1 Fast mapping / lexical exclusion learning.

2 No evidence that the Baby Einstein DVDs help kids learn words.

3 People assume the L1 gender applies in L2 as well.

4 Immersive L2 learning causes greater L1 suppression/inhibition.

5 When L1 words from the same category are presented together, instead of randomly. [Credit also given for noting that categorical interference is limited to L1 words learned early.]

6 Groups 2 and 3

7 All groups showed some increase. The music education groups showed the most. [Needed both elements to get the point. The first is important because it explains why the pre-test is necessary, and why the DV is difference scores.]

8 Amount of deliberate practice, and WM capacity.

9 The directed song of the finches is pretty close to adult song.

10 Heightened sensitivity to the bird's own song.

11 Auditory feedback (artificially raising or lowering the pitch).

12 Sexing them.

13 The researcher can measure learning in one region of the visual field and then ask whether that learning transfers to another region.

14

15 The child is likely to hand over the stapler. This illustrates the mutual exclusivity principle. The child figures that an object can't have two names, so when the adult uses a new name, the child assumes that it must refer to the new object. [Credit also given for fast mapping; we never really focused on the difference.]
16 (a) The child identifies Y. This illustrates theory of mind. The child figures that if the experimenter meant X she would've used the same fact she used before (about the uncle). [Credit also given for mutual exclusivity or fast mapping.]

(b) The child identifies either X or Y randomly. This also illustrates theory of mind. The child figures that the new person doesn't know how the experimenter referred to X, so doesn't know what object the new person is referring to.

17 (a) According to the discontinuity test, there is evidence for a critical period. There is a discontinuity in the ability to detect ungrammatical sentences (of both kinds), at around age 12.

(b) Knowledge of generalizable rules is easier for late L2 learners to acquire, and knowledge of irregular special cases is harder.

(c) Generalizable rules
Irregular forms

[Note that over-regularization errors, which kids produce during normal development, are usually explained in terms of generalizable rules being learned before irregular forms. So, together with the data from Figure 5, it looks like the sensitive period for rule-based knowledge starts earlier and ends later.]

18 Ability to detect a child crying; ability to distinguish speech in noise.

19 Sensory phase: Bird learns the tutor template. Sensorimotor phase: Bird learns motor production. The bird needs the template first to know what song to reproduce. In humans, comprehension comes before production.

20 (a) The tutor song and auditory feedback from the bird's own song. If you manipulate the auditory feedback, say by changing the pitch, the bird will adjust to bring what it hears back in line with its stored representation of the tutor song.

(b) Babbling lets infants compare the noises they are making with their stored representations of adult speech.

21 The MMN detects a discrepancy between a signal representing the musical stimulus and a memory for what it should sound like. Analogs in the songbird case are the tutor song and the auditory feedback. In the human, the stimulus is represented in the brainstem and expected pattern is represented in the cortex.

22 [Three of attention weighting, differentiation, imprinting, or unitization. For full credit, the definitions had to be present and there had to be some specific example of how each mechanism would work to help detect particular (hypothetical) features or dimensions.]