



Conference Programme

Child Language Symposium 2024

Frederick Douglas Centre, Newcastle University, Helix Science
Square, Newcastle-upon-Tyne, NE4 5TG



Tuesday 9th July

1.30-2.00	Registration		
2.00-2.20	Welcome address: Julie Morris and Rebecca Woods G.06		
	Intervention 1 G.06 Chair: Helen Stringer	Concepts 1.17 Chair: Faye Smith	Morphology 2.16 Chair: Elena Nicoladis
2.20-2.45	Dosage specifications for a new intervention for pre-school children with developmental language disorder and speech sound disorder: insights from research and clinical expertise <i>Lucy Rodgers, Ros Herman, Nicola Botting, Sam Harding</i>	Rational inattention: A new theory of neurodivergent information seeking and early individual differences in language development <i>Samuel Jones, Manon Jones, Kami Koldewyn, Gert Westermann</i>	Acquisition of the passive in English-learning children from different socio-economic statuses (SES): A comparison using computational cognitive modelling <i>Emma Nguyen, Lisa Pearl</i>
2.45-3.10	Maximising the benefits of intervention research to support language and communication in children <i>Pauline Frizelle, Carol-Anne Murphy, Cristina McKean</i>	Bigger Versus Smaller: Children's Understanding of Size Comparison Words Becomes More Precise With Age <i>Alissa Ferry, Mia Corcoran, Emily Williams, Sheila Curtis, Cathryn Gale, Katherine Twomey</i>	Agreement marking can benefit child learners <i>Shira Tal, Kenny Smith, Jennifer Culbertson</i>

3.10-3.35	<p>Dosage factors influencing change in referential and inferential language (RIL) following receipt of Launch to School (L2S): a pre-literacy intervention for preschoolers with communication disorders</p> <p><i>Kate Short, Natalie Munro, Joseph Descallar, Jennie Cusiter</i></p>	<p>Abstract concept acquisition across domains: the development of emotion and colour categories in 2-year-olds</p> <p><i>Marta Szreder, Lynne Duncan</i></p>	<p>Cross-linguistic influence in the development of grammatical gender in bilingual children</p> <p><i>Joyce van Zwet, Eva Knopp, Sharon Unsworth, Rob Schoonen</i></p>
3.35-4.00	<p>Acceptability and feasibility of Talking 2gether: Collaborative Health Visitor and Early Years Practitioner implementation of an early identification and intervention program</p> <p><i>Jenna Charlton, Emily Armstrong, Christine Jack, Laura Chambers, Jo Baker, Cristina McKean</i></p>	<p>Saying 'no': Exploring children's disagreement, refusal and rejection responses in parent-child and sibling interactions</p> <p><i>Valeria Sinkeviciute</i></p>	<p>A growth curve analysis of the English passive in a dense corpus: what can it tell us about syntactic learning mechanisms?</p> <p><i>Nick Riches</i></p>
4.05-5.05	<p>Keynote 1: Helen Stringer G.06, chair Rebecca Woods</p> <p>Maximising the Impact of Speech & Language Therapy for Children with Speech Sound Disorder: The MISLToe_SSD Study and what we learned about the research practice gap</p>		
5.05-6.05	<p>Drinks reception Frederick Douglass Centre foyer</p>		
6.05-7.05	<p>Watch Party + Zoom Q&A: Jason Rothman 1.17, chair Rebecca Woods</p> <p>The Dynamics and Importance of Individual Differences in Heritage Language Bilingualism</p>		

Wednesday 10th July (morning)

