# What can children learn about English morphology through book reading?

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[3]Department of Experimental Psychology, Ghent University, Belgium


EPS meeting
University of York

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  - 'bright' + '-ify' → *brightify*
- Yet, readers do not show evidence of morpheme knowledge in online reading tasks until mid-to-late adolescence [5, 6]

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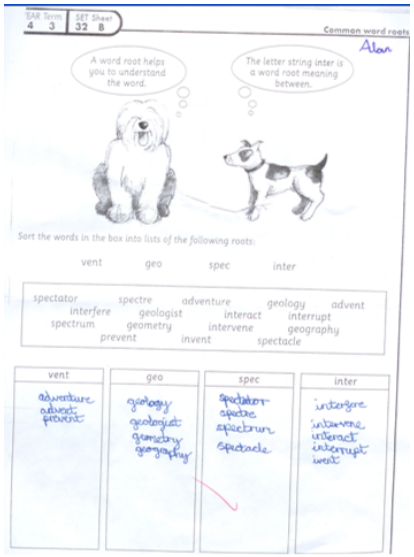

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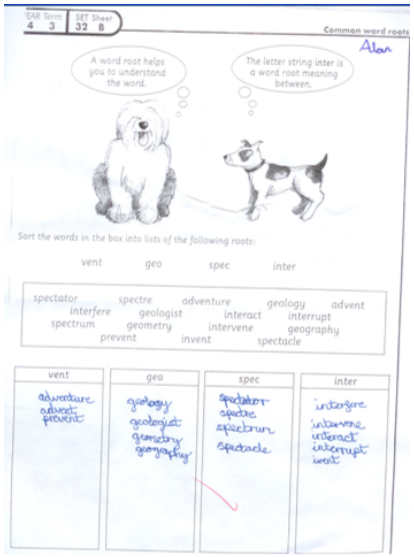


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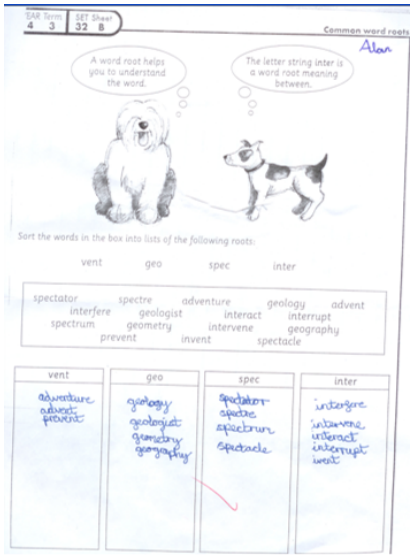


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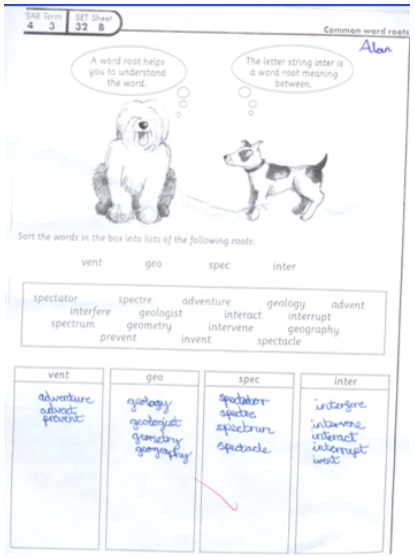


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→ Morpheme knowledge has to be acquired via **text experience**

# Pre-requisites for morpheme learning

| | |
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| unknown | arrival |
| unfair | bridal |
| unafraid | principal |
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But what do children experience **in the wild**?

# The CYP-LEX database

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- See Korochkina et al., 2024, *QJEP*, for more detail & link [13]

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- More exposure to suffixed than to prefixed words

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- Readers encounter many morphologically complex words, but few are repeated frequently

