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The Effect of Visual Dominance on Word Learning in Infants and Adults

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The Effects of Visual Dominance on Looking Patterns in Infants and Adults



INTRODUCTION

1. Words direct where people look ¹

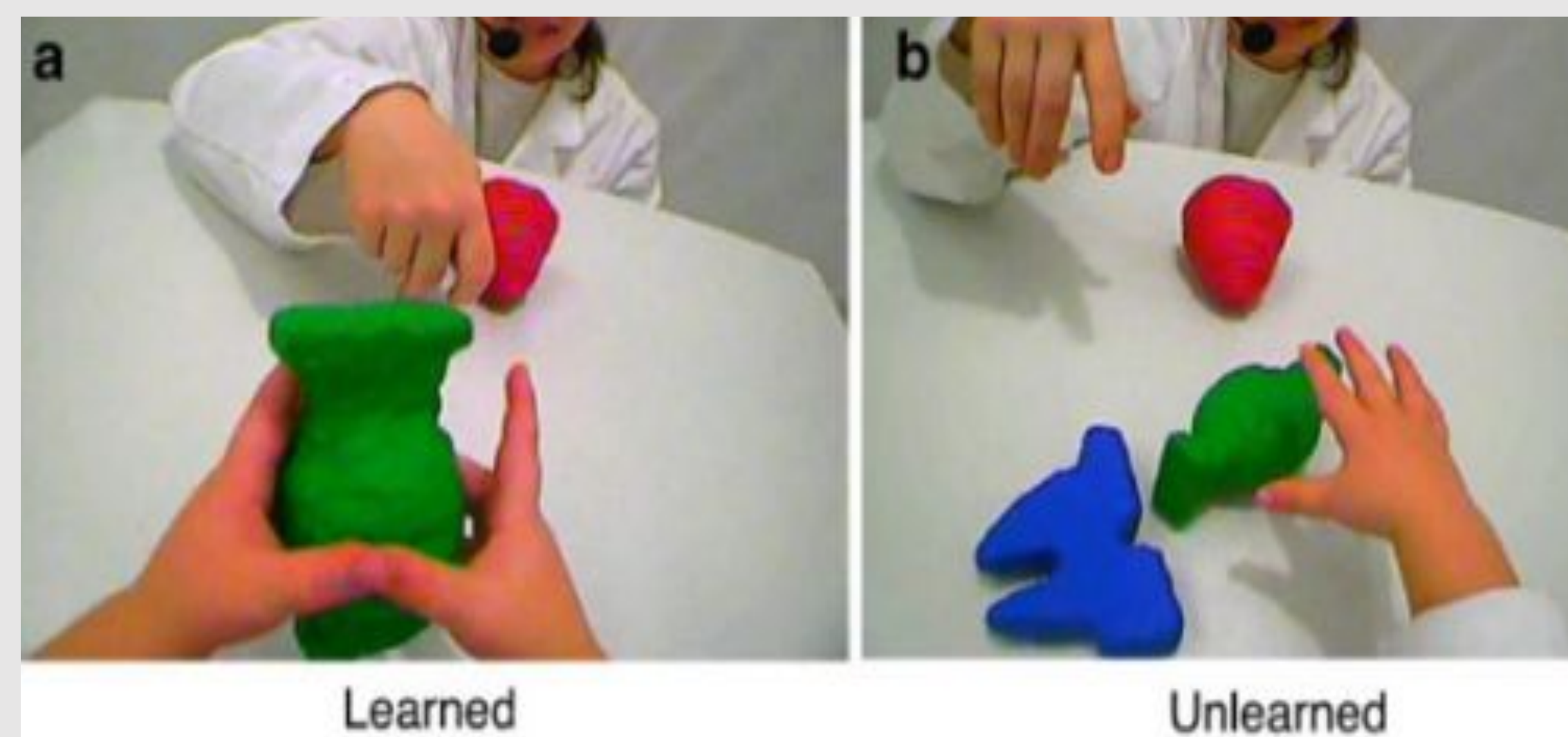


2. The mechanism(s) are still unclear. Some possibilities:

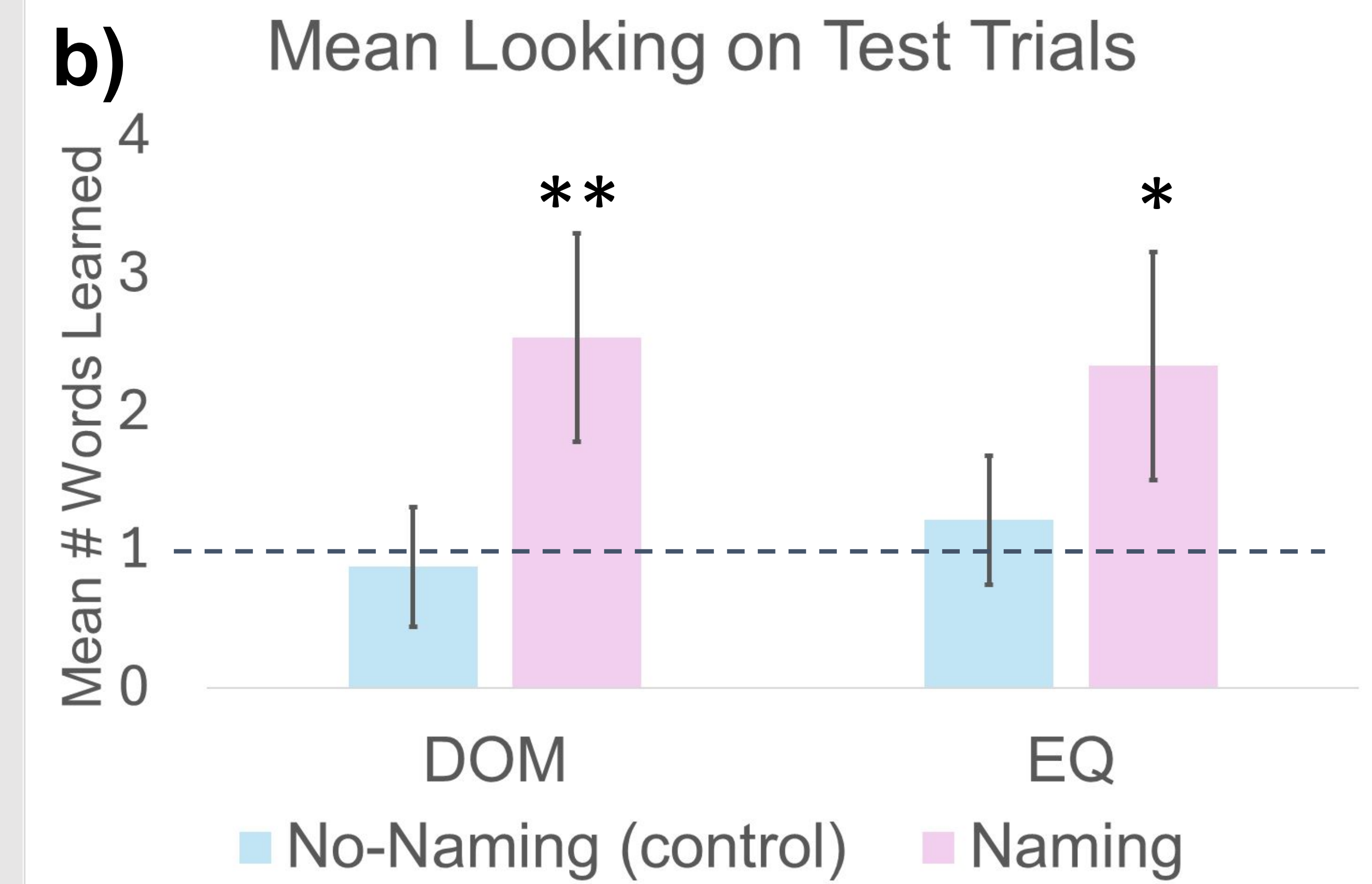
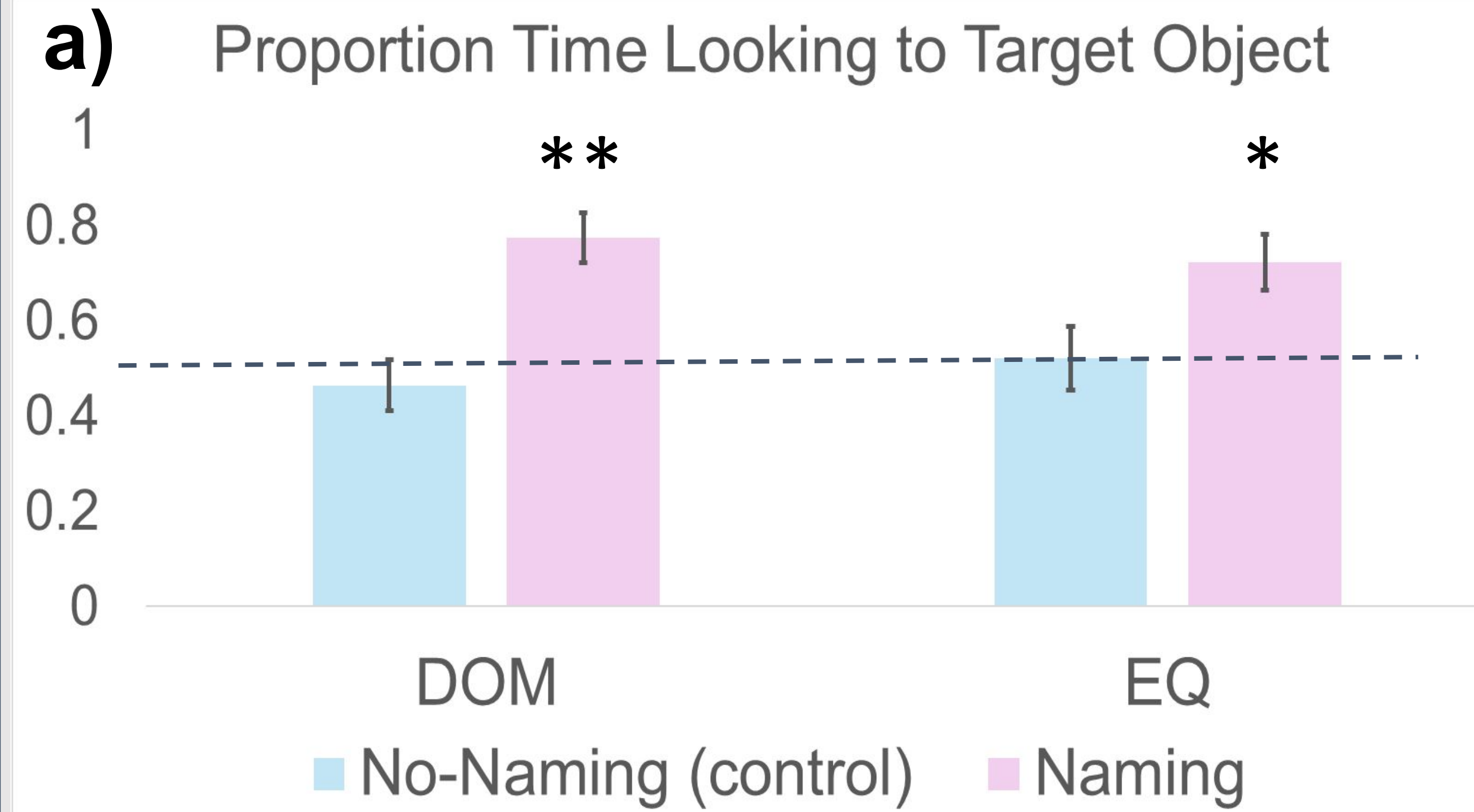


