

The Mutual Exclusivity Bias In Childrens Word Learning

Children's Contributions to Word Learning



- **Fast mapping is the process of rapidly learning a new word simply from the contrastive use of a familiar and unfamiliar word.**
- **A number of assumptions (also called constraints or biases) guide children's acquisitions of word meanings.**
 - The **whole-object assumption** leads children to expect a novel word to refer to a whole object, not a part.
 - The **mutual exclusivity assumption** (also called the novel name–nameless category principle) leads children to expect that a given entity will have only one name.

Merriman and Bowman () explore one proposed constraint on word learning , mutual exclusivity, the assumption that each object has only one label. First, I elaborate on the aspect of our position that they liked the most namely, our conceptualization of the Mutual Exclusivity bias in children's word learning as . Merriman, W. E., & Bowman, L. L. (). The mutual exclusivity bias in children's word learning. Monographs of the Society for Research in Child Development. Mutual exclusivity is a word learning constraint that involves the tendency to assign one label/name, and in turn avoid assigning a second label, to a single object. Mutual exclusivity is often discussed as one of three main lexical constraints, or word learning biases, that are believed to play major roles in word learning, . the child, the more likely they were to use mutual exclusivity in word learning. Merriman, W.E., & Bowman, L.L. The mutual exclusivity bias in children's word learning. Monographs of the Society for Research in Child Development. 54 (Serial. Word learning biases New words are likely to refer to the whole object rather than its parts Children are most likely to extend a novel word to a new object. Nearly every recent account of children's word learning has addressed the claim that children are biased to construct mutually exclusive. Advocates of the role of lexical biases in word-learning tend to emphasise the learnability problem posed by the arbitrary relationship between. Mutual exclusivity might influence an infant's word learning in four different ways. Some theorists believe that children possess this bias from the start of word. The mutual exclusivity bias in children's word learning. By W. E. Merriman and L. L. Bowman. In Monographs of the Society for Research in Child Development, . Therefore, children need to learn when to and when not to make this assumption. . The mutual exclusivity bias in children's word learning. ing, learning word meanings would be hopeless. Children- must They can implicitly reject them by being biased against them in the first place. In this Once children decide a term refers to the whole object, they still need to decide how to. These word learning biases serve as default assumptions or good . children prefer words to be mutually exclusive, children's success at learning second. Merriman and Bowman () explore one proposed constraint on word learn- ing, mutual exclusivity, the assumption that each object has only one label. Learn vocabulary, terms, and more with flashcards, games, and other study tools. child knows the word "dog", how do they know what it looks like? whole object constraint, taxonomic constraint, mutual exclusivity bias, shape bias. While there is ample evidence that children treat words as mutually exclusive, the Are these particular constraints present at the onset of word learning Mutual exclusivity, in Markman's theory, is the learner's bias to assume that category. How children learn the meanings of words. . The mutual exclusivity bias in children's word learning: A reply to Woodward and Markman.

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