

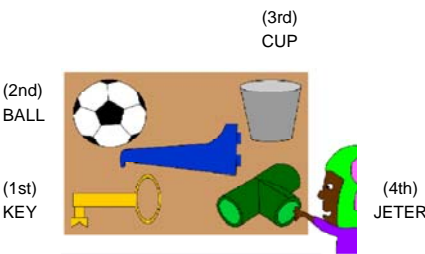
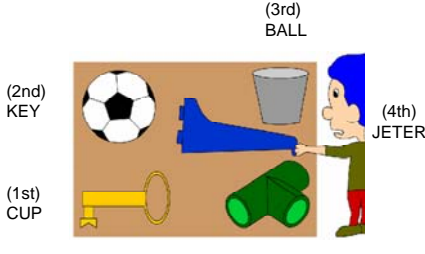
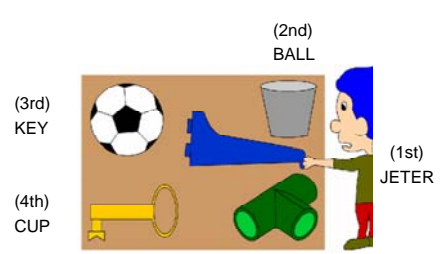
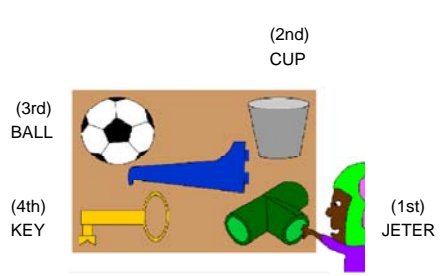


Scofield, J., Behrend, D. A., Foster, K., & Miller, A. (2006). Word Learning from Reliable and Unreliable Speakers. Poster accepted to the Meeting for the International Conference on Infant Studies. Kyoto, Japan.

<div style="display: flex; justify-content: space-around;">   </div> <h2 style="text-align: center;">Word Learning from Accurate and Inaccurate Speakers</h2> <p style="text-align: center;"> Jason Scofield, Katie Foster, Andrea Miller, University of Alabama Douglas A. Behrend University of Arkansas </p>	<h3 style="text-align: center;">Introduction</h3> <ul style="list-style-type: none"> Children often rely on a speaker's testimony when learning a novel word. Children do not passively accept the testimony of any speaker but prefer to rely on a speaker that is known to be accurate. <ul style="list-style-type: none"> Koenig, Clement, and Harris (2004) found that children track, use, and retain information about a speaker's accuracy when learning a novel word. We conducted 2 studies: <ul style="list-style-type: none"> Study 1's aim was to replicate KCH's findings. Study 2's aim was to extend KCH's findings by examining the effects of a speaker's accuracy on prior learning. 																
<h3 style="text-align: center;">Study 1 - Method</h3> <ul style="list-style-type: none"> Participants <ul style="list-style-type: none"> 3-year-olds (N = 26; M = 39 months; 14 boys + 12 girls) 4-year-olds (N = 25; M = 54 months; 16 boys + 9 girls) Procedure <ul style="list-style-type: none"> Warm-up Phase (2 Trials) <ul style="list-style-type: none"> WARM-UP Videos <ul style="list-style-type: none"> Target labeled 3 times (e.g., "This is a dog.") 3 known distracters were displayed with target. Child was asked to select the corresponding referent of the word (e.g., "Can you help me find the dog?") 	<h3 style="text-align: center;">Study 1 - Method</h3> <ul style="list-style-type: none"> Test Phase <ul style="list-style-type: none"> GIRL-1ST Animated Video <ul style="list-style-type: none"> Speaker 1 accurately labeled 3 known objects. Speaker 1 labeled an unknown target (i.e., Target 1) (e.g., "This is a jeter.") Speaker 2 inaccurately labeled 3 known objects. Speaker 2 labeled an unknown target (i.e., Target 2) (e.g., "This is a jeter.") Child was shown both targets and asked to select the one that corresponded to the novel word (e.g., "Can you help me find the jeter?") BOY-1ST Animated Video <ul style="list-style-type: none"> Order was reversed and Speaker 2 preceded Speaker 1. 																
<h3 style="text-align: center;">Study 1 - Method</h3> 	<h3 style="text-align: center;">Study 1 - Method</h3> 																
<h3 style="text-align: center;">Study 1 - Results</h3> <p>Table 1: Target Object Selection</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>3-yr-olds</th> <th>4-yr-olds</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Inaccurate Speaker</td> <td>7</td> <td>3</td> <td>10</td> </tr> <tr> <td>Accurate Speaker</td> <td>19</td> <td>22</td> <td>41</td> </tr> <tr> <td>Totals</td> <td>26</td> <td>25</td> <td>51</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Children relied on the Accurate Speaker (i.e., 41/51) ($p < .01$). 3-year-olds (i.e., 19/26) ($p < .05$) and 4-year-olds (i.e., 22/25) ($p < .01$) exhibited this pattern. Target selection was unaffected by whether the Accurate Speaker was positioned first or last. 		3-yr-olds	4-yr-olds	Totals	Inaccurate Speaker	7	3	10	Accurate Speaker	19	22	41	Totals	26	25	51	<h3 style="text-align: center;">Study 2 - Method</h3> <ul style="list-style-type: none"> Participants <ul style="list-style-type: none"> 3-year-olds (N = 20; M = 42 months; 8 boys + 12 girls) 4-year-olds (N = 23; M = 53 months; 10 boys + 13 girls) Procedure <ul style="list-style-type: none"> Warm-up Phase (2 Trials) <ul style="list-style-type: none"> WARM-UP Videos <ul style="list-style-type: none"> Target labeled 3 times (e.g., "This is a shoe.") 3 known distracters were displayed with target. Child asked to select the corresponding referent of the word (e.g., "Can you help me find the shoe?")
	3-yr-olds	4-yr-olds	Totals														
Inaccurate Speaker	7	3	10														
Accurate Speaker	19	22	41														
Totals	26	25	51														

