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Proceedings of the Annual Meeting of the Cognitive Science Society

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Journal

Proceedings of the Annual Meeting of the Cognitive Science Society, 45(45)

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Publication Date

2023

Peer reviewed

The Paired Process of Preschoolers' Speech: Dyadic Variance Predominates Classroom Vocalizations

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Abstract

Theories of cognitive development emphasize the role of dyadic processes in language acquisition. Empirical research has focused on caregiver-child dyads at home, which does not facilitate teasing apart dyadic and individual processes. The preschool classroom is one understudied context in which the same child participates in multiple interactions. Here we disentangle sources of variance in children's language using objectively measured peer speech in preschool classrooms.