

Erratum to: Words can slow down category learning

Chandra L. Brojde · Chelsea Porter · Eliana Colunga

Published online: 7 September 2011
© Psychonomic Society, Inc. 2011

Erratum to: Psychon Bull Rev (2011) 18:798–804
DOI 10.3758/s13423-011-0103-z

This paper inadvertently published without its abstract. It is printed below, and will link to the original online paper.

Abstract Words have been shown to influence many cognitive tasks, including category learning. Most demonstrations of these effects have focused on instances in which words facilitate performance. One possibility is that words augment representations, predicting an across-the-board benefit of words during category learning. We propose that words shift attention to dimensions that have been historically predictive in similar contexts. Under this account, there should be cases in which words are detrimental to performance. The results from two experiments show that words impair learning of object categories under some conditions. Experiment 1 shows that words hurt performance when learning to categorize by texture. Experiment 2 shows that words also hurt when learning to categorize by brightness, leading to selectively attending to shape when both shape and hue could be used to correctly categorize stimuli. We suggest that both the positive and negative effects of words have developmental origins in the history of word usage while learning categories.

The online version of the original article can be found at <http://dx.doi.org/10.3758/s13423-011-0103-z>.

C. L. Brojde (✉) · C. Porter · E. Colunga
Department of Psychology and Neuroscience,
University of Colorado at Boulder,
Boulder, CO 80309, USA
e-mail: chandrab@colorado.edu