

Longitudinal Naturalistic Word- Learning by Toddlers

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Three Levels of Representations

Semantic (Concept / Referent)

Lexical (Whole word form)

Phonological (Sounds)

Lexical Representations

Organized into *similarity neighborhoods*

(Luce & Pisoni, 1998)

Similarity neighborhoods: all the words differing by one phoneme substitution, deletion, or addition

kit:

sit, coat, king, it, skit

Dense vs. Sparse Neighborhoods

Dense neighborhoods:

Words with many neighbors e.g., 'sit'

Sparse neighborhoods:

Words with few neighbors e.g., 'these'

Word Learning

Previous Studies

-Empirical studies (Storkel, 2001; Storkel & Rogers, 2000)

-3 to 13-year-old children

-Acquisition of novel words

-Other factors are controlled

Dense > Sparse

-Naturalistic word learning (Storkel, 2003)

-Neighborhood Density ~ Age of Acquisition

Dense > Sparse

Word Learning

Previous Studies -- Limitations

- Limits external validity of neighborhood density effects
- Focused on short term learning and retention
- Cross-sectional

Word Learning

Other factors

- Word Frequency
- Word Length
- Phonotactic Probability

Word Learning

Other factors

Word Frequency

- # of occurrences of a word in a language

- Positively correlated with neighborhood density (Landauer & Steeter, 1973)

- Kucera & Francis (1967)

Word Learning

Other factors

Word Length

- # of phonemes in the phonetic transcription

- Negatively correlated with neighborhood density (Bard & Shillcock, 1993; Pisoni et al., 1985)

Word Learning

Other factors

Phonotactic Probability

- The likelihood of occurrence of sound sequence (common vs. rare)

 - Positional Segment Average

 - Biphone Average

- Positively correlated with neighborhood density (Vitevitch et al., 1999)

Questions

- What factors affect long term learning and retention?
 - Neighborhood density?
 - Word Frequency?
 - Word Length?
 - Phonotactic Probability?
- Are these factors consistent across individual children?

Method

Language samples

- 3 children's spontaneous speech samples (Higginson, 1985; Bloom, 1970; 1973) from the CHILDES database (MacWhinney, 2000)
- April: 22-35 months; 340 different nouns ; 6 data points
- Peter: 21-37 months; 767 different nouns; 20 data points
- Allison: 16-34 months; 174 different nouns; 6 data points

Analysis

- Nouns (root)
- Backward Regression
 - Outcome Variable:
 - Age of Acquisition:
 - The earliest age that a word was spontaneously produced
 - Predictor Variables:
 - Neighborhood Density
 - Word Frequency
 - Word Length
 - Phonotactic Probability

Results

	Density	Frequency	Length	Seg avg	Biph avg
April	ns	ns	$p < .001$ (+)	ns	ns
Peter	$p = .035$ (+)	$p = .002$ (-)	$p = .015$ (+)	ns	ns
Allison	ns	$p = .08$ (+)	$p = .005$ (+)	$p = .045$ (-)	ns

April

-Length

-Short words acquired earlier than long words

Peter

-Neighborhood Density

- Sparse words acquired earlier than dense words

-Word Frequency

- Frequent words acquired earlier than infrequent words

-Length

- Short words acquired earlier than long words

Allison

-Word frequency

- Infrequent words acquired earlier than frequent words

-Length

- Short words acquired earlier than long words

-Positional segment average

- Common words acquired earlier than rare words

Conclusion

1. Variety of factors affect long term learning and retention.
 1. Neighborhood density
 2. Word frequency
 3. Word length
 4. Positional segment average
2. Factors are not consistent across individuals.

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