# Article information:

Being suspicious of suspicious coincidences: The case of learning subordinate word meanings | Request PDF
<https://www.researchgate.net/publication/359041270_Being_suspicious_of_suspicious_coincidences_The_case_of_learning_subordinate_word_meanings>

# Article summary:

1. Xu and Tenenbaum found that both children and adults can learn the subordinate meaning of a novel word when it is used ostensively to label multiple exemplars.

2. Adults do not use suspicious coincidences during cross-situational word learning, but only under specific testing conditions similar to those used by Xu and Tenenbaum.

3. Children are capable of using lexical contrast and/or mutual exclusivity cross-situationally to arrive at subordinate level meanings.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article “Being suspicious of suspicious coincidences: The case of learning subordinate word meanings” provides an interesting exploration into how learners acquire subordinate terms (such as Dalmatian) and overcome the bias that words have basic-level meanings (such as dog). The authors present evidence from two experiments which suggest that adults do not use suspicious coincidences during cross-situational word learning, but only under specific testing conditions similar to those used by Xu and Tenenbaum. Furthermore, they find that children are capable of using lexical contrast and/or mutual exclusivity cross-situationally to arrive at subordinate level meanings.

The article is generally well written, with clear explanations of the experiments conducted and their results. However, there are some potential biases in the article which should be noted. For example, the authors focus primarily on adult participants in their experiments, which may lead to a bias towards adult perspectives on word learning rather than considering other age groups or developmental stages. Additionally, the authors do not explore any counterarguments or alternative explanations for their findings, which could lead to a one-sided view of the topic being presented in the article. Finally, there is no discussion of possible risks associated with their research or any potential implications for future research in this area.

In conclusion, while this article provides an interesting exploration into how learners acquire subordinate terms and overcome basic-level biases in language acquisition, there are some potential biases which should be noted when evaluating its trustworthiness and reliability.

# Topics for further research:

* Cross-situational word learning
* Lexical contrast and mutual exclusivity
* Developmental stages of language acquisition
* Counterarguments to cross-situational word learning
* Risks associated with language acquisition research
* Implications of cross-situational word learning for future research

# Report location:

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