9.00-9.30	Registration
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9.30-10.30	<p>Keynote 2: Judy Clegg G.06, chair Vic Knowland How can helping our most vulnerable children to communicate change their lives?</p>		
10.30-11.15	Coffee break and posters		
	<p>Environment 1.17 Chair: Ghada Khattab</p>	<p>Intervention 2 G.06 Chair: Nikki Botting</p>	<p>Natural History 1 2.16 Chair: Johannes Heim</p>
11.15-11.40	<p>The role of environmental context in shaping teachers' linguistic input. <i>Nicola Lester, Katherine Twomey, Anna Theakston</i></p>	<p>Tots Talking: feasibility and effectiveness of a community language intervention for pre-school children <i>Louisa Reeves, Nicola Botting</i></p>	<p>A longitudinal study on the language development of bilingual Arabic-Swedish-speaking children <i>Pascale Wehbe</i></p>
11.40-12.05	<p>Cultural perceptions of language development in a population sample of 54-month-old children from Aotearoa New Zealand <i>Jayne Newbury, Bridget White, Noriko Panther, Kane Meissel, Helena Cook, Rahera Cowie, Elaine Reese</i></p>	<p>The feasibility of an online language programme delivered through music and the impact of dosage on vocabulary outcomes in young children with Down Syndrome <i>Pauline Frizelle, Eva McMullan, Eibhlin Looney, Darren Dahly, Ciara O'Toole et al.</i></p>	<p>The Bidirectional Relationship between Theory of Mind and Language in Children <i>Szabolcs Kiss</i></p>
12.05-12.30	<p>A large-scale study of how accent exposure affects vocabulary development <i>Helen Buckler, Priscilla Fung, Elizabeth Johnson</i></p>	<p>A randomised controlled trial comparing the efficacy of pre-school language interventions: Building Early Sentences Therapy and an Adapted Derbyshire Language Scheme <i>Christine Jack, Cristina McKean, Sean Pert, Helen Stringer, Carolyn Letts et al.</i></p>	<p>Kindergarten retention in Greece: Investigating Speech, Language, and Cognitive Skills <i>Eleftheria Geronikou, Panagiota Mourgela, Vicky Papathanasiou, Elena Theodorou</i></p>
12.30-1.20	Lunch and continuing poster session		

Wednesday 10th July (afternoon)

	Assessment 1.17 Chair: Sheena Reilly	Narrative G.06 Chair: Valeria Sinkeviciute	Syntax 2.16 Chair: Rebecca Woods
1.20-1.45	The understanding of complex syntax in children from 5 – 9 years, using a novel assessment approach – the Test of Complex Syntax- Electronic (TECS-E) <i>Pauline Frizelle, Ana Buckley, Tricia Biancone, Abigail Brown, Paul Fletcher, Dorothy Bishop, Cristina McKean</i>	Nonword repetition, vocabulary and narrative skills in Arabic/Swedish and Turkish/Swedish-speaking children with and without a diagnosis of DLD <i>Ute Bohnacker</i>	The emergence of syntactic structure through the lens of interaction <i>Johannes Heim, Martina Wiltschko</i>
1.45-2.10	Continuous, Parallel, and Unsupervised Collection of Data on Social Interactions and Speech at Preschool: Issues and Potentials <i>Aurélie Nardy, Jean-Pierre Chevrot, Hélène Bouchet, Sicheng Dai, Marton Karsai</i>	Storytelling and Story Acting: Impact on Children’s Narrative Skills and Teacher Contributions <i>Diane Pesco</i>	The developmental advantage of restructuring verbs: a Growing Trees perspective <i>Tommaso Sgrizzi</i>
2.10-2.35	Shared book reading with young pre-school children with Down syndrome: exploring parent-child interactions and language boosting behaviours <i>Mirjana Jeremic, Vesna Stojanovic, Kelly Burgoyne, Sue Buckley, Emma Pagnamenta</i>	Narrative Discourse in Youth Offenders: Examining Content and Complexity <i>Marilyn Nippold</i>	A Profile of Receptive and Expressive Verb Morphology in Arabic-Speaking Children with Developmental Language Disorder <i>Deya Alharbi, Judy Clegg, Ozge Ozturk</i>
2.35-3.00	An adaptation of the Arabic Communicative Development Inventory for monitoring early vocabulary development in Palestinian refugee children in Lebanon <i>Ghada Khattab, Alshaimaa Gaber Salah Abdelwahab, Zakiyah Alsiddiqi, Caroline Floccia, Cristina McKean, Thair Odeh, Anastasia Trebacz</i>	Adults’ perceptions of Black children’s narrative quality: A mixed methods study <i>Monique Mills, Leslie Moore</i>	Sensitivity to telicity with manner-of-motion verbs and complex Goal prepositions in child Romanian <i>Ioana Stoicescu</i>

