Online implicit learning of nonadjacent dependencies in children with and without Specific Language Impairment

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Online implicit learning of nonadjacent dependencies in children with and without Specific Language Impairment

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Background

NADL: Nonadjacent dependency learning
Examples: He walks; Yesterday we walked

Sensitivity to NADs is fundamental to language acquisition [1]

Measuring implicit NADL in children:
> Offline: accuracy on grammaticality judgment task
> Online: response times (RT) to NAD-rule items versus non-NAD-rule items reflect learning dynamics [2,3,4]

NADL in SLI:
> Offline: not as effective as in people without SLI [5]
> Online: no data available as yet

RQ: Do the speed and degree of learning nonadjacent dependencies differ between children with and without SLI?

Methods

NADL in SLI: 
> Offline: not as effective as in people without SLI [5]
> Online: no data available as yet

Mean RT (ms) from onset third element

Online NADL (word monitoring)

5.00 4.75 4.50 4.25 4.00 3.75 3.50 3.25 3.00

First training | Second training | Third training | Disruption | Recovery | regular block | regular block | regular block | irregular block | regular block

Online Tests Phase (Word Monitoring Task)

Offline Test Phase (Grammaticality Judgment Task)

Preliminary Results

Mean = 0.51 (SD = 0.08) Range = 0.37 - 0.69

Mean = 0.52 (SD = 0.13) Range = 0.25 - 0.87


Preliminary analysis (lmer): No evidence for a difference in RT between rule and no-rule blocks between TD and SLI group (Block*Sample: estimate = 89.57; z = 1.67). Large individual differences in both groups.

Conclusion

Visual inspection suggests different NADL dynamics between children with and without SLI. Preliminary analysis do not support this claim, however.

There exist large individual differences in children's sensitivity to nonadjacent dependencies.

More research is needed to evaluate how NADL relates to language performance and developmental language disorders.

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References

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