

**Learning word meaning by inferring speakers' intended referents:
An incremental approach to socially-guided statistical learning**

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Many thanks to ...

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Abstract

How do children learn word meanings?

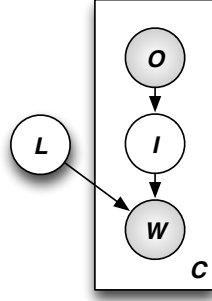


Figure 1. Caption.

Introduction

Model

Model Specification

By Bayes' rule:

$$P(I|C) \propto P(C|I)P(I). \quad (1)$$

$$P(I|W, O) \propto P(W|I, O)P(I). \quad (2)$$

But the objects O are observed in the context. In addition, for simplicity, we assume that there is a uniform prior over possible intentions (though we return to this issue in the Discussion). By the generative model in Figure 1, the remaining expression can be factored as follows:

$$P(I|W, O, L) \propto P(W|I, L)P(I|O)P(L). \quad (3)$$

But now we integrate over all possible L :

$$P(I|W, O, L) \propto \int_L P(W|I, L)P(I|O)P(L) \quad (4)$$

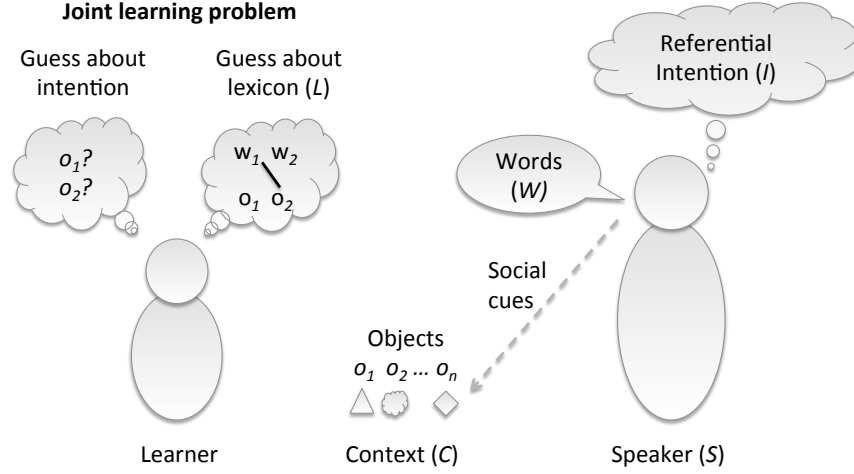


Figure 2. Caption. From Frank (in press).

In this model, the lexicon L consists of two separate parts. The referential lexicon L_R is a set of integrated Dirichlet-Multinomial distributions, one for each object in the world. This distribution represents the posterior probability of a particular word, relative to that object.

$$P(L) = \prod_{o \in W} P(L_o) + P(L_{NR}). \quad (5)$$

$$P(W|I, L) = \gamma \quad (6)$$

Inference

Batch inference using a gibbs sampler.

Incremental inference using a particle filter.

Simulations

Cross-situational word learning with adults

Yu & Smith (2007).

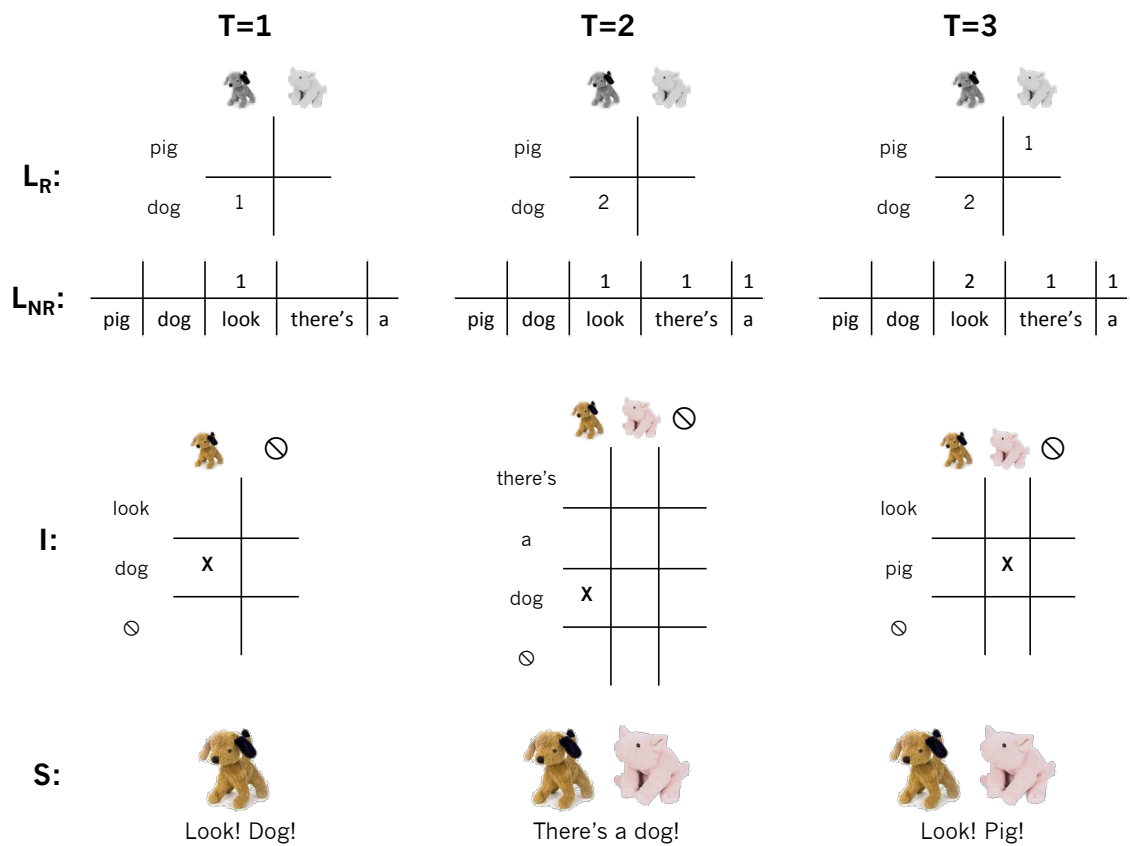


Figure 3. Caption.

Experiments with children

Disambiguation.

Dewar & Xu (2007).

Corpus simulations

Rollins subset (Frank, Goodman, & Tenenbaum, 2009)

Fernald & Morikawa (Johnson, Demuth, & Frank, 2012)

Discussion