	Lightning talks: SLCN/DLD 1.17 Chair: Margreet Vogelzang	Lightning talks: Multilingualism and SES G.06 Chair: Emma Nguyen	Lightning talks: Sentence Repetition 2.16 Chair: Ben Ambridge
3.00-3.05	Measuring Conceptual Vocabulary in a Group of Arabic-Speaking Bilingual Children with and Without DLD <i>Rama Rand Kanj, Ludovica Serratrice, Vesna Stojanovic</i>	Multilingual daily routines: variability in the input to infants growing up in London <i>Anna Caunt, Rana Abu-Zhaya</i>	Sentence Repetition as a Diagnostic Tool for Developmental Language Disorder: A Systematic Review and Meta-Analysis <i>Leah Ward, Kamila Polisenska, Colin Bannard</i>
3.05-3.10	Parental Narratives of Diagnosis and Beyond <i>Hannah Harvey</i>	Risk factors for early language delay in a minority ethnic, bilingual, socioeconomically deprived population <i>Rachael Cheung, Kathryn Willan, Josie Dickerson, Claudine Bowyer-Crane</i>	Crosslinguistic nonword repetition: Evidence across diverse language communities <i>Kamila Polisenska, Angel Chan, Svetlana Kapalkova, Shula Chiat, Sarah Chen, NgaChing Fu, Saboor Hamdani, Andrej Mentel, Monika Janikova et al.</i>
3.10-3.15	Using co-production to identify priorities for future research in collaborative working to support primary school children with SLCN <i>Alys Mathers, Nicola Botting, Rebecca Moss, Helen Spicer-Cain, Kirsty Meakings et al.</i>	Early vocabulary development in multilingual toddlers: input and language interaction <i>Yuqing Liang, Ziyin Mai</i>	Using an Online version of the Sentence Repetition Task to Assess Learning of Verb Number Agreement <i>Mya Taylor, Javier Aguado-Orea</i>
3.15-3.20	A Study to Explore the Public Awareness and Knowledge of Developmental Language Disorder in Indonesia <i>Indri Hapsari</i>	Strength and language: Investigating associations between Aboriginal children's language development and resilience in South Australian communities <i>Petrea Cahir, Stephanie Brown, Sheena Reilly, Karen Glover, Deirdre Gartland</i>	An Assessment of Early Bilingual language Acquisition in Multilingual Contexts: A validation of the Sentence Repetition Test <i>Zainab Sani-Danmallam, Javier Aguado-Orea</i>
3.20-3.40	Q&A	Q&A	Q&A
3.40-4.00	Coffee break and posters		
4.00-5.00	Keynote 3: Ben Ambridge G.06, chair Nick Riches Putting the cross into crosslinguistic research: Focusing on the similarities, not the differences (Ben Ambridge, University of Manchester)		

6.00- late	Conference dinner and ceilidh
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Thursday 11th July (morning)

9.00- 9.15	Registration		
	Events in Syntax 1.17 Chair: Rebecca Woods	Parent-Child Interaction G.06 Chair: Judy Clegg	Comprehension 2.16 Chair: Chloë Marshall
9.15- 9.40	Exclusive focus marking in spontaneous production by Mandarin preschoolers: a multi-level analysis <i>Jingyao Liu, Ziyin Mai</i>	Acquiring morphological causativity in Hebrew: evidence from mother-toddler interaction <i>Orit Ashkenazi, Maayan Shisman-Dagan, Dorit Ravid, Elitzur Dattner</i>	Developing oral comprehension in preschool children with language difficulties: an examination of intervention components and their relevance for research and practice <i>Katherine Shobbrook</i>
9.40- 10.05	Preschoolers' comprehension of information structure: New evidence from the effect of sentence-level focus on logical scope <i>Balázs Surányi, Máté Gulás</i>	Raising Young Children in Multilingual Montreal: Immigrant Chinese Parents' Language Choices and Storybook Reading Style <i>Wei Mao, Diane Pesco</i>	The educational attainment and wellbeing of children with comprehension weaknesses <i>Emma James, Paul Thompson, Lucy Bowes, Kate Nation</i>
10.05- 10.30	Visual attention affects children's production of noun phrases but not transitive sentences <i>Sarah Dolscheid, Martina Penke</i>	Caregiver modelling and feedback in the context of early questions <i>Johannes Heim, Maryam Bala, Arabella Sinclair</i>	Bridging the gap between language and behavioural difficulties in adolescents at risk of exclusion <i>Laura Chambers</i>
10.30- 11.15	Coffee break and posters		

