

# How to Make a Proceedings Paper Submission

## Anonymous CogSci submission

### Abstract

Include no author information in the initial submission, to facilitate blind review. The abstract should be one paragraph, indented 1/8 inch on both sides, in 9~point font with single spacing. The heading ‘Abstract’ should be 10~point, bold, centered, with one line of space below it. This one-paragraph abstract section is required only for standard six page proceedings papers. Following the abstract should be a blank line, followed by the header ‘Keywords’ and a list of descriptive keywords separated by semicolons, all in 9~point font, as shown below.

**Keywords:** Add your choice of indexing terms or keywords; kindly use a semi-colon; between each term.

### Background

#### Basis of generalizations

What does “dog” mean to a 2-year-old? This old question reflects the evolving nature of our understanding of early label categorization. For young children, a dog might initially be identified by a set of perceptual features that expands with experience (CLARK, 1973). Over time, deeper attributes, such as its internal composition, behavior and interaction with the world, or sound, may also become relevant (Carey, 1985). The defining features of the lexical category manifest in the way the word is used to label other objects. Understanding how children generalize a noun learned in the presence of a few exemplars remains critical to deciphering the underlying processes of lexical concept formation. Overextensions are common in early word acquisition [Rescorla LA. Overextension in early language development], yet the nature of the underlying representations and their developmental trajectory remain debated. For example, The semantic features hypothesis (CLARK, 1973) suggests that categorization begins with schemas of basic perceptual attributes, such as [four legs, tail, fur] for dog, hence we see overextensions of the word “dog” to beings that share these set of features like cats for example. In contrast, the functional core hypothesis (Nelson, 1974) posits that children extract probabilistic relationships among features to identify future category members without treating these features as defining. In this view, perceptual attributes like [four legs, tail, fur] act as identifiers rather than encapsulating the category’s essence. Both frameworks agree, however, that shared perceptual features facilitate identification and labeling, forming the foundation for the well-studied shape bias Larissa K. Samuelson & Smith (2000).

The shape bias is a word learning constraint that is argued to facilitate early noun acquisition, to be an important route to vocabulary growth, and found to be weaker in children with language delay (Jones, 2003; JONES & SMITH, 2005; Smith, Jones, Landau, Gershkoff-Stowe, & Samuelson, 2002). Nevertheless, the shape bias observed in word learning experiments is highly variable across ages, cultures, languages, and experimental conditions, leading to conflicting outcomes and difficulties commensurating state of evidence to form a coherent understanding of the phenomenon of label categorization. A recent meta-analytic effect size of 0.8, derived from over 300 standardized effects across 40 studies (Abdelrahim & Frank, 2024), confirms the robustness of the shape bias. However, substantial heterogeneity in the data (with over 90% of variance unexplained by age or language) suggests that cross-cultural, linguistic, and developmental differences remain masked.

### Sources of Heterogeneity

**Task format** Generalization in word learning is often assessed using the word extension task. Here, children are taught a novel label for a novel object and tested on their ability to extend it to other objects that share features like shape, or material, etc, with the exemplar object. Word extensions are often measured via Forced-choice tasks, which require restrictive generalizations, yes/no endorsement tasks, allowing broader acceptance of category membership which allows for different levels of similarity and difference (cite), or Open-choice tasks, enabling children to reject all options, assumed to indicate an understanding of category membership that goes beyond shared perceptual features (Cimpian et al 2005). Forced-choice tasks may yield different results compared to yes/no endorsement tasks, and allowing children to select “none of those” reduces shape bias, especially with complex objects (Cimpian, 2005). The choice of the task format is often guided by the theoretical framework of the researchers, leading to what seems like a circular stream of events in which theory informs task selection, and task selection confirms theory.

