The native language of social cognition

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Contributed by Elizabeth S. Spelke, June 9, 2007 (sent for review April 4, 2007)

What leads humans to divide the social world into groups, preferring their own group and disfavoring others? Experiments with infants and young children suggest these tendencies are based on predispositions that emerge early in life and depend, in part, on natural language. Young infants prefer to look at a person who previously spoke their native language. Older infants preferentially accept toys from native-language speakers, and preschool children preferentially select native-language speakers as friends. Variations in accent are sufficient to evoke these social preferences, which are observed in infants before they produce or comprehend speech and are exhibited by children even when they comprehend the foreign-accented speech. Early-developing preferences for native-language speakers may serve as a foundation for later-developing preferences and conflicts among social groups.

cognitive development

The Gileadites captured the fords of the Jordan leading to Ephraim, and whenever a survivor of Ephraim said, “Let me go over,” the men of Gilead asked him, “Are you an Ephraimite?” If he replied, “No,” they said, “All right, say ‘Shibboleth.’” If he said, “Sibboleth,” because he could not pronounce the word correctly, they seized him and killed him at the fords of the Jordan. Forty-two thousand Ephraimites were killed at that time. Judges 12:5–6.

The biblical story of Shibboleth speaks of the ancient massacre of those who could not correctly pronounce a phrase, thereby revealing their out-group status. Modern-day Shibboleth is ubiquitous: United States history alone abounds with examples of linguistic discrimination, from the severing of the tongues of slaves who spoke no English, to the forbidding of the public speaking of German during World War II and the execution of Russian speakers after the Alaskan purchase (1). Recent world history provides examples of lingualism paired with genocide of the Kurds in Turkey (2) and of imposed language policies initiating apartheid riots in South Africa (3). Favor for one’s native language group pervades contemporary politics in more subtle ways as well, for example, in recent debates concerning bilingual education, the politics of sign languages in deaf education, or proposals to make English the national language of the United States. We present evidence that the connection between language and human social groups has roots in human infancy, where it guides early-developing social preferences and predisposes humans to interact with members of their own linguistic group.

Newborn infants are sensitive to human speech and prefer the sound of their mother’s voice and their native language (4–8). Throughout the first year of life, an ability to distinguish contrasts between nonnative speech sounds diminishes, whereas sensitivity to native speech is maintained (9–11). Although infants’ looking time preferences to familiar vs. novel displays may vary based on factors such as complexity and duration of exposure (12–15), often young infants demonstrate a preference for the visually familiar, such as for their mother’s face, a familiar-race face, or a face of the primary caregiver’s gender (16–18). Building on these findings, we asked whether infants and young children show visual and social preferences for speakers of their native language.

In the first experiment, 5- to 6-month-old infants from American English-speaking families (n = 22) viewed alternating sound films of two adult women who both spoke to them in American English, yet one film was played forward (natural speech), whereas the other was played in reverse (unnatural speech with a similar spectral and temporal structure). The order and lateral positions of the faces and the pairings of faces to language conditions were counterbalanced across infants to control for extraneous preferences for one face or side. After familiarization with each speaker, the two women were presented side by side, smiling but no longer speaking (Fig. 1a). Infants looked maximally and therefore equally at the two speakers during the speaking familiarization trials, ensuring equal exposure to the two faces before the test trial. During the silent-test trial, in contrast, infants looked reliably longer at the person who previously had spoken in natural English [mean of 61.03% looking at forward speaker, t(21) = 2.99, P < 0.01 compared with chance; 17 of 22 infants displayed a preference for the forward speaker; Fig. 2a]. Thus, infants showed signs of an early looking preference for people whose prior speech was natural rather than unnatural.

To investigate the specificity of this language-induced preference, a control experiment was conducted with the same forward- and reversed-speech sounds but with moving geometric forms instead of human faces. A separate group of 5- to 6-month-old infants (n = 24) viewed alternating films of two differently colored and shaped moving geometric forms, one paired with forward and the other with reversed speech. During this period of familiarization, looking times were equal and near ceiling, as in the first experiment. During the subsequent silent test, however, infants showed no preference for the form that had been paired with forward speech [50.95% mean looking at the object paired with forward speech, t(23) = 0.33, P = 0.74; 12 infants displayed a preference for each object; Fig. 2b]. Infants’ looking preference for the visual display that accompanied forward speech was higher for speaking faces than for moving inanimate patterns [F(1,44) = 4.75, P < 0.05]. Thus, the presentation of natural language induced a visual preference for the speaker of that language but not for a cooccurring visual pattern.

