LANGUAGE DEVELOPMENT RESEARCH

An Open Science Journal

Volume 4 | Issue 1 | December 2024 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, FluencyBank, 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).

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 <u>Action Editors</u>, 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 Manchester	Email: ldr-journal@andrew.cmu.edu
Action Editors	
Vera Kempe, Abertay University	Monika Molnar, University of Toronto
Brian MacWhinney, Carnegie Mellon University	Erin Conwell, North Dakota State University
Aliyah Morgenstern, Université Sorbonne Nouvelle	Michael C. Frank, Stanford University
Victoria Knowland, Newcastle University	Ingrid Lossius Falkum, University of Oslo
Former Action Editors	
Amanda Owen Van Horne, University of Delaware	Lisa Pearl , University of California, Irvine
Alex Cristia, École Normale Supérieure	
Founders	
Ben Ambridge, University of Manchester	Brian MacWhinney, Carnegie Mellon University
Head of Editorial Board	
Danielle Matthews, University of Sheffield	
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	Erik Thiessen, Carnegie Mellon University
Sharon Unsworth, Radboud University	Virve-Anneli Vihman, Tartu ülikooli
Frank Wijnen , Utrecht University Institute for Language Sciences	Daniel Walter, Emory University
Tania Zamuner , University of Ottawa	
In Memoriam	
Donna Jackson-Maldonado , Universidad Autónoma de Querétaro Editorial Board Member 2020-2021	

Table of Contents

Volume 4, Issue 1, December 2024

1

Syntactic adaptation and word learning in children and adults.

Elizabeth Swanson, Michael C Frank, Judith Degen

doi: 10.34842/0ef7-5497

42

Children's development of conversational and reading inference skills: a call for a collaborative approach.

Elspeth Wilson, Kate Cain, Catherine Davies, Jenny Gibson, Holly Joseph, Ludovica Serratrice, Margreet Vogelzang

doi: 10.34842/89as-7d31

80

Investigating how vocabulary relates to different dimensions of family socio-economic circumstance across developmental and historical time.

Emma Thornton, Praveetha Patalay, Danielle Matthews, Colin Bannard

doi: 10.34842/mhqh-9g10

175

Early vocabulary and grammar development in Albanian-speaking children: a MB-CDI adaptation study.

Enkeleida Kapia, Shanley Allen, Doruntinë Zogaj

doi: 10.34842/wve8-yn80

207

Is the effect of gross motor development on vocabulary size mediated by language-promoting interactions?

Sivan Bar-Or, Naomi Havron

doi: 10.34842/swwf-e586

233

Morphosyntactic Analysis for CHILDES.

Houjun Liu, Brian MacWhinney

doi: 10.34842/j97r-n823

259

A novel corpus of naturalistic picture book reading with 2-to-3 year old children.

Anastasia Stoops, Jessica L Montag

doi: 10.34842/3kz6-4s17

298

Children with Developmental Language Disorder and Typically Developing Children learn novel nouns more easily than novel verbs: An experimental comprehension and production study.

Paula Stinson, Julian M Pine

doi: 10.34842/jmgp-2v74

326

Examining the incremental process of word learning: Word-form exposure and retention of new word-referent mappings.

Sarah Kucker, Bob McMurray, Larissa K Samuelson

doi: <u>10.34842/3ppz-g170</u>

361

The MacArthur Inventario del Desarrollo de Habilidades Comunicativas III: A measure of language development in Spanish-speaking two- to four-year-olds.

Donna Jackson-Maldonado, Margaret Friend, Virginia Marchman, Adriana Weisleder, Alejandra Auza, Barbara Conboy, Marta Rubio-Codina, Philip S Dale

doi: 10.34842/12fb-qz93

399

The Development of Color Terms in Shipibo-Konibo Children.

Martin Fortier, Danielle Kellier, Maria Fernández Flecha, Michael C Frank

doi: 10.34842/7zf8-gk25

431

No evidence that age affects different bilingual learner groups differently: Rebuttal to van der Slik, Schepens, Bongaerts, and van Hout (2021).

Joshua Hartshorne

doi: 10.34842/y8sz-4q83

455

Can sign-naïve adults learn about the phonological regularities of an unfamiliar sign language from minimal exposure?

Julia Hofweber, Lizzy Aumônier, Vikki Janke, Marianne Gullberg, Chloe Marshall

doi: 10.34842/hofweber