Using eye-tracking to measure cross-situational word learning online in Dutch adults

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**Using eye-tracking to measure cross-situational word learning online in Dutch adults**

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**CROSS-SITUATIONAL WORD LEARNING**

- ‘Gavagai problem’: how can a language learner know to what exactly a new word refers? [Quine, 1960]
- Research suggests statistical learning plays a role in tracking the co-occurrences between words and referents.

**RESEARCH QUESTIONS**

- Are adults able to learn 8 word-referent pairs in a cross-situational word learning task with ambiguous learning trials?
  - Can we measure learning online using eye-tracking?

**METHOD**

- Participants
  - 21 native speakers of Dutch, between 18 and 35 years old (mean age = 25.5).
- Learning phase (approx. 3 minutes)
  - 28 learning trials with novel objects [6] and Dutch-like non-words;
  - 8 word-referent pairs;
  - Each pair occurred 7 times.
- Accompanied by another word-referent pair.

**EYE-TRACKING**

Eye-tracking (online measure)
- Eye movements were measured during the learning phase to investigate whether participants, while listening to a certain word, looked more at the correct referent as opposed to the distractor picture.

Test phase (offline measure)
- 8 four-alternative forced-choice test items.

**RESULTS**

Data was made suitable for analysis using the eyetrackingR [Boersma & Ferguson, 2010] package. Then, the data was analyzed using linear mixed effect models in R [R Core Team, 2019] from the lme4 package [Bates et al., 2015]. Participant and Item were included in the models as random factors.

Eye-tracking (online measure)
- The proportion of looking at the correct referent as opposed to the distractor picture significantly increased as exposure to the learning trials increased $t = 3.754, p < .001$.

Test phase (offline measure)
- Participants scored 83% correct on average (significantly higher than chance level (25%), $p < .001$).

**DISCUSSION AND FUTURE RESEARCH**

- Adults can learn word-referent mappings in a cross-situational word learning task with ambiguous learning trials.
- Eye-tracking data reveal online learning on this task.
- Statistical learning might play a role in word learning.
- This paradigm will be used to compare typically developing (TD) children to children with developmental language disorder (DLD). Children with DLD seem to have difficulty with statistical learning [Yu & Smith, 2011]. Do children with DLD have difficulty with statistical word-referent learning (offline / online) compared to TD children?

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**REFERENCES**