Interactions between Phonotactic Constraints and Probabilities in Word Learning
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Introduction

- Word learning by typically developing children is influenced by phonological characteristics of the words to be learned.
- Phonotactic Constraints: Rules defining which sounds and sequences are legal in the child's developing system.
- Phonotactic Probability: Likelihood of occurrence of sound sequences.

Experimental Questions

- Do phonotactic constraints continue to influence word learning in older children?
- Are similar effects observed in children with normal versus delayed phonological development?

Method

- Participants: 3 Groups of preschool children

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Results

- Out PD Group: Significant interaction of Phonotactic Constraint x Phonotactic Probability x Exposure.

Conclusions

- Phonotactic constraints continued to influence word learning in preschool children, but not in the same way as in younger children.

Acknowledgements

- DCO4781; DCO31694; DCO00012; ASHA Foundation
- Project contributors: Aaron Brown, Wade Burchet, Rebecca DeLong, Judith Gienet, Dana Lazar, Michele Morrisette, Kelly Selhers, Kelli Stanfield, Maki Sueto, Mariam Syeda, Michael Vitevitch, Junko Young

References