

ROWE 2012

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# WHAT INPUT QUALITY FEATURES RELATE TO VOCABULARY DEVELOPMENT?

WHY VOCABULARY?: Link to scholastic achievement

QUANTITY vs. QUALITY of speech?: Evidence for both in prior work

CONVERSATIONAL CONFOUNDS: Most prior work uses child productions during interaction, but then the interactive context boosts correspondence between adult and child verbal behavior

N=50 (from a larger corpus of 64; LDP) US English as primary lg  
Home visits: 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, & 54 mo

USED IN THE PRESENT STUDY

PREP. STUDY  
FOCUS ON THIS

PARENT-CHI (40m)  
EXPERIMENTER-CHI  
TASKS

INPUT

INPUT QUANTITY =

# words (tokens)

of parental CDS

= MEASURES =

OUTPUT

PPVT STD SCORE =

nonverbal measure

of receptive vocabulary, age-standardized based on norming data

VOCAB. DIVERSITY =

# word types

in parental CDS

VOCAB. SOPHISTICATION =

# dictionary

words not known by 4<sup>th</sup> graders

DECONTEXT. UTTS =

① EXPLANATION: talk requesting/making logical connections between concepts

② PRETEND: talk within pretend play, incl. personae, scripts

③ NARRATIVE: talk about past or future events

SES =

Primary caregiver education (10-18 years of education)

## RESULTS

- HUGE VARIABILITY IN ALL MEASURES @ ALL AGES
- INCREASE IN RARE WORDS & DECONTEXT. UTTS w/ AGE
- HIGHER SES: MORE & MORE DIVERSE WORDS & VOCAB
  - ↳ relation to rare words is weaker & at older ages
  - ↳ relation to decont. is even weaker & at older ages
- 30 mo VOCAB: SES & prior vocab = 29% variance
  - ↳ no sig further predictors
- 42 mo VOCAB: SES & prior vocab = 52% variance
  - ↳ diversity (9%) or rare words (6%) increase fit
- 54 mo VOCAB: SES & prior vocab = 72% variance
  - ↳ narrative utts (+7% ish) increase fit



QUANTITY → DIVERSITY → NARRATIVENESS  
Their view of optimal input over first 3.5 years

## QUESTIONS:

- WHERE DOES CONVERSATION (OR ANY ACTIVITY) COME IN?
- HOW DO RARE WORDS (~6% OF THE INPUT) HAVE A LARGE IMPACT?
- HOW ARE NARRATIVE PRACTICES DIFFERENT BETWEEN THE PARTICIPATING SUBCOMMUNITIES? DOES NARRATIVE LG ALWAYS DO THE SAME THING?

"consistent with an interactionist perspective toward language learning" (p. 1773)  
↳ in the sense of Bruner (1983) and Vygotsky (1978) of providing an appropriately challenging yet supportive learning environment