Dear Editor, 10/2017

We hereby submit for consideration in *Developmental Science* an article titled “**Talk, You’re On Camera! Or, Comparing Naturalistic Audio and Video Recordings of Infants.**”

We report new research examining infants’ language input at six months and at seven months, during unstructured interaction with caregivers. We find that parents’ behavior in our naturalistic home recordings is extremely consistent across this month-long gap, but that many properties of language input vary vastly as a function of whether they’re measured in hour-long videos or daylong audio-recordings (whether with proportional or absolute measures).

We find...

Ours is the first study, to our knowledge, to directly compare conclusions about language quantity, talker variability, sentential context, and referential transparency as a function of sampling method. In a single group of 44 infants, we compare the conclusions one would draw across sampling methods using >30 hours of annotated data from four days for each child. This work builds on a recent important publication in Developmental Science by Tamis-Lemona and colleagues (2017), but pushes even further in probing the influence of methodological decisions on conclusions about language input.

The results are important for understanding the nature of language learning in early childhood (which, given these results....) They also.... The results are new, unique, and bear on significant problems in developmental science.

The field has vanishingly few publicly available corpora of young infants. Here we not only add a rich resource (to be shared with the research community), but also report results linking the quantity and quality of home interactions with important theoretical and methodological choices that underlie our conclusions.

These results not only elucidate early language development, but also tie this knowledge to the highly variable day-to-day aspects of infants’ experience. This provides groundwork for future interventions for children who are at-risk for language delays and deficits. These results represent a significant step forward in our understanding of young infants environments, and the caregiver interactions that give rise to their knowledge. This work would be of particular interest to the broad readership of Developmental Science, especially to social and cognitive scientists, but also to pediatricians, educators, and parents, who are always curious to better understand the early learning environment.

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The data in this paper have not been published and are not under consideration for publication elsewhere.

The contact information for five potential referees is below:

1. Catherine Tamis-Lemonda
2. Mark Bornstein
3. Reiko Mazuka
4. Anne Warlaumont
5. Caitlin Fausey

Sincerely,

Elika Bergelson (all other authors)