	Priming G.06 Chair: Emma Nguyen	Prosody 1.17 Chair: Johannes Heim	Natural History 2 2.16 Chair: Pauline Frizelle
11.15-11.40	Crosslinguistic priming of syntactic and information structure in bilingual development: Evidence from Polish-English bilingual children <i>Katherine Messenger, Marta Wesierska, Vanessa Cieplinska, Ludovica Serratrice</i>	Mandarin prosodic focus marking by Cantonese trilingual children with and without autism spectrum disorder <i>Yixin Zhang, Si Chen, Meixuan Li, Bin Li, Shuang Lv, Angel Chan, Haoyan Ge, Tempo Tang</i>	Language Difficulties in Children and Young People in Care Aged 5 to 14 Years <i>Sevil Savi-Karayol, Nicola Botting, Gary Morgan</i>
11.40-12.05	Having, accessing, and uptaking syntactic representation: Priming as a learning index in various child populations <i>Jiuzhou Hao, Patrick Sturt, Jason Rothman, Vicky Chondrogianni</i>	Cue strength in Predictive Processing of Prosody in Child Turkish Heritage Language Speakers: Case vs. Prosody <i>Selim Tiryakiol, Fatih Bayram, Leyla Zidani-Eroglu</i>	Language skills of young children in the first year after the Covid-19 pandemic <i>Cecilia Zuniga-Montanez, Silke Fricke, Elena Lisauskaite, Jo Hutchinson, Claudine Bowyer-Crane</i>
12.05-12.30	Imitate to accumulate: the relationship between syntactic priming and long-term learning <i>Leone Buckle, Holly Branigan, Laura Lindsay, Katherine Messenger</i>	Prosodic and syntactic focus-marking: Cues and competitions in the acquisition of focus comprehension <i>Balázs Surányi</i>	Language Delay in Young Children in Saudi Arabia: Identifying Key Risk Factors <i>Alaa Almohammadi, Khadeejah Alaslani, Haifa Alroqi, Yara Aljahlan, Roaa Alsulaiman, Aalya Albeeshi, Abdullah Murad, Fahad Alnemary</i>
12.30-1.20	Lunch and posters		

Thursday 11th July (afternoon)

	Behaviour Change G.06 Chair: Cristina McKean	Pragmatics 1.17 Chair: Marilyn Nippold	Literacy 2.16 Chair: Chloë Marshall
1.20-1.45	The Use of Behaviour Change Techniques in Interventions for German-speaking Children with Speech Sound Disorders: Identification and Training <i>Melanie Ferk-Dornstauder</i>	The language of inclusion: Co-constructing inter-ability conversations between friends <i>Susan Foster-Cohen, Jayne Newbury, Toby Macrae</i>	The co-construction of a reading assessment checklist with adults with Down syndrome: a meaningful literacy approach <i>Pauline Frizelle, Sean O'Donovan, Mary Jolley, Lisa Martin, Nicola Hart</i>

1.45 - 2.10	Influence of language-promoting practices on oral syntactic development in French-speaking children aged 3 to 5 years <i>Capucine Saulpic</i>	Lexical strategies in event descriptions between children who use communication aids and their speaking communication partners <i>Kirsi Neuvonen, Beata Batorowicz, Kaisa Launonen, Martine Smith, Catia Walter, Stephen von Tetzchner</i>	Where do children look when watching videos with same-language subtitles? <i>Anastasiya Lopukhina, Walter van Heuven, Rebecca Crowley, Kathleen Rastle</i>
2.10 - 2.35	Early School-Age Language and Communication Outcomes of Children at Increased Likelihood of Communication Difficulties <i>Helen Spicer-Cain, Nicola Botting</i>	Different linguistic and socio-cognitive predictors of pragmatics across modalities in 5–6-year-olds <i>Mariia Pronina, Valentina Bambini, Luca Bischetti, Nadia Ahufinger, Paola Del Sette, Núria Esteve-Gibert, Júlia Florit-Pons, Serena Lecce</i>	Beyond Words: Investigating Reading Comprehension in English as an Additional Language (EAL) <i>Chara Triantafyllidou, Margreet Vogelzang, Ianthi Tsimpli</i>
2.35 - 3.00	An exploration of the knowledge, practices, and needs of Arab early years teachers in promoting oral language development <i>Juhayna Taha, Julie Dockrell</i>	Iconicity Affects Children’s Production of Adverbial Clauses <i>Shijie Zhang, Silke Brandt, Anna Theakston</i>	Parent-child shared reading between the ages of 7 and 12: patterns, barriers and enablers <i>Faye Smith, Polly Waters, Jessica Wilkes, Lorna Hamilton</i>
3.00 - 3.30	Coffee and posters		
3.30 - 4.30	Keynote 4: Chloë Marshall G.06, chair Faye Smith Understanding the relationship between language acquisition and working memory development (and why it matters)		
4.30 - 4.45	Closing address G.06		

Poster Presentations

Please be aware that posters will be available to view all day on their chosen day, with viewing times in the morning and afternoon. We recommend that authors include a photo of themselves on the poster and/or a QR code to a short video presentation to help attendees to make contact with you and your work.

