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Publication date
2018

Document Version
Final published version

Citation for published version (APA):
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**Research questions**

Can we replicate our findings that kindergarteners learn a meaningful agreement marker on the basis of distributional properties?

Does explicit instruction influence the acquisition of such a marker?

**Participants**

102 Dutch speaking children (51 females, \( M = 5;7 \)), 50 were explicitly instructed, 52 were not instructed

**Method**

Exposure

Miniature language:

Four proper names, three verbs, two grammatical markers,

six frequent nouns and twelve infrequent nouns

Exposure: 108 training sentences (+ 12 fillers)

Rule

Pli: probability that the noun has multiple referents = 1

Tra: probability that the noun has multiple referents = .5

Test

Picture matching task with eye tracking

‘Maria rigarda tra nutro’

‘Maria rigarda pli wiro’

**Results**

**Conclusion**

Explicit instruction did not increase accuracy, but it did lead to earlier predictive eye movements

In a follow-up experiment, we will test children on a delayed post-test, to investigate the effect of sleep on the development of kindergarteners’ knowledge

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