Scofield, J., Behrend, D. A., Foster, K., & Miller, A. (2006). Word Learning from Reliable and Unreliable Speakers. Poster accepted to the Meeting for the International Conference on Infant Studies. Kyoto, Japan.

<p style="text-align: center;"><u>Study 2 - Method</u></p> <p>– <i>Test Phase</i></p> <ul style="list-style-type: none"> • BOY-1ST Animated Video <ul style="list-style-type: none"> – Speaker 1 labeled an unknown target (i.e., Target 1) (e.g., "This is a jeter.") – Child was shown two targets and asked to select the one that corresponded to the novel word (e.g., "Can you help me find the jeter?") – Speaker 1 inaccurately labeled 3 known objects. – Speaker 2 labeled an unknown target (i.e., Target 2) (e.g., "This is a jeter.") – Speaker 2 accurately labeled 3 known objects. • GIRL-1ST Animated Video <ul style="list-style-type: none"> – Order was reversed and Speaker 2 preceded Speaker 1. 	<p style="text-align: center;"><u>Study 2 - Method</u></p> 																
<p style="text-align: center;"><u>Study 2 - Method</u></p> 	<p style="text-align: center;"><u>Study 2 - Results</u></p> <p>Table 1: Target Object Selection - Inaccurate Speaker First</p> <table border="1" data-bbox="860 714 1331 829"> <thead> <tr> <th></th> <th>3-yr-olds</th> <th>4-yr-olds</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Selection 1</td> <td>10/11</td> <td>13/13</td> <td>23/24</td> </tr> <tr> <td>Selection 2</td> <td>8/11</td> <td>6/13</td> <td>14/24</td> </tr> <tr> <td>Change</td> <td>2/11</td> <td>7/13</td> <td>9/24</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 3-year-olds (i.e., 19/20) and 4-yr-olds (i.e., 23/23) initially learned the novel word. • When Accurate Speaker was first there was no change. • When Inaccurate Speaker was first change varied by age: <ul style="list-style-type: none"> – 10/11 3-year-olds learned word, 2/11 changed ($p = .25$). – 13/13 4-year-olds learned word, 7/13 changed ($p = .016$). 		3-yr-olds	4-yr-olds	Totals	Selection 1	10/11	13/13	23/24	Selection 2	8/11	6/13	14/24	Change	2/11	7/13	9/24
	3-yr-olds	4-yr-olds	Totals														
Selection 1	10/11	13/13	23/24														
Selection 2	8/11	6/13	14/24														
Change	2/11	7/13	9/24														
<p style="text-align: center;"><u>Conclusions</u></p> <ul style="list-style-type: none"> • Study 1 found that, when learning a novel word, 3- and 4-year-olds prefer to rely on an accurate rather than an inaccurate speaker, successfully replicating Koenig et al, 2004. • Study 2 found that information about a speaker's accuracy can be used retroactively. <ul style="list-style-type: none"> – Specifically, Study 2 found that 4-year-olds, but not 3-year-olds, used information about a speaker's accuracy to inform, and even undo, prior word learning. • Overall, these studies find that 4-year-olds are capable of actively monitoring a speaker's testimony for information about learning and, if needed, unlearning a novel word. 																	