Wednesday Posters

Aguado-Orea: Can pretrained Large Language Models tell us anything about the learning mechanisms used by children? An analysis based on gender bias

Breen, Linnert, Theakston and Ferry: Neural entrainment as a measure of speech segmentation in infants

Duncan, Szreder and Gollek: eLIPS 2: Development and validation of an observational tool for examining early language in play settings with two-year-olds.

Erramh and Louriz: Positional production of velars in atypical acquisition

Fernández Flecha, Blume and Junyent: Early communication in Peruvian 8-15-month-old children. An approach from multimodality and pragmatics

Freese, Masso, Fox-Boyer and Fricke: Development of consistent word production in German-speaking children aged 2;0-3;5 years

Frizelle, Buckley, Biancone, Dahly, Fletcher, Bishop and McKean: How reliable is assessment of children's sentence comprehension using a self-directed app? A comparison of supported versus independent use

Gordishevsky, Dvorina and Meir: Null subjects and objects in monolingual and bilingual children: Evidence from Russian and Hebrew

Hughes, Best, Newton and Corrin: Evaluation of a novel intervention, 'Better Conversations with Developmental Language Disorder': feasibility and findings from an experimentally controlled case series

Jones, Stewart and Westermann: A maturational frequency discrimination deficit may help explain developmental language disorder

Klobucar: The DPBE in English: a pronoun effect?

Lam, Hayiou-Thomas and Henderson: The effects of wakeful rest on novel word learning in adults and children

Lehmkuhle and Lindgren: Referring expressions in the oral narratives of German-speaking children: The influence of local and global accessibility factors and working memory capacity

Markham, Rabagliati and Bramley: Slow mapping words as incremental meaning refinement

Mathers, Botting, Moss and Spicer-Cain: Collaborative working between Speech and Language Therapists (SLTs) and teaching staff in mainstream UK primary schools: A scoping review

Mekhaeil: How to test language dominance in multilingual children having 2 L1s and including a heritage language?

Mills and Whitaker: Narrating through time and space: An analysis of preverbal HAD in school-age Black children

Ng: Evaluating narrative skills in two languages of Singaporean bilingual children

Nicoladis: Telling a good story: Age, gesture use, and bilingualism/monolingualism as predictors of preschool children's macrostructure

Paolantonio: Linguistic input to preverbal Argentine babies

Plaut-Forckosh, Hindi, Beradze and Meir: Cross-Linguistic Influence in the Acquisition of Definiteness: Evidence from L2-Hebrew in the Context of Different L1s (English and Russian)

Porto: The picture theory of symbolic development in early childhood

Pronina and Vanrell: The acquisition of heritage prosody in bilingual vs. multilingual children: Russian heritage children in Madrid and Catalonia

Shannon, McCool and Delafield-Butt: Parental verbal responsiveness to autistic children: when and how?

Snijders, van Witteloostuijn, Oudgenoeg-Paz and Blom: Language mixing in young multilingual children and its correlates: A systematic review

Zhang, Chen, Li, Li, Lv, Chan, Ge and Tang: Third Language Prosodic Focus Marking in Mandarin by Cantonese-English-Mandarin Trilingual Children with and without Autism Spectrum Disorder

Thursday Posters

Alhjahmmed: Exploring the Multilingual Experiences of Libyan Migrant Children in England

AlSulaiman, Aldukair and Altuwajiri: Establishing stuttering instruments for Arabic Children Who Stutter, CWS I. Phonological complexity in Disfluent Speech

Ang, Lee and Sze: Comparing the Performance of Bilingual Children with Developmental Language Disorder and Typical Development on Sentence Repetition: A Systematic Review

Baker, Stringer and McKean: Understanding the Impact of Phonological Awareness Intervention on the Speech Sound Systems of Children with Consistent Phonological Disorder

van den Bosch, Groeneveld and van der Pol: Supporting multilingual children's Dutch language skills at school: An intervention study

Botting, Moss, Reimers, Davies, Del Rosario, Flynn, Gonzalez-Gomez, Hendry, Hill, McGillion, Shapiro and Henry: The Born in Covid Year – Core Lockdown Effects (BICYCLE) project – investigating language and cognition at 4 years of age

Canut, Saulpic, Laurent and Husianyia: Sequential Analysis of One-off Interactions: The Influence of Scaffolding and Interactive Modalities on the Utilisation of Complex Syntax by Children Aged 3-6

Chen, Mai, Hu and Shang: Reflexive pronouns in Chinese-learning monolingual, bilingual and trilingual toddlers, and their parental input

Cheng, Zhou, Mai and Yip: Lexical Tone Production in Singaporean Mandarin-English Bilingual Preschoolers: Associations with Articulation, Vocabulary and Grammar?

