

Yu, Smith & Pereira (2008). Grounding Word Learning in Multimodal Sensorimotor Interaction. In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.) Proceedings of the 30th Annual Conference of the Cognitive Science Society (pp. 1017-1022). Austin, TX: Cognitive Science Society.

TRADITIONAL EXPLANATIONS OF LANGUAGE LEARNING

How does the traditional psychologist use a term like “mind reading” to explain a child’s “ability” to learn language?

MULTI-MODAL, MULTI-PARTY LANGUAGE LEARNING

How does tracking the way that language learning is embodied and distributed - as Smith, Yu and colleagues recommend and do - generate an alternative account? ?

RELATIONS BETWEEN THEORY AND DATA COLLECTION

Given their theory of what is important for language learning, the authors collect high density, high dimensional data on language learning interactions. What specific data-streams do they collect?

RESULTS

Describe the micro-behavioral configuration of infant, object, and parent activity that the authors found best predicted word learning.

CONSIDER

The children in this study were 18-20 months old. But the accomplishments they displayed here did not appear suddenly. Their sensori-motor coordination and capacity to integrate their mother’s behavior with their own have, themselves, a long and interesting developmental history, not included in this account (or in today’s lecture!). Good thing we’re going to look at that on Tuesday!