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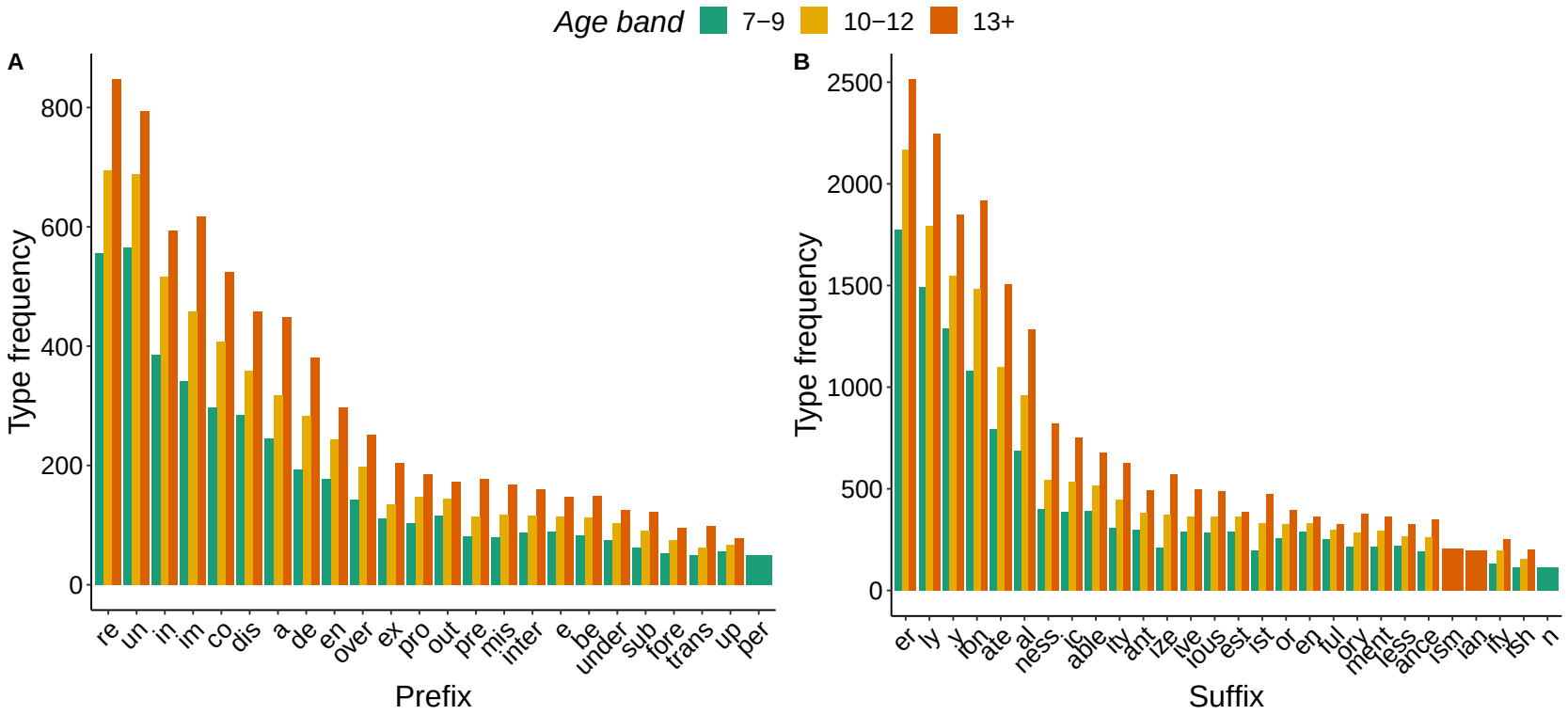

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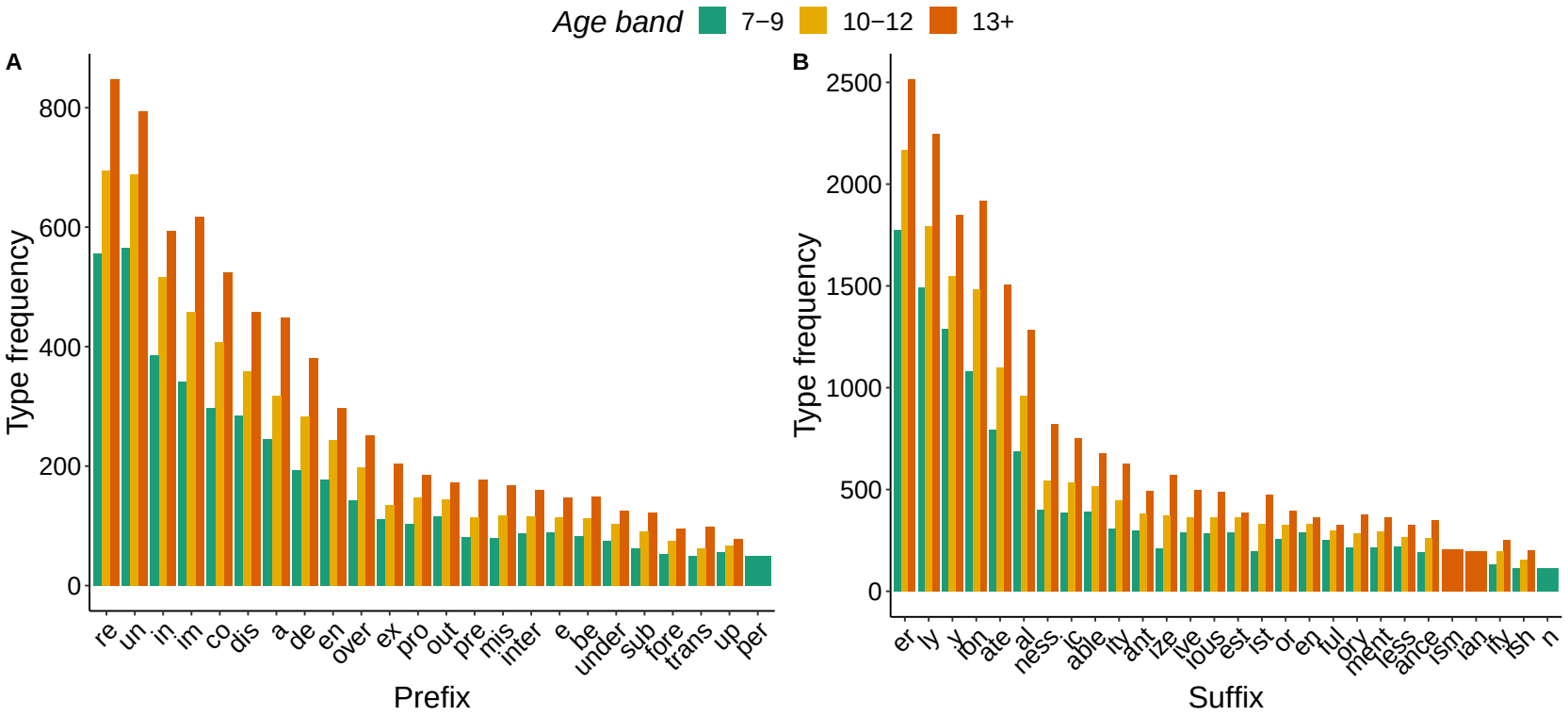