**Stimuli** A significant sources of variation in the word extension findings comes from differences in stimuli. Just like task format, these methodological decisions are often driven by theoretical frameworks as well. For instance, studies fo-

cusing on low-level attentional biases typically emphasize contrasts between shape and other perceptual features, such as color or material, using stimuli designed to highlight these attributes. On the other hand, studies investigating conceptual understanding often include cues related to animacy, such as eyes, shoes, or other salient features, and use test objects that share multiple dimensions with the exemplar instead of only one to explore broader conceptual frameworks (cite). When functionality is emphasized, stimuli are often paired with demonstrations of an affordance, stories, or narratives to contrast shape with function. Children aged [X–Y] are frequently found to prioritize shape, even when provided with functional information (Gentner & Rattermann, 1991; Woodward & Markman, 1998; etc.). However, conflicting evidence shows children sometimes prioritize function or other cues (Kemler Nelson, 1995; Gelman & Medin, 1993; etc.), with variation linked to factors like whether test objects were handled or how stimuli were designed (e.g., functional bases vs. appended parts). In addition, some studies use pictures or drawings, while others use physical objects (cite).

Lastly, most studies employ between-subjects designs, which do not control for individual differences, further amplifying heterogeneity. These procedural and stimuli variations reflect broader theoretical questions about the origins of the shape bias (Smith & Medin, 1981). Is it a Low-level attentional mechanisms driven by attentional processes that guide children to perceptual features associated with category labels? Or a Top-down conceptual processes in which the perceptual features act as identifiers rather than defining properties? Where should the line be drawn between perceptual feature identification and the core representation of conceptual labels? Are these separate processes, or do they exist on a continuum that develops as children acquire more information? How do attention to perceptual attributes and conceptual understanding interact during development (Madole & Oakes, 1999)? These foundational questions influence procedural decisions and should be kept in mind when investigating label categorization and concept formation.

## Theoretical implications

The investigation of the shape bias, and label categorization more broadly, has unfolded around two major debates: a cross-cultural debate and a representational debate.

### Cross-linguistic debate

The word extension task literature highlights significant cross-linguistic differences in the prevalence of the shape bias, which are considered theoretically important. For example, speakers of East Asian languages like Mandarin and Japanese demonstrate less reliance on shape when extending nouns compared to English speakers in the United States (Gathercole, 1997; Imai & Gentner, 1997; Samuelson & Smith, 1999; Soja et al., 1991; Subrahmanyam & Chen, 2006; Yoshida & Smith, 2003). (Gathercole & Min (1997); Imai & Gentner (1997); Larissa K. Samuelson & Smith (1999);

Nancy N. Soja, Carey, & Spelke (1991); Subrahmanyam & Chen (2006); Yoshida & Smith (2003b)).

Two key hypotheses attempt to explain these differences: 1- Syntactic Structure Hypothesis: Differences in linguistic structure, such as count-mass syntax in English versus classifier systems in East Asian languages, influence the prevalence of the shape bias (Larissa K. Samuelson, Horst, Schutte, & Dobbertin (2008); Nancy N. Soja et al. (1991); Nancy N. Soja, Carey, & Spelke (1992))

2- Statistical Regularities Hypothesis: Variations in lexical and environmental statistical regularities tunes attention toward features like shape. This hypothesis emphasizes the role of existing vocabulary and environmental exposure in guiding category organization (Gershkoff-Stowe & Smith (2004); Larissa K. Samuelson (2002); Larissa K. Samuelson & Smith (1999); Perry, Samuelson, Malloy, & Schiffer (2010); Colunga & Smith (2000); Yoshida & Smith (2003a), Jara-Ettinger, Levy, Sakel, Huanca, & Gibson (2022); Abdelrahim & Frank (2024))

## The Perception or conception debate

A second key debate focuses on the mechanism or representation underlying the shape bias. While the tendency to extend nouns based on shape may be influenced by syntax or statistical regularities, its precise cognitive basis has been controversial (Smith et al. (2002); Smith, Colunga, & Yoshida (2010); Brady & Chun, 2007; Chun & Jiang, 1998).

