Welcome to the second edition of the official LAB Lab Newsletter! We would like to start by thanking all of the families who have participated in our studies and continuously supported us. Continue reading to find out what we have been up to!

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Here at the LAB Lab, we have our very own Journal Club! Our goal for Journal Club is for members to become more familiar with literature from the field of Speech Pathology and discuss these topics with fellow labmates.

We hope to link our day-to-day tasks with what we find in the literature and consider clinical implications of the study findings.

We review various topics, including Autism, Developmental Language Disorder, phonetic learning, noun and verb acquisition, bilingualism, and more!
In November of 2023, Ph.D. Students Caitlyn and Emma attended Boston University’s Conference on Language Development! They had the opportunity to present recent and ongoing research studies going on at the LAB Lab. One study, *The Impact of Codeswitching on Bilinguals’ Novel Verb Learning*, found that code switching did not disrupt the children’s verb learning!

Fun Facts!

- Boston University’s first annual conference on language development was in 1976.
- Over 500 researchers attend the conference annually.
- There are over 150 presentations at the conference on topics like first and second language acquisition, language disorders, bilingualism, and literacy development.
In November of 2023, Ph.D. Student Chenelle, and M.S./Ph.D. Student Dani attended the American Speech-Language-Hearing Association Convention in Boston!

Dani had the opportunity to present a case study looking at the potential to use object variability to teach typically developing toddlers adjectives. They attended talks on various topics, including bilingualism, word learning, Developmental Learning Disorder, and Augmentative and Alternative Communication.

Fun Facts!

- ASHA’s program covers 32 topics.
- Early conventions were heavily focused on the topic of stuttering.
- The program offers short courses on various topics.
- The first official convention occurred in 1926.
In February, M.S. Student Grace and M.S./Ph.D. Student Dani attended the Wisconsin Speech-Language Pathology and Audiology Convention in Pewaukee, Wisconsin!

This year’s convention focused on 4 main areas - Audiology, Birth to 6, Medical, and School. Students were able to hear about the latest research in these areas and connect with others!

Fun Fact!

- There are over 650 members of WSHA, including practitioners, researchers, educators, and students.
Did you know that the Language Acquisition and Bilingualism Lab has studies for adults as well as children? In a recent study, we investigated the conditions that best support adults’ language learning.

There are natural differences in how people become bilingual: some people acquire two languages at the same time (simultaneously), and others acquire languages one after the other (sequentially). We know that there are often differences in the language profiles of these two types of bilinguals. However, because of the variability in demographics and sociocultural factors between simultaneous and sequential bilinguals, it is challenging to understand how simultaneous vs. sequential language learning in and of itself impacts outcomes. In order to isolate the consequences of simultaneous vs. sequential learning, we conducted an experiment in which we randomly assigned monolingual adults to learn Polish and German vocabulary words sequentially or simultaneously.
TO TEACH ONE LANGUAGE AFTER ANOTHER, OR TOGETHER? THAT IS THE QUESTION.

Optimizing vocabulary learning in adult language learners

The participants in the sequential group learned vocabulary words from one language first and then the other. The simultaneous group learned both Polish and German words together at the same time. In training, participants heard each Polish or German word while seeing it written in English on the screen. After learning each word, they listened to them again and chose the English translation between four different options.

We found that the adults who learned Polish and German words simultaneously performed better than those in the sequential group. But, in a second experiment, we found that there was no difference between groups when learners were told to take a break in the middle of the task (right before the sequential group changed languages).

These results show us that the way in which languages are presented to a learner (simultaneously vs. sequentially) matters for language learning, but we may be able to take steps to equalize learning. It is important to note that this study enrolled adult monolinguals. Whether these findings extend to experienced dual-language learners (adult bilinguals) or children is a question for another study.

Contributed by Sandra Sobus
CURRENT STUDIES

*WE ARE RECRUITING!*

LEARNING IN TWO LANGUAGES

Help us to better understand how children learn to speak in 2 languages!

- We are recruiting 4 and 5 year old children who speak English and Spanish
- 4 VIRTUAL ZOOM sessions, 60-90 minutes each, games and testing
- FREE language report, COMPENSATION for participation ($15-30 gift card for each session)
- Scheduling is flexible
- Call, email, or complete an interest form by scanning the QR code above to get in touch with the lab and see if your child qualifies, or for more information

LANGUAGE DELAY STUDY

Help us learn more about bilingualism and Developmental Language Delay!

- Our lab is recruiting children with typical development or language delay ages 2 (24-35 months) and 4 years exposed to English and Spanish
- Help us to advance bilingualism and language research.
  - Compensation for your participation is a $35 gift card.
  - Participation consists of two 20-40 minute sessions in-person OR virtual over Zoom, with word games and questionnaires for parents.
  - Flexible scheduling; When you and your child are available
  - Contact us to see if your child qualifies or for more information

DUAL LANGUAGE LEARNING IN YOUNG CHILDREN WITH ASD

Help us learn more about bilingualism!

- We are recruiting Autistic and Typically Developing children 18-36 months of age exposed to Spanish in the home
- Participation consists of 2-4 sessions at the Waisman Center, 60-120 minutes/session, for 3-6 total hours of participation, with word games and for children and questionnaires for parents.
- Compensation for participation
  - Flexible scheduling; When you and your child are available
  - Contact us to see if your child qualifies or for more information
THANK YOU

We appreciate your continued support! Please stay tuned for upcoming issues of our Newsletter. We are so excited to share what we are up to!

If you have any questions or concerns, feel free to contact: uwbilingualismlab@waisman.wisc.edu