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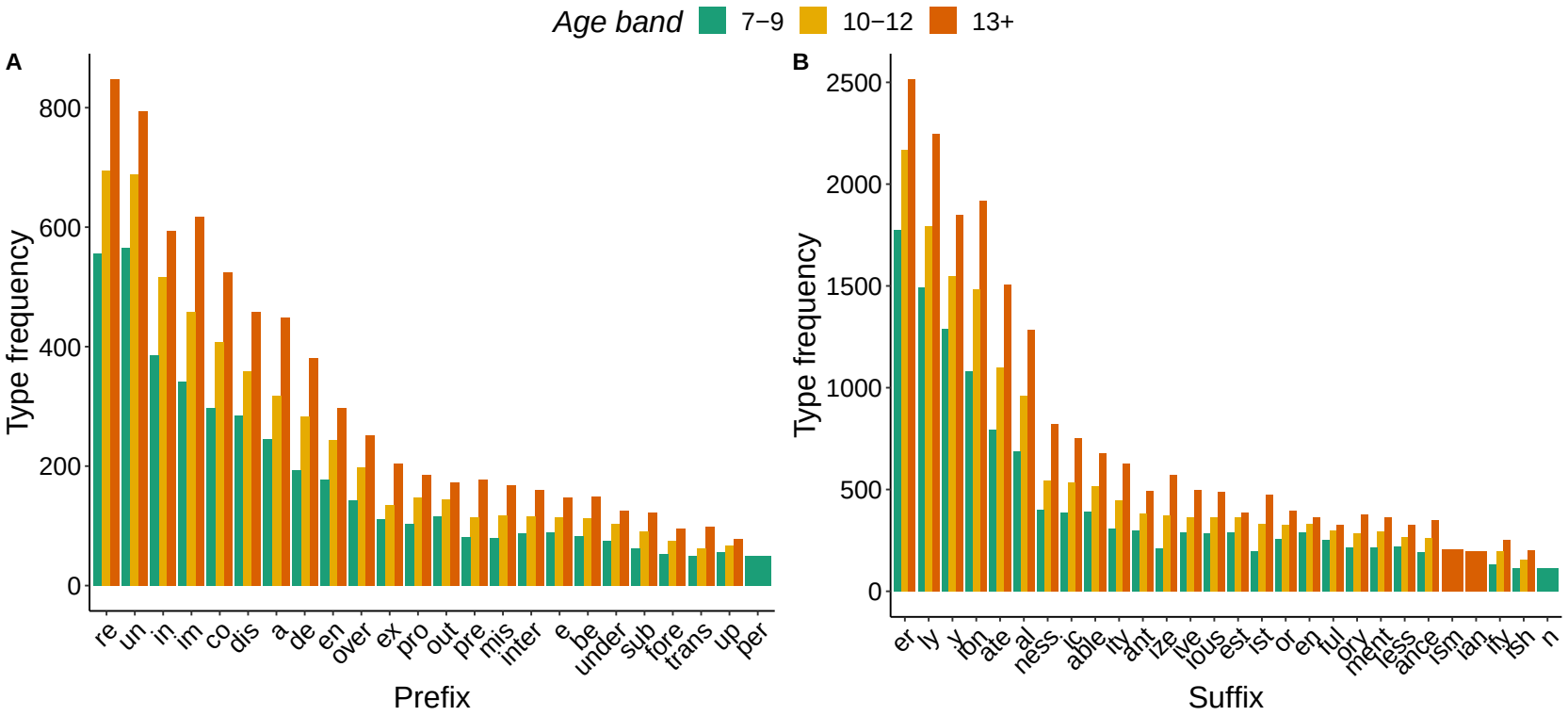