Two competing perspectives attempt to explain this mechanism:

1- Associative and Non-Strategic Mechanism: The shape bias is viewed as an early cognitive tool, helping children “break into” language by rapidly mapping nouns to referents through associative processes. This bias operates on a perceptual level, organizing categories around salient features like shape. For instance, the shape of a dog becomes synonymous with the category “dog.” This view posits that the bias is non-strategic, independent of conceptual understanding or general world knowledge (Smith et al., 2002; Smith & Colunga, 2010; Brady & Chun, 2007; Chun & Jiang, 1998).

2- Strategic and Conceptually Controlled Mechanism: The shape bias is seen as a flexible and controlled process, governed by general world knowledge and conceptual understanding. In this framework, the bias is a heuristic that can be overridden when context or conceptual goals require attention to other features, such as function.

## The nature of Knowledge

Given that task design is influenced by theoretical assumptions, this raises another important question: What type of knowledge do these tasks measure? Two key assumptions can stem out of this: Knowledge as Stable and Fixed: If knowledge is stable, tasks merely elicit pre-existing constructs. Investigating heterogeneity would then focus on ensuring task validity and reliability in capturing the theoretical construct. Knowledge as Dynamic and Task-Dependent: If knowledge

is dynamic, categorization depends on the interaction between task specifics and children's behavior. This view suggests that children dynamically select information sources to organize categories, influenced by the context of the task and the nature of the stimuli (Smith et al., 2010). If the second assumption holds, achieving consistency in measures across studies is crucial to isolating the relevant contextual cues that tasks provide specially for cross-cultural studies that aim to adjudicate theoretical debates.

Regardless of which assumption holds, it is necessary to evaluate the heterogeneity in the word categorization studies which highlights the importance of methodological consistency and the need to consider the theoretical premises underlying procedural decisions. Understanding how these premises shape task designs and influence results is key to advancing our knowledge of label categorization and concept formation.

## Current Study

This project attempts to provide a first step into a larger scale assessment of word generalization across age groups and languages. The main goal of this study is to evaluate the effect of procedural design and stimuli design on the heterogeneity seen in word generalization tasks. We utilize a within-subject design, controlling for individual differences which we believe is important for a proper comparison between conditions that require giving different instructions and cues to the participants. We aim to recruit a larger sample size of a wider age group, with a variety of items and test trials. Given our focus on early language acquisition and the noun bias dominating early vocabulary (cite), we prioritize studies examining functional information over other types of conceptual knowledge.

## Stimuli design

Seven stimuli sets were hand crafted such that each set contains one exemplar, a material match, a shape match, a function match, and a distractor. In experiment 1, the shape match is contrasted with a material match, it served as a basic check and a replication of previous findings, while in experiment 2, the shape match is contrasted with a function match. The same exemplar is used in both experiments, and color is not shared across any of the objects. For the function test object, it is modified in a way that doesn't change the shape at all, but allows for the function (i.e. an object that is wrapped all over and a similar one that can clearly open). Objects are designed in a way that can answer to questions of how much children reason about the whole vs parts similarity, how they reason about material, and the influence of previous experiences with objects (see supplementary) (cite Neslon and graham and ).

## Adults ratings

### Experiment 1: a preliminary

**Participants** Twenty four typically developing English speaking participants (2-5 years old, mean=44.05, SD=15.29) were recruited from a local nursery school and children's museum in the US.