2A) Cross-situational word learning ²⁻³

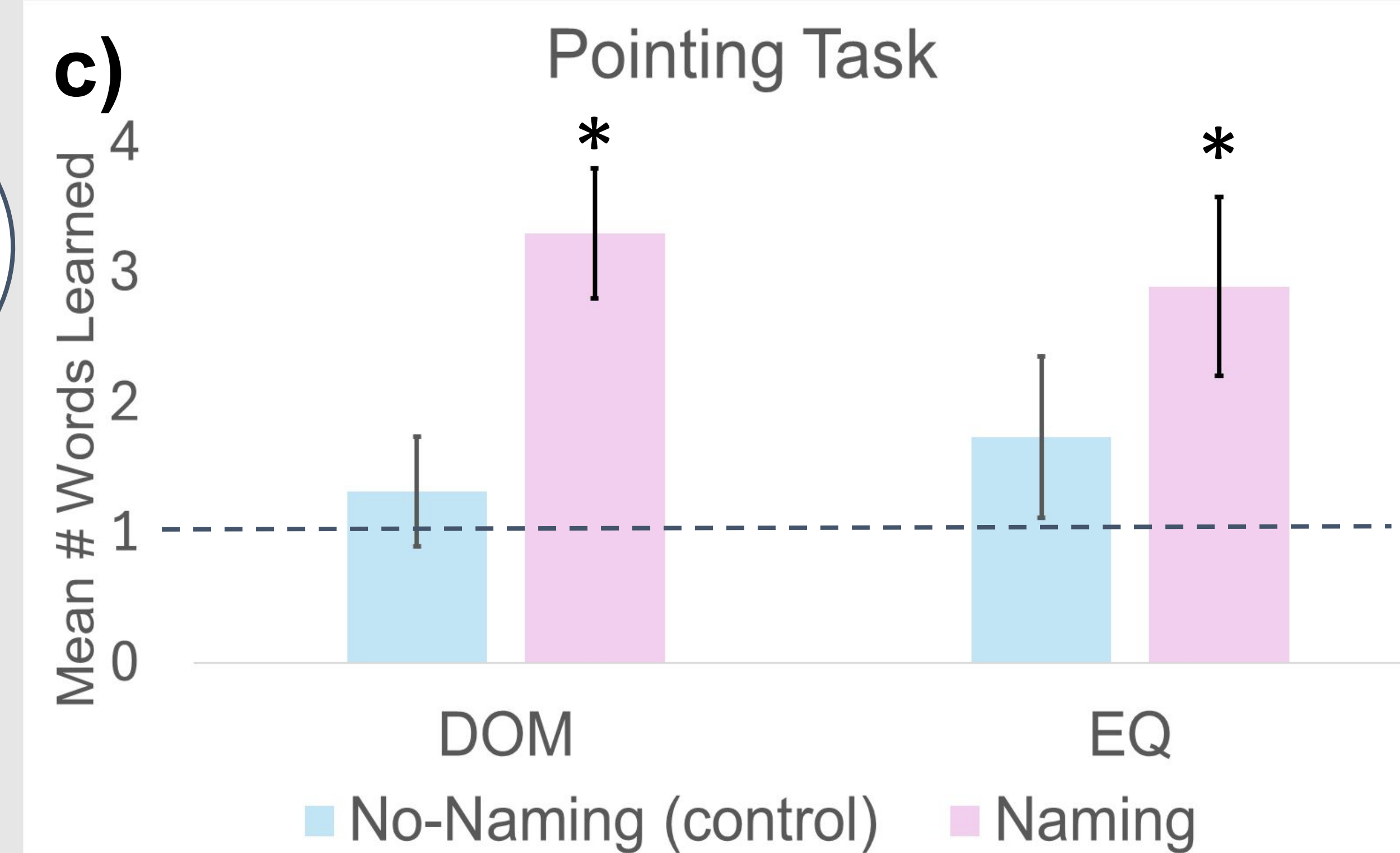
