHILDES mailing list, the de-facto mailing list for the field of child language development with over 1,600 subscribers.

Diamond Open Access

Language Development Research is published using the Diamond Open Access model (also known as "Platinum" or "Universal" OA). The journal does not charge users for access (e.g., subscription or download fees) or authors for publication (e.g., article processing charges). All articles are published under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 Unported (CC BY-NC-SA 4.0) license, which does not allow commercial use, but allows derivative uses (e.g., free re-use of tables and figures in other publications with no permissions required, provided citations are given).

Hosting

The **Carnegie Mellon University Library Publishing Service** (LPS) hosts the journal on a Janeway Publishing Platform with its manuscript management system (MMS) used for author submissions.

License

Language Development Research is published by TalkBank and the Carnegie Mellon University Library Publishing Service. Authors retain the copyright to their published content. This work is distributed under the terms of the **Creative Commons Attribution-Noncommercial 4.0 International license** (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits any use, reproduction and distribution of the work for noncommercial purposes with no further permissions required provided the original work is attributed as specified under the terms of this Creative Commons license.

Peer Review and Submissions

All submissions are reviewed by a minimum of two peer reviewers, and one of our [Action Editors](#), all well-established senior researchers, chosen to represent a wide range of theoretical and methodological expertise. Action Editors select peer reviewers based on their expertise and experience in publishing papers in the relevant topic area.

Submissions and Publication Cycle

We invite submissions that meet our criteria for rigour, without regard to the perceived novelty or importance of the findings. We publish general and special-topic articles ("Special Collections") on a rolling basis to ensure rapid, cost-free publication for authors.

Language Development Research is published once a year, in December, with each issue containing the articles produced over the previous 12 months. Individual articles are published online as soon as they are produced. For citation purposes, articles are identified by the year of first publication and digital object identifier (DOI).

Editor	
Ben Ambridge, University of Liverpool	Email LanguageDevelopmentResearch@Liverpool.ac.uk
Action Editors	
Alex Cristia , École Normale Supérieure	Michael C. Frank , Stanford University
Vera Kempe , Abertay University	Victoria Knowland , Newcastle University
Brian MacWhinney , Carnegie Mellon University	Aliyah Morgenstern , Université Sorbonne Nouvelle
Founders	
Ben Ambridge , University of Manchester	Brian MacWhinney , Carnegie Mellon University
Head of the Editorial Board	
Patricia Brooks , City University New York	
Editorial Board	
Javier Aguado-Orea Sheffield Hallam University	David Barner University of California, San Diego
Dorothy Bishop University of Oxford	Arielle Borovsky Purdue University
Patricia Brooks City University of New York	Ana Castro Universidade NOVA de Lisboa
Jean-Pierre Chevrot Université Grenoble Alpes	Philip Dale University of New Mexico
Beatriz de Diego Midwestern University	Natalia Gagarina Leibniz-Zentrum Allgemeine Sprachwissenschaft
Steven Gillis Universiteit Antwerpen	Josh Hartshorne Boston College
Lisa Hsin American Institutes for Research	Jeff Lidz University of Maryland
Sam Jones University of Lancaster	Weiyi Ma University of Arkansas
Danielle Matthews University of Sheffield	Katherine Messenger University of Warwick
Monique Mills University of Houston	Toby Mintz University of Southern California
Courtenay Norbury University College London	Kirsten Read Santa Clara University
Tom Roeper University of Massachusetts, Amherst	Caroline Rowland Max Planck Institute for Psycholinguistics
Melanie Soderstrom University of Manitoba	Sharon Unsworth Radboud University
Virve-Anneli Vihman Tartu Ülikooli	Daniel Walter Emory University
Frank Wijnen Utrecht Institute of Linguistics	Tania Zamuner University of Ottawa
In Memoriam	
Donna Jackson-Maldonado , Universidad Autónoma de Querétaro Editorial Board Member 2020-2021	

Table of Contents

Volume 2, Issue 1, 31 December 2022

1

COVID-19 first lockdown as a window into language acquisition: associations between caregiver-child activities and vocabulary gains.

Natalia Kartushina, Nivedita Mani, Aslı Aktan-Erciyas, Khadeejah Alaslani, Naomi J. Aldrich, Alaa Almohammadi, Haifa Alroqi, Lucy M. Anderson, Elena Andonova, Suzanne Aussems, Mireille Babineau, Mihaela Barokova, Christina Bergmann, Cara Cashion, Stephanie Custode, Alex de Carvalho, Nevena Dimitrova, Agnieszka Dynak, Rola Farah, Christopher Fennell, Anne-Caroline Fiévet, Michael C Frank, Margarita Gavrilova, Hila Gendler-Shalev, Shannon P. Gibson, Katherine Golway, Nayeli Gonzalez-Gomez, Ewa Haman, Erin Hannon, Naomi Havron, Jessica Hay, Cielke Hendriks, Tzipi Horowitz-kraus, Marina Kalashnikova, Junko Kanero, Christina Keller, Grzegorz Krajewski, Catherine Laing, Rebecca A. Lundwall, Magdalena Łuniewska, Karolina Mieszkowska, Luis Muñoz, Karli Nave, Nonah Olesen, Lynn Perry, Caroline Frances Rowland, Daniela Santos Oliveira, Jeanne Shinskey, Aleksander Veraksa, Kolbie Vincent, Michal Zivan, Julien Mayor

doi: [10.34842/abym-xv34](https://doi.org/10.34842/abym-xv34)

37

It's Your Turn: The Dynamics of Conversational Turn-Taking in Father-Child and Mother-Child Interaction.

Linda Kelly, Elizabeth Nixon, Jean Quigley

doi: [10.34842/840g-2297](https://doi.org/10.34842/840g-2297)

69

Non-word repetition in children learning Yéî Dnye

Alejandrina Cristia, Marisa Casillas

doi: [10.34842/zr2q-1x28](https://doi.org/10.34842/zr2q-1x28)

105

A demonstration of the uncomputability of parametric models of language acquisition and a biologically plausible alternative

Evelina Leivada, Elliot Murphy

doi: [10.34842/2022-585](https://doi.org/10.34842/2022-585)

139

Predictors of children's conversational contingency

David Pagmar, Kirsten Abbot-Smith, Danielle Matthews

doi: [10.34842/2022-511](https://doi.org/10.34842/2022-511)

180

Development of complex syntax in the narratives of children with English as an Additional Language and their monolingual peers

Disa Witkowska, Laura Lucas, Maria Jelen, Hannah Kin, Courtenay Norbury

doi: [10.34842/2022.0551](https://doi.org/10.34842/2022.0551)

223

Parents' hyper-pitch and low vowel category variability in infant-directed speech are associated with 18-month-old toddlers' expressive vocabulary

Audun Rosslund, Julien Mayor, Gabriella Óturaj, Natalia Kartushina

doi: [10.34758/2022.0547](https://doi.org/10.34758/2022.0547)

268

Large-scale study of speech acts' development in early childhood

Mitja Nikolaus, Eliot Maes, Jeremy Auguste, Laurent Prévot, Abdellah Fourtassi

doi: [10.34842/2022.0532](https://doi.org/10.34842/2022.0532)

306

Wishes before ifs: mapping “fake” past tense to counterfactuality in wishes and conditionals

Maxime Alexandra Tulling, Ailís Courmane

doi: [10.34842/2022.0559](https://doi.org/10.34842/2022.0559)