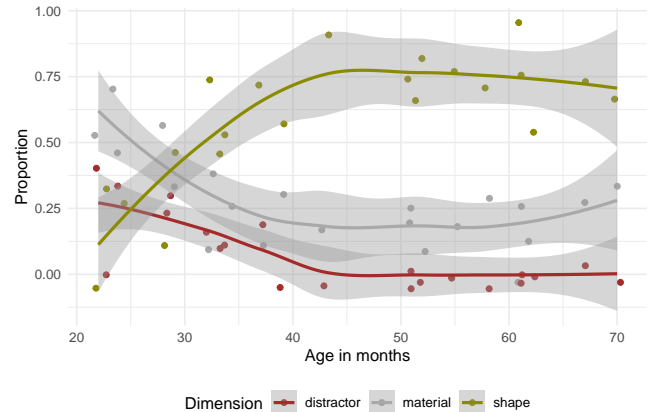


Figure 1: some caption here

**Procedure** Seven trials were conducted in which each participant sees an object being labeled “this is a dax”, the object is taken away but still in view, both test objects and the distractor are displayed simultaneously while asking the child “can you find another dax by pointing to it?”. The child gets to hear the label 3 times while viewing it without touching it.

**Results** Participants showed an overall shape bias across all trials (shape:61%, material:30%, distractor: 9%). Figure 1 shows a developmental shift to choose by shape by age 3, replicating what is seen previously in the literature.

A generalized logistic mixed-effects model (GLMM) reveals an average intercept odds of 0.11 (odds of 0.11:1 at the mean age,  $p < .001$ ), with a significant increase in odds of 1.06 per unit increase in age ( $p < .001$ ). The model also shows variability at the item-level intercept (variance = 0.11, SD = 0.32) across 7 unique items (standardlabel groups). After replicating the shape bias effect using the set of stimuli we created in a simple set up, our next experiment explores an design that tests for both conditions when shape is only contrasted with material without any additional information, and a condition in which shape is contrasted with function after demonstrating the function for the exemplar, while controlling for individual differences with a bigger sample size to capture variability at the item level.

## Experiment 2

**Participants** 31 (target n=96, 24 per each age group) participants between 2-5 years old (mean=48.22, SD=5.54, n per age group) were recruited from a local nursery school in the US.

**Procedure** A within subject manipulation with two conditions: material or function. The material condition is identical to the first experiment. In the function condition, the experimenter introduce the exemplar object “this is a dax”, gives the child 15 seconds to play with it, provides functional information “ the dax grapes toys”, gives another 15 seconds to play with it, and puts the toy away but within view, before

introducing the test objects and asks for a response.

**Preliminary results** Similar to what is conveyed in Figure 2, A generalized logistic mixed-effects model (GLMM) showed baseline odds of 2.25 (odds of 2.25:1 for the function condition  $p = .693$ ). The odds increase with age by a factor of 1.01 ( $p = .742$ ). While The odds for the “material” condition are 0.07 times lower than for the “function” condition ( $p = .338$ ). Additionally, the interaction between age and condition shows that for the “material” condition, the odds decrease by a factor of 0.94 per unit increase in age ( $p = .294$ ). Random effects indicate variability in intercepts across participants ( $SD = 0.22$ ) and across items ( $SD = 1.38$ ) for 31 participants and 7 items. Notably, the confidence intervals show uncertainty however data collection is still ongoing.

## Discussion

The word extension and category organization literature is highly heterogeneous. Studies in this domain lack an integrative and commensurable design, which hinders our ability to draw consistent conclusions. To achieve a more accurate measurement of category organization and concept learning, we need a reliable and valid wide range set of stimuli objects, consistent task formats and test designs, as well as multi-site cross-cultural experiments unified across laboratories to maximally account for the variability. Our evaluation of the word extension literature reveals that making procedural decisions, which we think are likely a primary source of unexplained variability, is unattainable without running a series of controlled experiments that would allow us to systematically assess how different designs and stimuli covary with response patterns. In our initial results, we see a strong tendency to generalize by shape, even in conditions designed to make function salient. This suggests that, even with a potential saliency effect, where the trials highlighted functional information, it failed to override the preference for shape-based choices. In addition, many children explored whether their chosen test object could perform the intended function after selecting it based on shape. This behavior implies that the shape-based selection might not reflect a disregard for functional information but rather a hypothesis that objects sharing shape might also share functionality.