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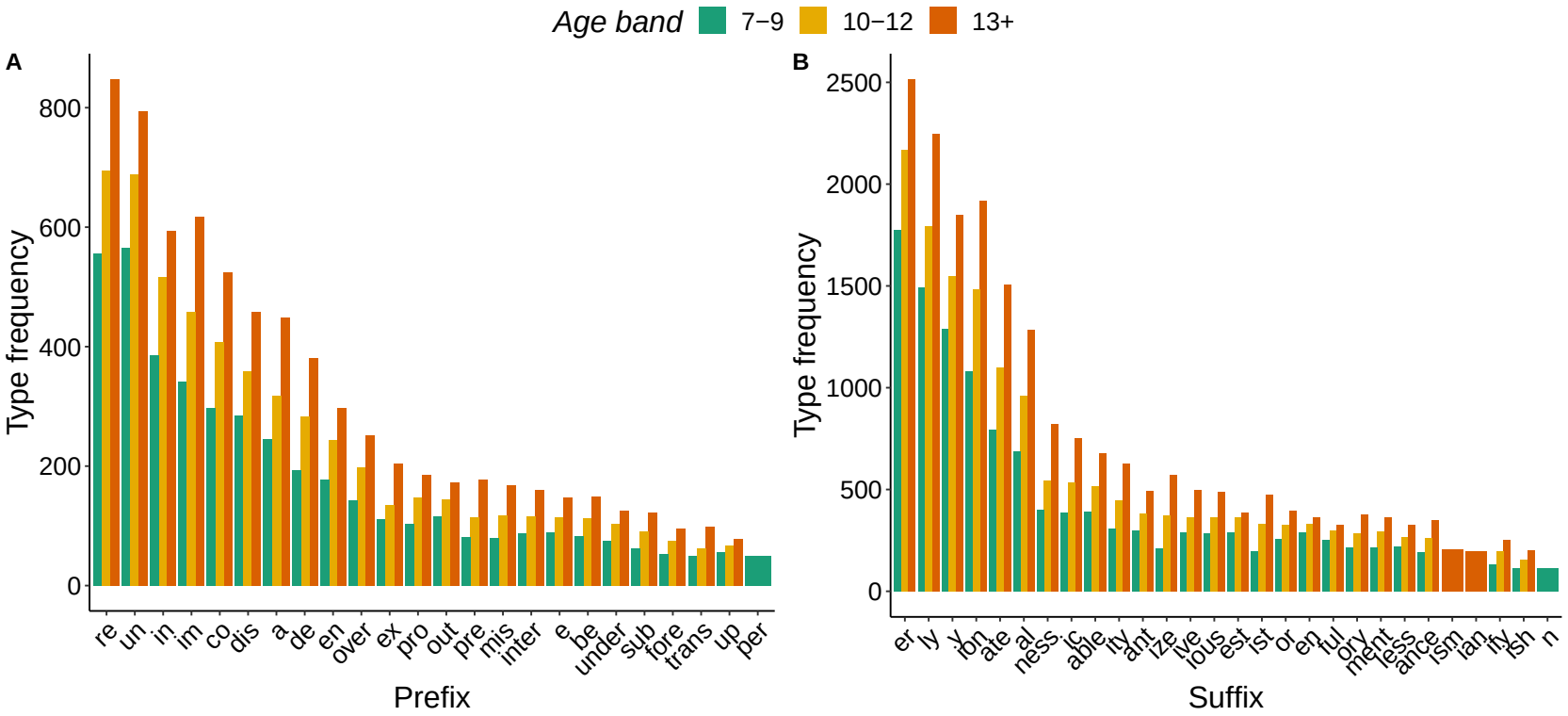


