Table SM1. The present focus on paired observational-experimental work on child language behavior under age 5 excludes a substantial collection of relevant work, summarized briefly here. A more extensive, albeit still not systematic, reading list can be found in online supplementary materials.

|  |  |  |
| --- | --- | --- |
| **Excluded relevant body of work** | **Reason** | **Example references** |
| Observation-only investigations of language development | Does not fit with the primary theme (see main text); observational and experimental methods together have greater potential than either approach alone. | * Abels, M., Kilale, A., & Vogt, P. (2021). Speech acts addressed to Hadza infants in Tanzania: Cross-cultural comparison, speaker age, and camp livelihood. *First Language*, *41*(3), 294–313. |
| Experiment-only investigations of language development | * Hernik, M., & Broesch, T. (2019). Infant gaze following depends on communicative signals: An eye‐tracking study of 5‐to 7‐month‐olds in Vanuatu. *Developmental Science*, *22*(4), e12779; * Little, E. E., Carver, L. J., & Legare, C. H. (2016). Cultural variation in triadic infant–caregiver object exploration. *Child Development*, *87*(4), 1130–1145.; * McClay, E. K., Cebioglu, S., Broesch, T., & Yeung, H. H. (2022). Rethinking the phonetics of baby‐talk: Differences across Canada and Vanuatu in the articulation of mothers' speech to infants. *Developmental Science*, *25*(2), e13180. |
| Caregiver report | The literature using survey-style data (including the MacArthur-Bates Communicative Development Inventory) is very large. Discussing insights and results from this work would take us too far afield, as they require a very different skill set than observational and experimental approaches. | * Mastin, J. D., & Vogt, P. (2016). Infant engagement and early vocabulary development: a naturalistic observation study of Mozambican infants from 1; 1 to 2; 1. *Journal of Child Language*, *43*(2), 235–264.; * Padilla-Iglesias, C., Woodward, A. L., Goldin-Meadow, S., & Shneidman, L. A. (2021). Changing language input following market integration in a Yucatec Mayan community. *PloS one*, *16*(6), e0252926.; * Weber, A., Fernald, A., & Diop, Y. (2017). When cultural norms discourage talking to babies: Effectiveness of a parenting program in rural Senegal. *Child Development*, *88*(5), 1513–1526. |
| Research with children over age 5 | In many places, children over the age of 5 years start school, which changes the typical activities and interactions they participate in. | * Consoli, E. V., Gabriel, R. C., Jara, C. M. M., & Huamán, K. S. L. (2018). Diferencias en razonamiento analógico y procesos del lenguaje oral en estudiantes de primaria bilingües: quechua-castellano, shipibo-castellano e hispano hablantes. *Revista de investigación en psicología*, *21*(2), 189–206. |
| Research focused on adult behavior towards children | We want to ensure that there is a shared foundation of basic concepts and questions (e.g., regarding linguistic representations and cognitive traits) and methods that can be employed in paired observational-experimental approaches. | * Allen, S. (2013). The acquisition of ergativity in Inuktitut. In E. L. Bavin & S. Stoll (Eds.), The acquisition of ergativity (pp. 71–105). Amsterdam, The Netherlands: John Benjamins.; * Hilton, C. B., Moser, C. J., Bertolo, M., Lee-Rubin, H., Amir, D., Bainbridge, C. M., ... & Mehr, S. A. (2022). Acoustic regularities in infant-directed speech and song across cultures. Nature Human Behaviour, 1–12.; * McClay, E. K., Cebioglu, S., Broesch, T., & Yeung, H. H. (2022). Rethinking the phonetics of baby‐talk: Differences across Canada and Vanuatu in the articulation of mothers' speech to infants. *Developmental Science*, *25*(2), e13180.; * Weber, A., Fernald, A., & Diop, Y. (2017). When cultural norms discourage talking to babies: Effectiveness of a parenting program in rural Senegal. *Child Development*, *88*(5), 1513–1526. |
| Highly relevant research that does not directly bear on traditional theories of language acquisition, non-verbal communication, or referential joint attention | Examples (one citation each on):   * **Imitation**: Berl, R. E., & Hewlett, B. S. (2015). Cultural variation in the use of overimitation by the Aka and Ngandu of the Congo Basin. *PloS one*, *10*(3), e0120180.; * **Social cognition**: Callaghan, T., Moll, H., Rakoczy, H., Warneken, F., Liszkowski, U., Behne, T., ... & Collins, W. A. (2011). Early social cognition in three cultural contexts. *Monographs of the Society for Research in Child Development*, i–142.; * **Spatial cognition**: Li, P., & Abarbanell, L. (2018). Competing perspectives on frames of reference in language and thought. *Cognition*, *170*, 9–24.; * **Caregiving styles**: Aschemeyer, F., Rosabal-Coto, M., Storm, S., & Keller, H. (2021). The role of culture and caregivers’ formal education for babies’ learning environments: The case of two Costa Rican communities. *Journal of Cross-Cultural Psychology*, *52*(2), 103–128.; * **Language socialization**: Schieffelin, B. B., & Ochs, E. E. (1986). Language socialization across cultures. Cambridge University Press.; * **Kinship cognition**: Blythe, J., Tunmuck, J., Mitchell, A., & Rácz, P. (2020). Acquiring the lexicon and grammar of universal kinship. *Language*, *96*(3), 661–695.; * **Attention**: Chavajay, P., & Rogoff, B. (1999). Cultural variation in management of attention by children and their caregivers. *Developmental Psychology*, *35*(4), 1079–1090. |