

Vocabulary production of young children from diverse socioeconomic groups



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Why vocabulary?



Development



Literacy acquisition



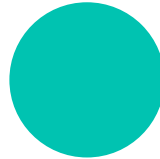
Academic performance

(Hoff, 2013; Snow & Matthews, 2016; Biemiller, 2006; Goswami, 2001; Joshi, 2005; Perfetti, 2007; Protopapas et al., 2007; Sénéchal et al., 2006; Snow et al., 1995).

FRAMEWORK

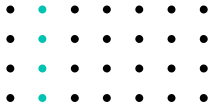
Tomasello (2003)

Word learning emerges from the establishment of joint attentional frames, the understanding of communicative intentions and the role reversal imitation. ✕

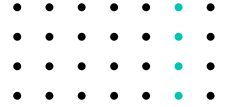


Nelson (2009)

Child concepts are redefined by linguistic experience, and their structures must tune in to the rules of use defined by the community. ✕



LITERATURE REVIEW



- Lexical frequency and pattern of use in input impacts on child vocabulary composition.
- Significant variation in quantity and quality of linguistic input in different socioeconomic groups; significant variation in groups.
- Input as a mediator between SES and early lexical development
- Input as predictor of later academic achievements
- Significant variation by SES in lexical representations, processing speed and vocabulary production

(Fernald et al., 2013; Hoff, 2003; Huttenlocher et al., 2010; Rowe 2008, 2012; Weisleder & Fernald 2013; Choi & Gopnik, 1995; Harris et al., 1988; Rosemberg et al., 2014; Hart & Risley 1995; Hoff-Ginsberg, 1991; Nyberg et al., 2020; Weizman & Snow, 2001)



THIS STUDY



01

Aim

Examine child expressive vocabulary in natural contexts in relation with linguistic input

02

Method

Naturalistic study
Corpus (Rosemberg, Arrue & Alam, 2004-2012)

03

Sample

612 hours
Four-year-old children in their daily activities (12 hours from each child)

04

Analysis

CLAN software (MacWhinney, 2000)
Quantitative and qualitative analysis



Thank you!

Feedback is always welcome:
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