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*Language Learning and Development* serves as a vehicle for interaction among the broad community of scholars and practitioners who investigate language learning, including language learning in infancy, childhood, and across the lifespan; language in both typical and atypical populations and in both native- and second-language learning.

*Language Learning and Development* welcomes scholars who pursue diverse approaches to understanding all aspects of language acquisition, including biological, social, and cross-cultural influences, and who employ experimental, observational, ethnographic, comparative, neuroscientific, and formal methods of investigation.

The journal is multidisciplinary and seeks to examine language development in all of its many guises. Among the many issues *Language Learning and Development* explores are biological versus environmental factors in language development; learning in humans versus animals; learning of signed versus spoken language; computer models of learning; and how neurotechnology and visualization of the brain inform our understanding of language learning and development.

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