

Special Issue

Research Methods for Exploring the Role of Input in Child Bilingual Development

Message from the Guest Editors

The relationship between language input and bilingual development is complex. The methods for exploring this relationship may differ considerably from study to study, making the comparison of results challenging.

Furthermore, the children who are the focus of the studies may be very different from one another in terms of age, the languages they speak, the duration and age of exposure to each language and the types of exposure they have had from birth, for instance. In this Special Issue, we aim to further explore how input impacts bilingual development. This question is increasingly important as more and more young children are being raised and sometimes schooled in two or more languages. We welcome papers focusing on diverse methods of examining and measuring the role of input in bilingual development, including: quantitative, experimental, behavioral and electrophysiological (EEG) approaches, and cross-sectional studies; qualitative approaches providing fine-grained and nuanced analyses (e.g., case studies or group studies); and longitudinal studies showing how input may affect bilingual development differently as children move into adolescence.

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About the Journal

Message from the Editorial Board

Languages (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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