EDIT: What does it mean to talk about validity and reliability in a task like the word extension one? What is the construct we are talking about here. It is a measure at the group level rather than at the individual level >> this kid had this level of shape bias. >> is it an issue of the signal is not even there, or is it a matter of the level/degree of the signal when it comes to cross-cultural work. (Madole, K. L., & Oakes, L. M. (1999)): Although the distinction between perceptual and conceptual categories makes a certain intuitive sense, it may only confuse our attempts to understand psychological reality. Establishing a reliable metric for this distinction is extremely difficult and attempts to operationalize the terms perceptual and conceptual are invariably highly ambiguous and task-specific. How the perceptual vs conceptual debate

maps into the cross cultural differences debate ? As we mentioned in the introduction, procedural variation observed in the literature have followed theoretical debates and in fact reinforced by them. Thus, evaluating the theories given the state of evidence is not feasible and it will end up crashing with this heterogeneity and with the broader question on the type of knowledge being highlighted by each one of the evidence.

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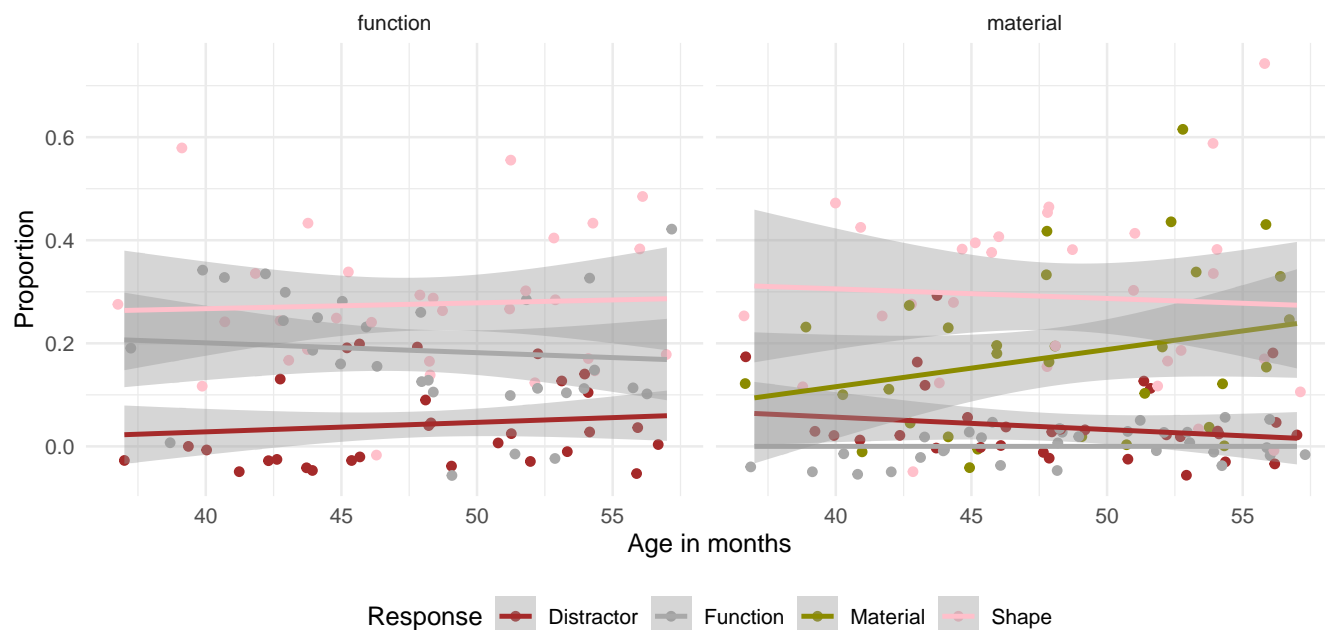


Figure 2: some caption here

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