Parents' Perception of Child Early Word Learning

While the process of acquiring language is very intricate and complex, children are able to develop all the skills required to understand and produce spoken language with others. There is already a substantive amount of research regarding child early word learning, but there are still gaps in this literature. One area where more research can be done is in identifying a potential relationship between a child’s exposure to a word and their comprehension of that word. This presentation details an analysis of data that comes from two surveys given to parents of 44 children in a longitudinal study, an exposure survey and Communicative Development Inventory (CDI) survey. The questionnaires were administered every two months starting from 6 months to 18 months. The results of this data analysis suggest that parents who report that their child is more exposed to a word are more likely to report that their child understands that word. Additionally, there seems to be a period of heightened sensitivity during which increased exposure scores correlate with increased parent reports of comprehension, specifically at month 12. This general correlation is also stronger between reported exposure and comprehension compared to reported exposure and production of the word. However, we still do not know how accurate these reports are, and we also do not have enough information about the underlying influences of parental reports of comprehension.