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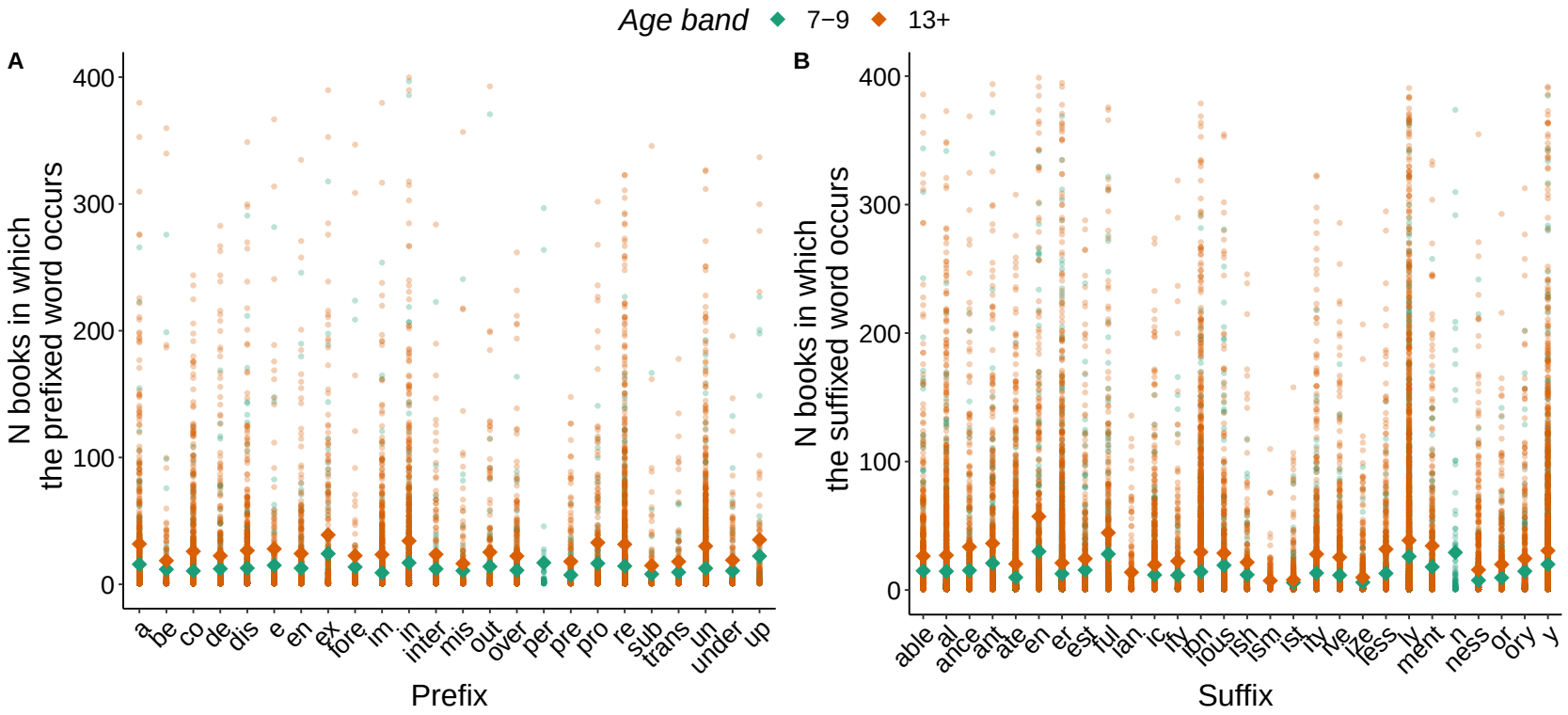

