



Language Input Effects in Atypical Language Development

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Message from the Guest Editors

Dear Colleagues,

Language acquisition is facilitated by (a) the quantity and quality of input and (b) the child's language learning ability. In children with atypical language development, research has focused almost exclusively on the latter, while the role that input itself plays in language acquisition has received less attention. Whether and what characteristics of children's language input boost (or hinder) language learning in children with atypical language development largely remains an empirical question. The purpose of this Special Issue is to further investigate this important question...

We request that, prior to submitting a manuscript, interested authors initially submit a proposed title and an abstract of 400–600 words summarizing their intended contribution. Please send it to the guest editors or to *Languages* editorial office. Abstracts will be reviewed by the guest editors for the purposes of ensuring proper fit within the scope of the Special Issue. Full manuscripts will undergo double-blind peer-review.

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Guest Editors





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