



Background: Infant word segmentation

Typical segmentation study¹:

- Expose infant to words
- Test with passages (or vice versa)
Test contains familiar (known) and novel (unknown) words
- Dependent measure:
Listening time (LT) to both types of test trials

Significant difference between familiar and novel:

☞ Words were segmented!

NB: Direction varies! (Longer LT either to novel or familiar)

Research Question

Can we identify factors that influence the outcome of a segmentation study?

What role does **age** play?

- ☞ Switch from preference for **familiar** test stimuli to preference for **novel** test stimuli^{2,3}
(prediction based on infant information processing)

Impact of **language background**?

Emerging evidence (French, Spanish)^{4,5,6}

Database Information

Study ID	Participants	Stimuli	Procedure	Results
Author(s)	Age in days	Language	N test trials	LT Familiar / Novel
Title	Number	Words	Fam criterion	SD for both LTs
Year	% Girls	Paragraphs	Method	% Familiarity pref.
DOI or link	% Drop-out	Edge align		Effect size

51 studies encoded (mostly published articles) including 175 unique experimental conditions including data from 3951 infants

Age: 5¼ - 14 months (mean: 8½ months)

Effect Sizes for repeated measures

“Ingredients” to compute Effect Size (ES) for rm

1. Infant behavior per condition
2. Standard deviation of 1.
3. Correlation between conditions
4. Number of infants tested

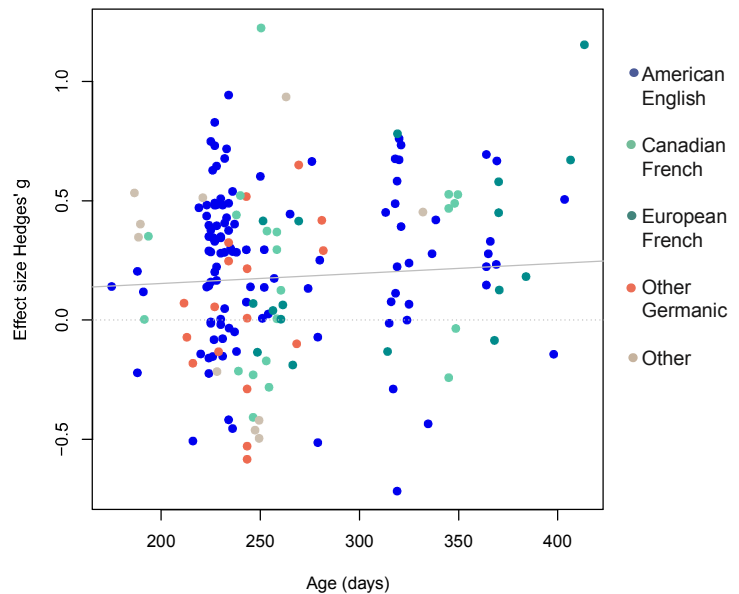
- ☞ These depend on reporting standards in a field!
(NB: correlation usually not reported)

References

1. Jusczyk, P. W., & Aslin, R. N. (1995). Infants' detection of the sound patterns of words in fluent speech. *Cognitive Psychology*, 29(1), 1-23.
2. Houston-Price, C., & Nakai, S. (2004). Distinguishing novelty and familiarity effects in infant preference procedures. *Infant and Child Development*, 13(4), 341-348.
3. Hunter, M. A., & Ames, E. W. (1988). A multifactor model of infant preferences for novel and familiar stimuli. *Advances in Infancy Research*, 5, 69-95.
4. Polka, L., & Sundara, M. (2012). Word Segmentation in Monolingual Infants Acquiring Canadian English and Canadian French: Native Language, Cross-Dialect, and Cross-Language Comparisons. *Infancy*, 17(2), 198-232.
5. Nazzi, T., Mersad, K., Sundara, M., Iakimova, G., & Polka, L. (2014). Early word segmentation in infants acquiring Parisian French: task-dependent and dialect-specific aspects. *Journal of Child Language*, 41(3), 600-633.
6. Bosch, L., Figueras, M., Teixidó, M., & Ramon-Casas, M. (2013). Rapid gains in segmenting fluent speech when words match the rhythmic unit: evidence from infants acquiring syllable-timed languages. *Frontiers in Psychology*, 4:106.

Results

Mean weighted ES positive: Hedge's $g = 0.2$ (SE = 0.003)
Significantly above 0 with $p < 0.001$



Open Science

Access: sites.google.com/site/InWordDB

- Database publicly available (with analysis scripts, plots, explanations, ...)
- Continuously updated

Join us!

- ☞ Add to it and **submit data** (published or not)
 - Null results are also of interest!
- ☞ **Coordinate extensions** of the database:
 - Older children
 - Artificial speech input (Statistical learning)
 - Word-object mapping
 - ...

ES for repeated measures: **Formula** (Hedge's g)

$$\left(1 - \frac{3}{4N_{Participants} - 5}\right) \times \frac{LT_{Familiar} - LT_{Novel}}{\sqrt{SD_{Familiar}^2 + SD_{Novel}^2/2}}$$

Correct for small sample sizes

Effect Size

ES is weighted by the correlations (3.)

- ☞ How “systematic” was infant behavior during test?