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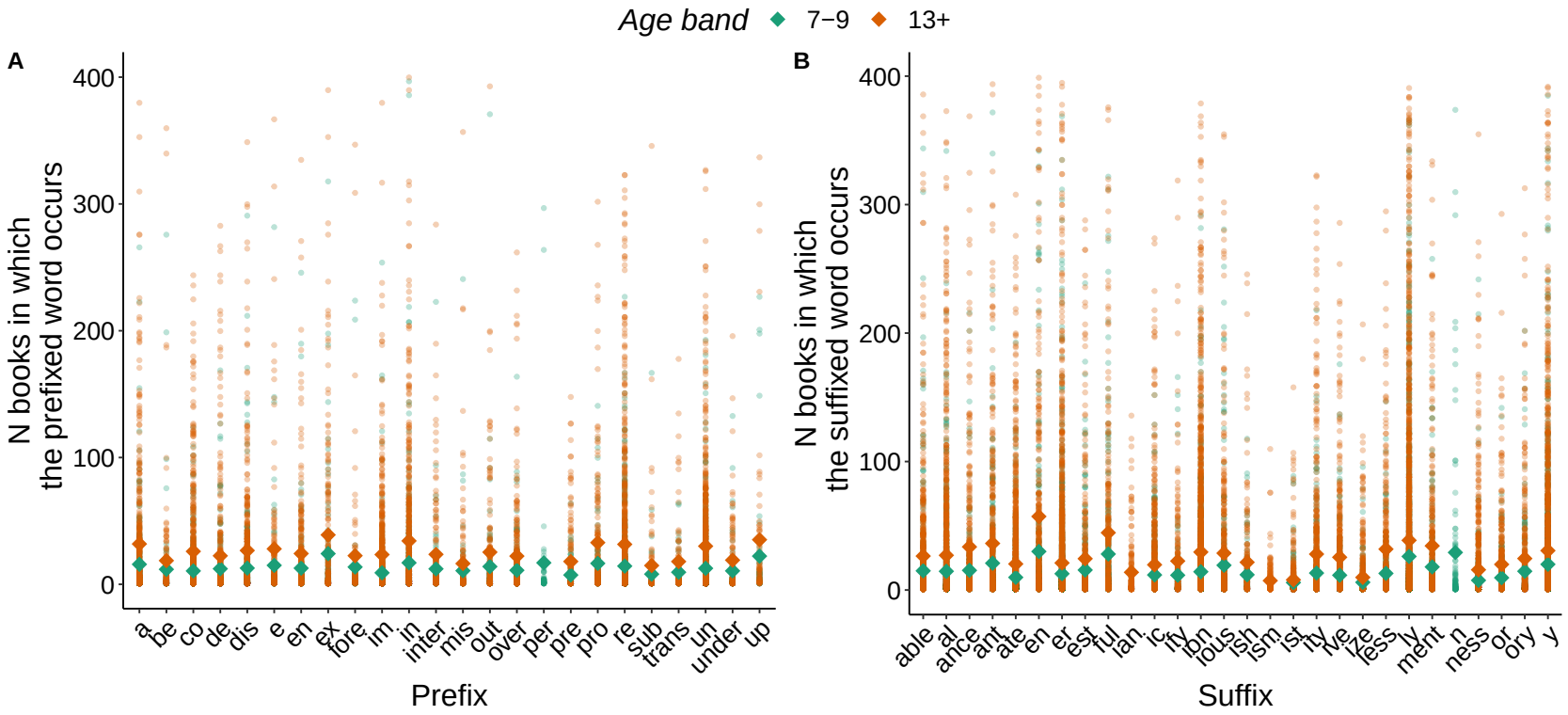


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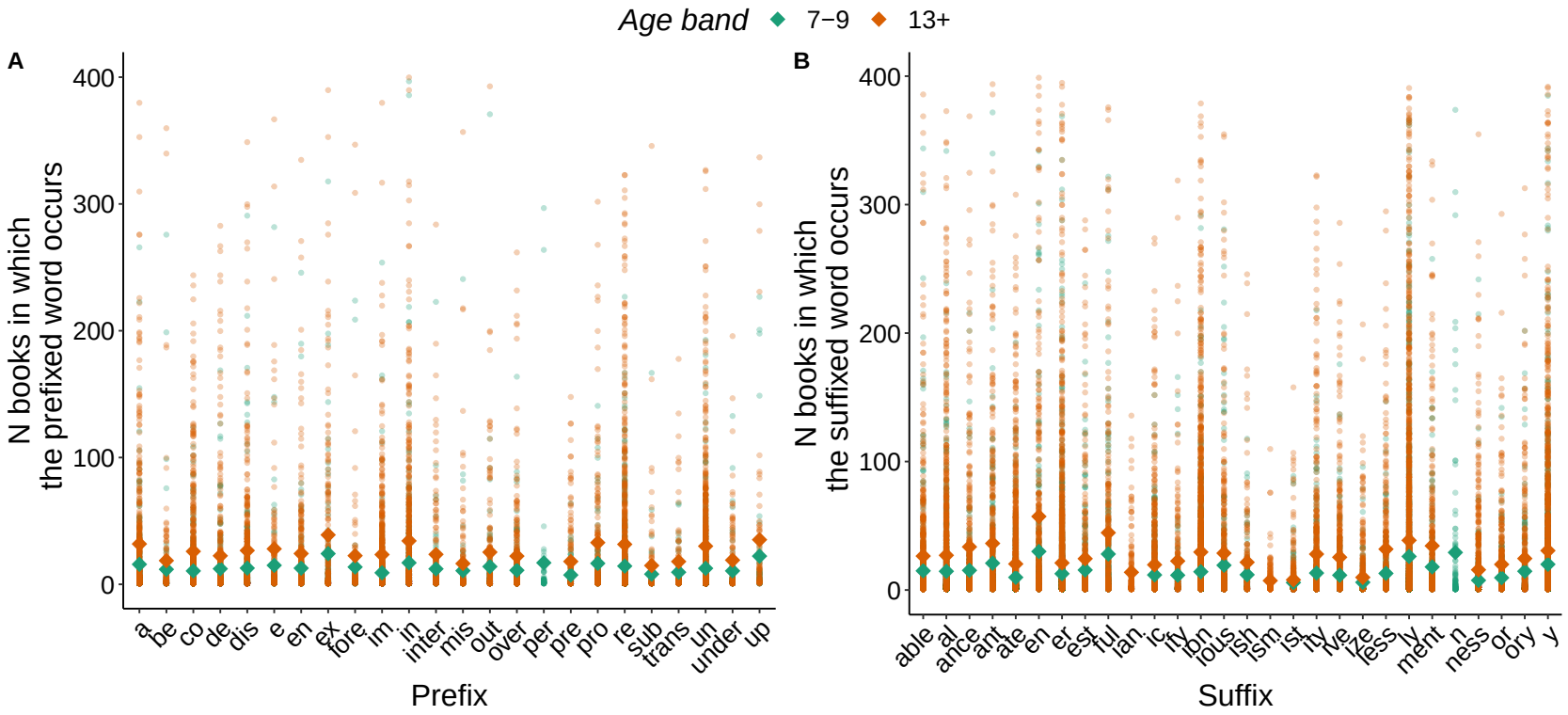