Faidt: How children with L1 and L2 German use pleonastic constructions to express PATH and GROUND in a serious-game based assessment tool

Faulkner: Parental and educator attitudes towards bilingualism and multilingualism for children with Special Educational Needs and Disabilities (SEND) in Quebec

Fayter, Cutting, Mirkovic and Lee: The relationship between meta-linguistic awareness and advanced theory of mind in bi/multilingual and monolingual children

Figueroa, Herman and Morgan: How is narrative development related to early executive functions and language? A longitudinal study in deaf and hearing children

Gowenlock, Norbury and Rodd: Exposure to language in video and its impact on linguistic development in children aged 3-11: A scoping review

Grimes, McKean and Smith: Examining the linguistic, cognitive, and socio-cognitive factors driving language development trajectories using the Early Language in Victoria Study

Holm, Crosbie and Dodd: Phonological delay versus disorder in children's speech: how they differ and why it matters

Izoukha, Charaa and Louriz: The Influence of the Amazigh Vowel Inventory on Amazigh EFL Learners

Kolaiti: Short-Term Memory in Dyslexia and Narrative Abilities of Greek-Speaking Dyslexic Children in Oral Discourse

Liang and Mai: Grammatical development in L1 Cantonese in bilingual children in Hong Kong: early costs and long-term convergence

Magro and Gatt: The Impact of Speech and Language Impairments on 5-to-9-year-olds' Daily Lives

Matsuoka and Chondrogianni: Narrative macrostructure abilities of Japanese-English bilingual children; Investigating the effects of age, input, reading and schooling

McKean, Jack, Haddad Moussa, Bassaj Hamada, Messara, Kouba Hreich, Trebacz, Floccia and Khattab: Examining barriers and enablers to language enriching early education and care at systems, structural and process levels in Lebanon

Merlo and Puig Mayenco: Beyond the household: unveiling the impact of the bilingual experience on reading comprehension in Spanish as a Heritage language

Nam and Waxman: The Effect of Object Naming on Infants' Memory and Reasoning About Objects: Evidence From a Change Detection Task

Pang, Zhou, Nie and Mai: Narrative Macrostructure Profiles of Cantonese-English Bilingual Children and Contributing Factors

Pronina, Florit-Pons, Coego and Prieto: [Gesture, prosody and sentence imitation in neurotypical and clinical preschool and primary children](#)

Putnam, Karpinsky, Covello, Lee, Harris, Strang, Parish-Morris and Harrop: [Getting to Know You: Feasibility of a Naturalistic Language Sampling Protocol with School-Aged Autistic Children](#)

Rodenhurst and Messenger: [Comparing bilingual and monolingual children's interpretation of novel-verb sentences](#)

Roux and Soler Millan: [The Acquisition of Initial Stress in French](#)

Viertel, Paleczek and Seifert: [Assessing receptive grammar skills using novel task formats in groups: Findings from construction and piloting with pre-school and primary school children](#)

Wang: [Children's Emotional Development Through Parent-child Bilingual Picturebook Reading](#)

White, Sherlock, Solaiman, Bannard, Fricke, Levickis, McKean, Pine, Salter and Matthews: [Evaluating a digital service for parents to support toddler language development: A pilot and feasibility service](#)

Zahra, Borg and Clegg and Gatt: [Primary school aged children with a history of maltreatment: a scoping review on linguistic profiles and service provision](#)

Zhang: [The early acquisition of functional word de\(的\) in Mandarin-speaking children](#)

Zhao, Serratrice and Cameron-Faulkner: [Multicultural families' home and community language environment](#)

Zhou, Mai, Cai and Cheng: [Beyond Words: Referential Gesturing in Bilingual and Monolingual Mother-Child Dyads and Its Role in Early Development](#)

Zuniga-Montanez, Davies, Ligoxygakis, Kaščelan and Gonzalez-Gomez: [How did COVID-19 affect young children's language environment and language development? A scoping review](#)