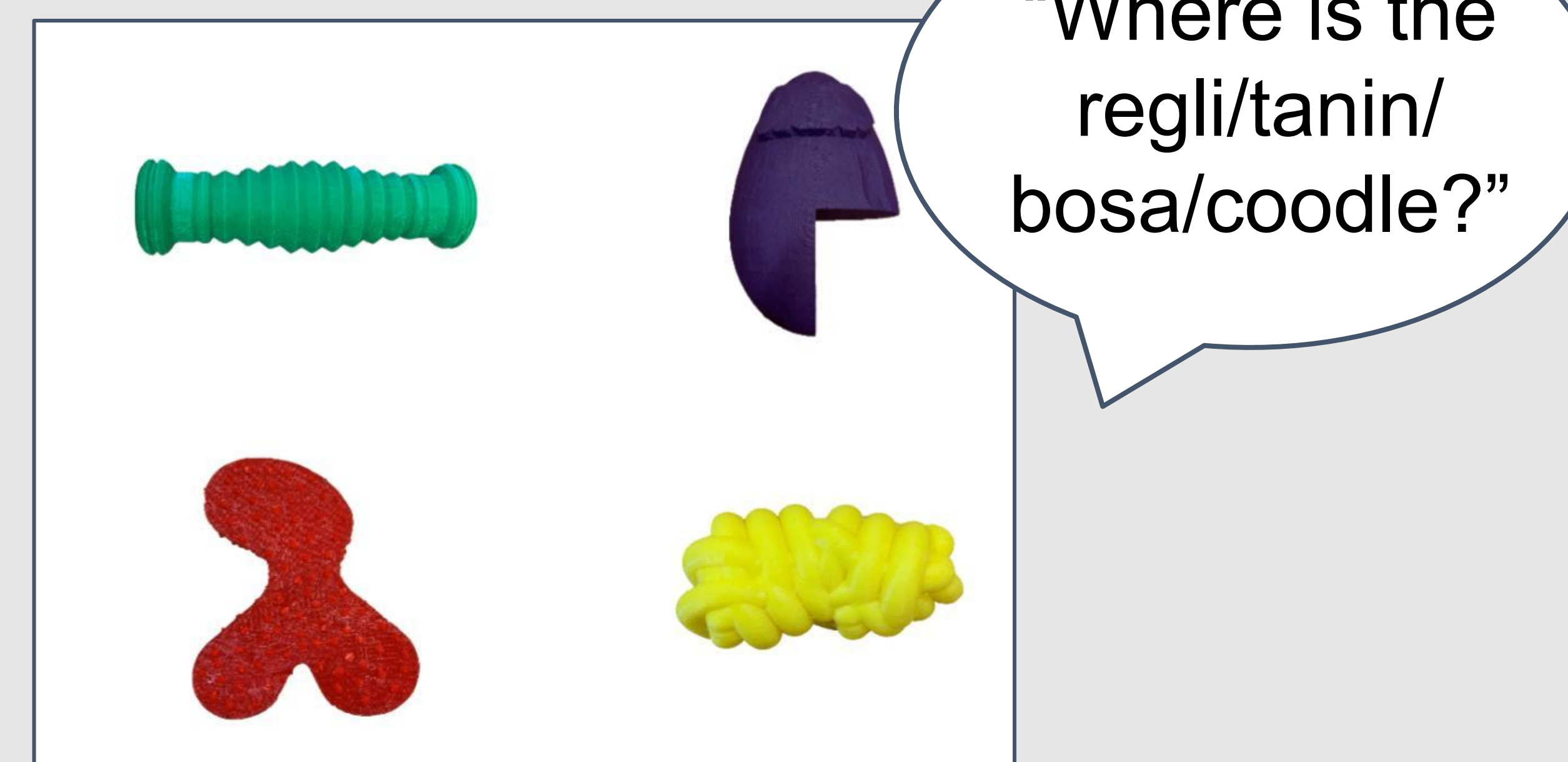
2B) Visual Dominance ⁴⁻⁵