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How does the picture change if morphemes are defined **orthographically**?

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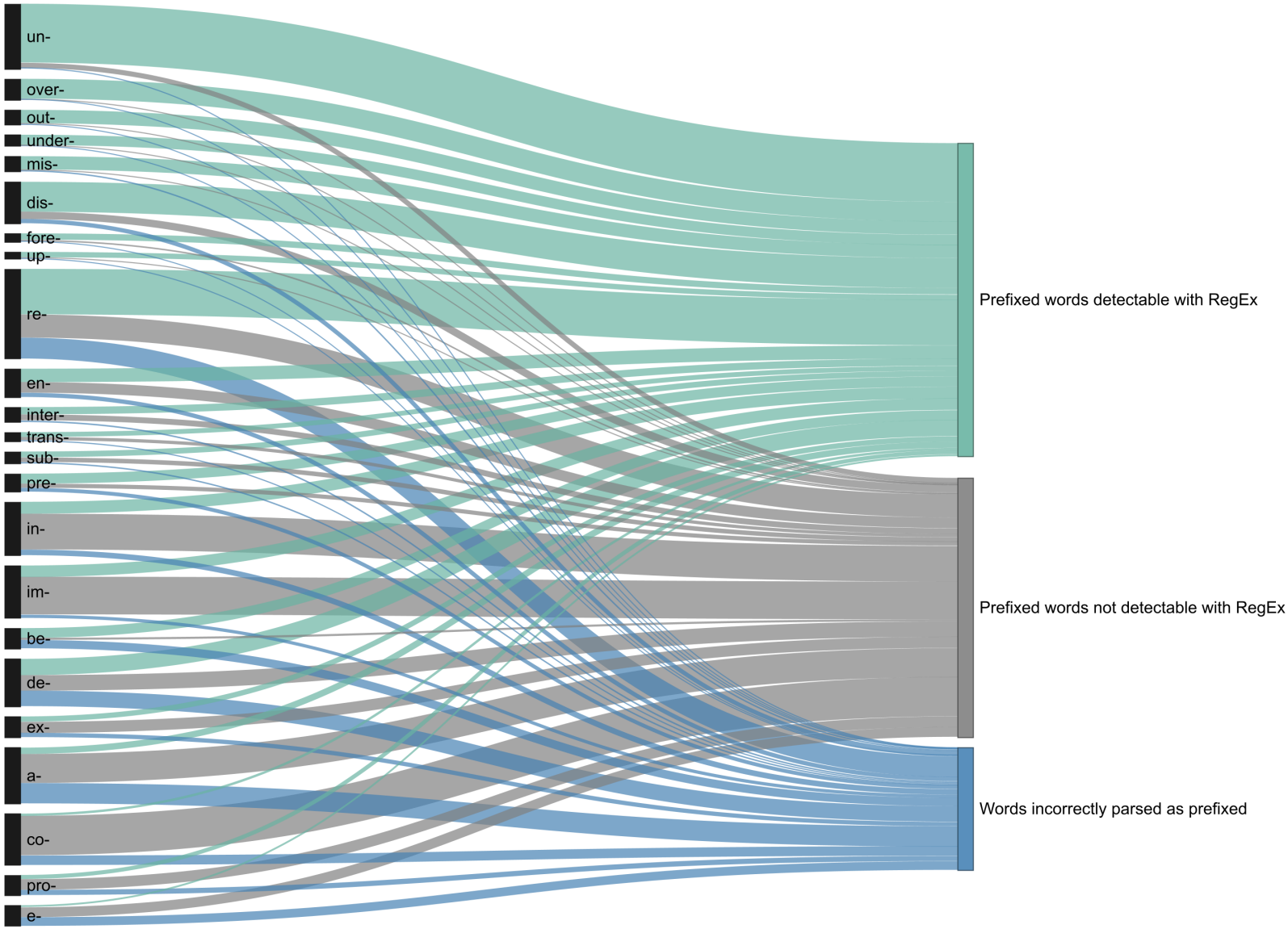

