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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 acquisition¹

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

Visual inspection:
TD children: disrupted by removal of rules. SLI: no disruption

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.

Visual inspection: no evidence of learning in both groups. Wider range of scores obtained in TD group.

Preliminary analysis (glmer): No evidence that children as a group scored above chance level (estimate = 51.4%; z = 0.80, p = 0.43) or that the groups differed in performance (estimate = 1.03 odds; z = 0.24; p = 0.81).

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

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

Preliminary Results

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References

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Online NADL (word monitoring)

Visual inspection: 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 non-adjacent dependencies.

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