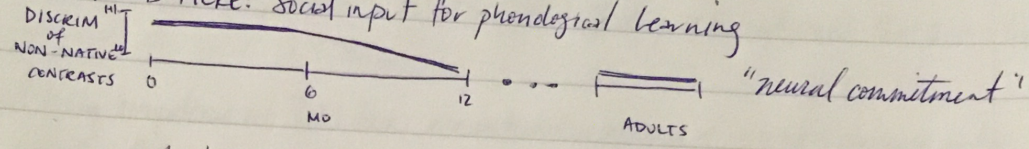


KUHL, TSAO, & LIU (2003) PNAS

6 JAN 2021

IN WHAT WAYS IS SOCIAL LEARNING CRITICAL FOR LANGUAGE LEARNING?

↳ INVESTIGATED HERE: Social input for phonological learning



Short-term changes in perception indicate neural readiness for learning

EXP 1

N=32 9;9
 Mandarin exposure
 English control
 12 x 25-min sessions in 4 weeks
 10 min books
 15 min toys
 ~5h
 4 ppl (same materials in both lgs)
 IDS w/ EXP, MOT, & CHI in sound-treated room
 up to 2 wks later...
 (also re-la)

EXP 2

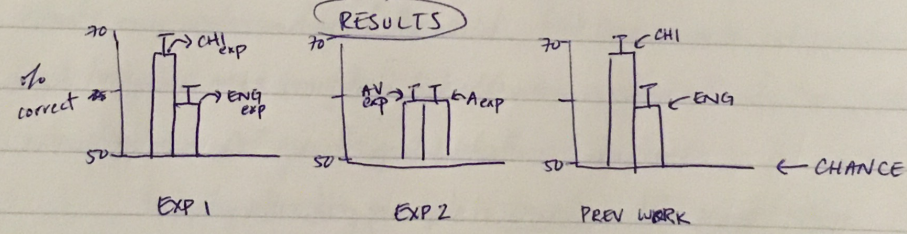
" but Mandarin audio-video
 " but Mandarin audio
 " but A/AV recordings of these sessions, w/ TV 3ft away & at eye level

discrimination: $t\phi^h$ vs ϕ (tone 1)

conditioned head turn

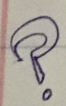
also manually scored for attn during exposure (1-5)

NOTE! 0,10-1,0 @ test



DISCUSSION

- Phonetic learning possible (a quick!) at 9-12 months, but depends on live social cues
 → which ones? Not sure... gaze? contingency? attention?



Diff w/ Maye et al. results only explained by age?

How early does this learning occur? How long does it last?

Overhearable speech?

Impact of IDS use? Multiple speakers?