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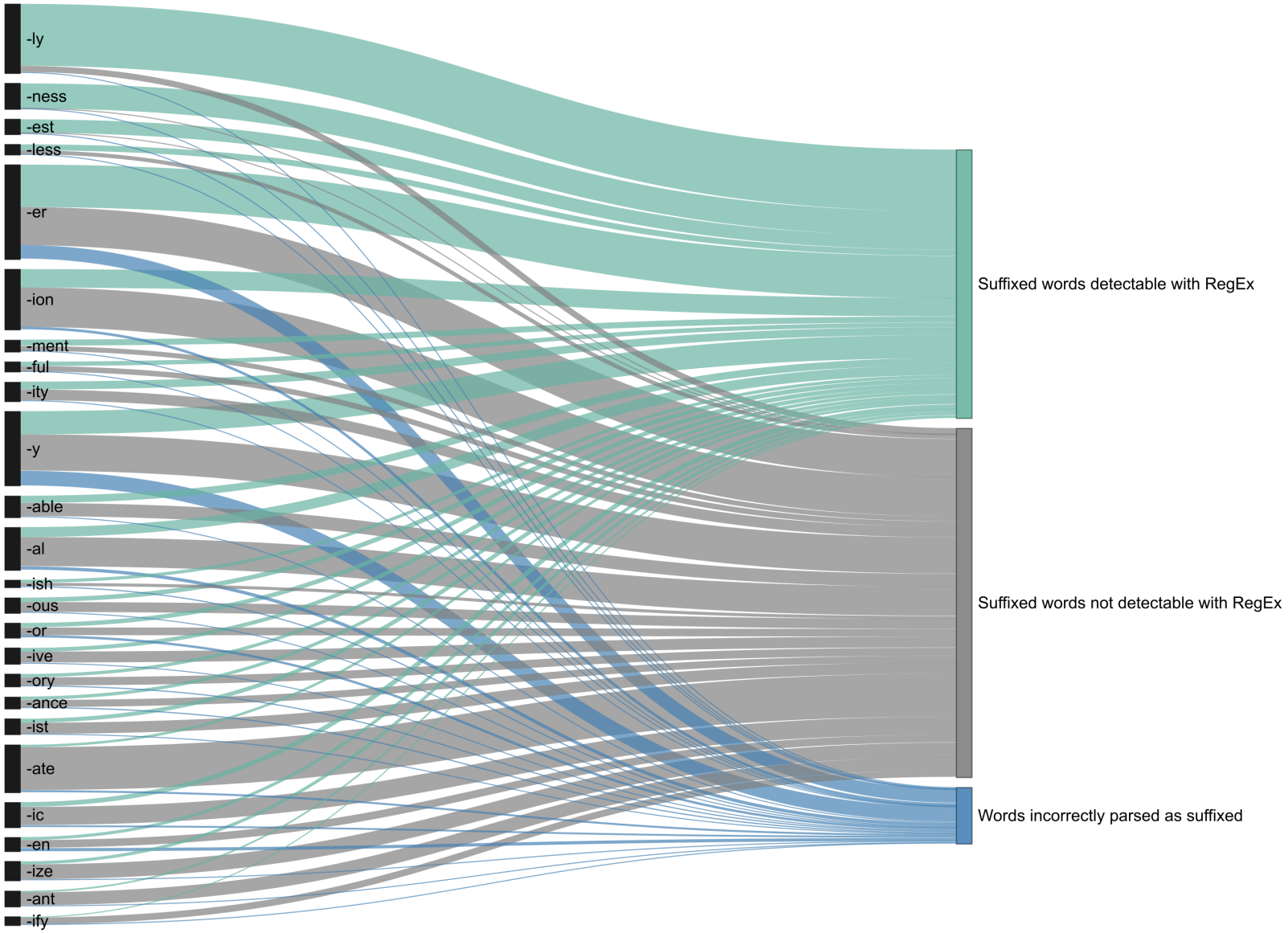

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# Conclusions

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- Important to study morpheme properties & their *relationship to learning*

*Thank you!*

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