

Supplemental Material S1. Word learning training task script.

Adapted from Aguilar, Plante, and Sandoval (2018)

Materials Setup

The activity takes place as a treasure hunt task. The research assistant and child are seated near each other. The research assistant has eight envelopes, each of which contain two of three object exemplars that are assigned to each corresponding target word. The third object exemplar is hidden from the child's view, individually concealed under foam squares around the room representing the “treasure” that is to be retrieved and placed in the toy treasure chest.

General Task Procedure

The task is completed once in English and once in Spanish for each visit to the lab. The child's dominant language of exposure dictates which language will be used first. Once the research assistant orients the child to the task (e.g., by saying: “We are going on a treasure hunt to look for treasure hidden in this room!”), the research assistant presents the target words and their corresponding object exemplars sequentially as described below. The order of target word presentation is counterbalanced across participants.

For each target word, a series of prompts direct the manner in which the target words are trained and presented to the child. The order of the prompts is fixed in the following order: directions, statement, imperative command, question, prompt, and clean-up elicitation. Although the functional order of prompts is fixed, the specific content of each prompt may vary as shown below.

1. Directions

The research assistant presents the first two object exemplars corresponding to the first target word. The research assistant places the two objects in front of the child. The researcher signals the start of the activity by providing directions using the following prompt:

SPANISH: *¡Ahora empezamos una búsqueda del tesoro! Vamos a usar el/la _____ para la búsqueda.*

ENGLISH: *Now we will start the treasure hunt! We're going to use the _____.*

2. Statement

Next, the research assistant picks one of the two object exemplars at random by saying one of the following statements:

SPANISH: *Esto es un(a) _____. OR Aquí es el/la _____. OR Esto/a es mi _____ favorito/a.*

ENGLISH: *This is a _____. OR Here's the _____. OR This is my favorite _____.*

3. Imperative Command

Motioning to the concealed items (“the treasure”) around the room, the research assistant instructs the child to find and retrieve the third object exemplar by searching. The research assistant prompts the child by saying one of the following statements:

SPANISH: *¡Consigue el/la _____! OR ¡Encuentra el/la _____!*

ENGLISH: *Get the _____! OR Find the _____!*

4. Question

Having all three object exemplars in front of the child (once the child has retrieved the third exemplar), the research assistant asks the child to select one of the three objects by saying one of the following statements:

SPANISH: *¿Cuál _____ quieres? OR ¿Cual _____ deberíamos usar? OR ¿Cuál _____ es tu favorito/a?*

ENGLISH: *Which _____ do you want? OR Which _____ should we use? OR Which _____ is your favorite?*

5. Prompt for Production

Next, to elicit the child's production of the target word, the research assistant asks:

SPANISH: *¿Que es esto/a? OR ¿Como se llama esto/a?*

ENGLISH: *What is this? OR What is the name for this?*

The research assistant must then confirm or deny whether the child produced the correct target word to provide the fifth presentation of the target word. For a correct response, the research assistant says:

SPANISH: *Si, es un(a) _____.*

ENGLISH: *Yes, this is a _____.*

For an *incorrect* response, the research assistant corrects the child by saying:

SPANISH: *No, es un(a) _____.*

ENGLISH: *No, this is a _____.*

6. Clean-up Elicitation:

To signal the end of the activity, the research assistant says:

SPANISH: *Pon el/la _____ en el cofre del tesoro.*

ENGLISH: *Put the _____ in the treasure chest.*