Because reversed speech falls outside the domain of possible human languages, we next investigated whether infants would look preferentially at a person who spoke in their native language, relative to a person who spoke a language that was natural but foreign. A new group of 6-month-old infants from monolingual American English families (n = 24) viewed alternating films of two adult women speaking in American English vs. Spanish. The speakers were bilingual, and so the pairings of faces to languages and lateral positions again were counterbalanced. Although infants looked equally to the two speakers during the speaking familiarization trials, they looked reliably longer, in the subsequent silent test, at the person who previously spoke to them in English [mean of 61.25% looking to English speaker, t(23) = 2.64, P < 0.05].

Author contributions: K.D.K., E.D., and E.S.S. designed research; K.D.K. performed research; K.D.K. analyzed data; and K.D.K. and E.S.S. wrote the paper.

The authors declare no conflict of interest.

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natural language.

Although looking-time measures allow tests of social sensitivity early in infancy, measures of social exchange may reveal children’s social preferences more clearly. In the next experiment, we presented 10-month-old infants living either in monolingual English-speaking households in Boston (n = 16) or in monolingual French-speaking households in Paris (n = 16) with alternating films of one monolingual French- and one monolingual English-speaking adult (Fig. 1b). On each of four test trials, the adults first spoke in their

Fig. 1. Example displays for the social preference experiments. (a) Five- to 6-month-old infant looking time procedure. (b) Ten-month-old infant toy choice procedure. (c) Five-year-old child friendship choice procedure. In all experiments, the order and positions of native and nonnative speakers and the pairings of speech conditions with faces were counterbalanced.

r(23) = 2.65, P < 0.01 compared with chance; 19 of 24 infants displayed a preference for the English speaker; Fig. 2c]. Thus, infants prefer to look at a person who previously spoke in their native language to one who spoke in a foreign language.

Fig. 2. Looking preferences by 5- to 6-month-old infants for adult speakers of their native language. Infants looked longer at silent human adults who previously spoke in the infants’ native language played naturally rather than in reverse (a), in the infants’ native language rather than a foreign language (c), or in the infants’ native language with a native accent rather than a foreign accent (d). (b) Infants showed equal looking at silent moving geometric forms previously paired with the forward- vs. reverse-speech streams.
native language, in alternation, and then appeared side by side, smiling and silent, as each adult introduced and offered an identical toy, silently and in synchrony, to the infant. As the filmed offering ended, real versions of the toys appeared on a table within the infants’ grasp, giving the illusion that the toys emerged from the screen, and infants’ manual choices were measured. Infants in Paris reached more for the toy offered by the French speaker $[F(1, 15) = 12.00, P < 0.01]$, whereas those in Boston reached more for the toy offered by the English speaker $[F(1, 15) = 5.87, P < 0.05]$, a significant interaction $[F(1, 30) = 17.09, P < 0.001; \text{Fig. 3a}]$. At 10 months, infants preferentially engaged with a silent person who previously spoke in their native language, relative to a person who spoke in a different language, even though the two possible interactions were identical and nonlinguistic in nature.

In an additional experiment, we tested whether older children’s explicit social preferences are influenced by a speaker’s language. On each of eight trials, 5-year-old children in monolingual English families ($n = 8$) viewed photographs of two unfamiliar children while hearing each person speak in French or English (Fig. 1c). Both the faces and the lateral positions associated with each language were varied across trials and counterbalanced across children. After hearing both people speak,
and history of social-group conflicts. The passage from infants’ social preferences to adults’ social conflicts may be long and circuitous, but such a path may exist and may explain, in part, why conflicts among different language and social groups are pervasive and difficult to eradicate. Third, because human languages vary, and the native language must be learned, the tendency to make social distinctions is shaped by experience. Because language learning is especially adaptable early in development, social preferences also may be malleable at young ages. This early adaptability of preference formation for familiar characteristics of individuals may obtain for many potential indicators of social group membership. Attempts to reduce human social conflicts therefore may be enhanced by an understanding of their developmental origins.

**Methods**

**Infant Looking-Time Experiments.** Infants sat on a parent’s lap and viewed two 16- × 25-cm images of adult female faces, separated by a 3-cm gap, on a 90-cm distant screen. In the main experiments, infants viewed alternating films of each person speaking (three films per speaker, 13–21 s in duration), preceded and followed by a silent trial with both speakers side by side and smiling. In the control experiment, the same speech was paired with equal-sized images of two distinctive geometric patterns that moved rigidly throughout the study. The order and lateral positions of the visual displays and the pairings of faces or objects to language conditions were counterbalanced across infants to control for extraneous preferences between the displays and sides. Looking to each of the speakers was coded off-line by an observer blind to the lateral position of the native speaker. Infants with a baseline preference (>80% looking at one speaker on the initial silent trial) were excluded and replaced. Looking times to the two speakers were compared during both the speaking trials and the silent test trial by Student’s *t* tests (two-tailed in the initial experiment and one-tailed thereafter).

Participants in the forward/reverse experiment were full-t