RESULTS



Pointing Task

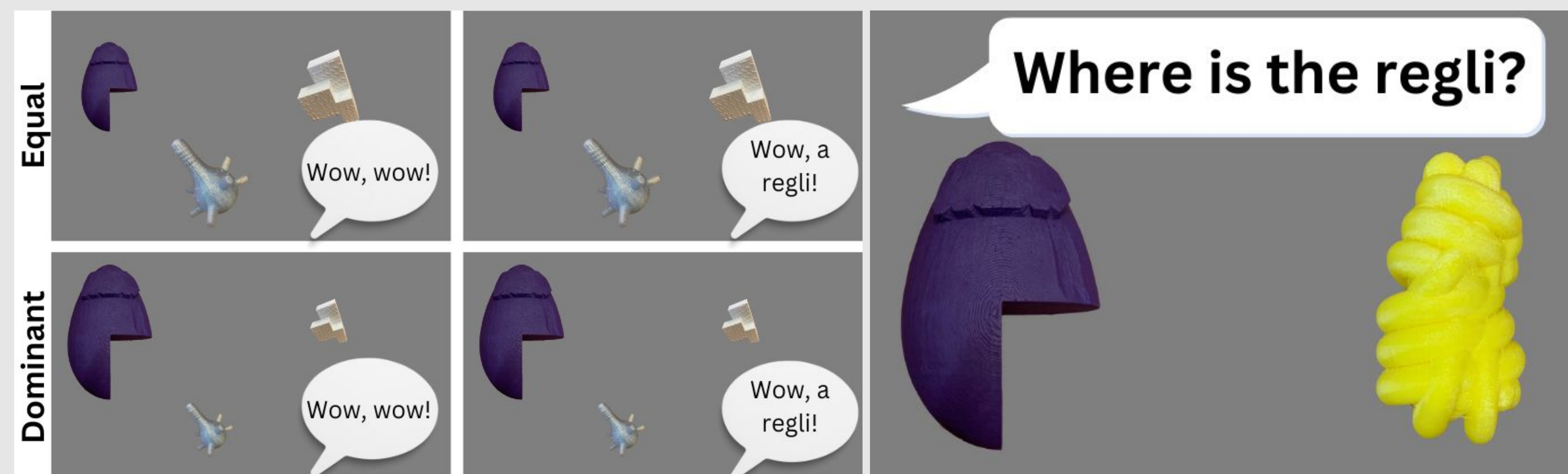


Question: (How) do adults and infants learn to map names to co-occurring objects?

Hypothesis: When objects are named and visually dominant, participants will look longer and learn more words than participants who look at objects that are of equal size and not named.

METHOD

- Participants: 78 adults (cleaned), 58 analyzed.
- Four novel words taught in a 2 (Dominance) x 2 (Naming) design.
- Learning was measured via looking on test trials (eye-tracking) and a pointing task.



DISCUSSION

- Adults can engage in cross situational word learning, even without visual dominance.
- In adults, dominance may not be as beneficial for word learning as hypothesized.

Future Directions:

- Working through cleaning data for infants (107 participants collected).
- Looking into developmental differences (adults, older vs. younger infants) for how naming and visual dominance affect word learning.
- Looking into if dominance could play a larger role in infant word learning since it has shown an effect in naturalistic environments. ⁴⁻⁵