Novel Object & Unusual Name (NOUN) Database 2nd Edition

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How to Cite The NOUN Database in APA Style

Horst, J. S. & Hout, M. C. (2014). The Novel Object and Unusual Name (NOUN) Database: a collection of novel images for use in experimental research. *Unpublished manuscript.*

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novel objects & unusual names

Novel Objects

The following pages include images for the 64 principle novel objects and images for 20 additional exemplars of some of the principle objects. Each image beginning with "20" is available in standard resolution (300 DPI) and high resolution (600 DPI). Images beginning with "10" are only available in low resolution. Images are 4in x 4in.

In addition, familiarity scores and name-ability scores are provided for each principle image.

Familiarity scores (F) are equal to the % of adults who indicated they had seen one of these objects before. Therefore **the higher the score, the more familiar,** i.e., less novel and more common the object is (to adults). Depending on your study design, you may want objects that are most novel. See Figure 1 for a rank ordering by novelty.

Name-Ability scores (N) are equal to the % of adults who spontaneously came up with the same name for the object. Therefore, **the higher the score, the more name-able,** i.e., the more likely adults will agree on what to call it.

E indicates multiple exemplars are available for this object. See the Multiple Exemplars and Category Similarities sections for more information.

2001

F = 19% N = 50%

2002

F = 22% N = 83%

2003

F = 59% N = 74%

2004

F = 41% N = 70%

2005

F = 6% N = 25%

2006

F = 34% N = 64%

1007

F = 22% N = 46%

1008

F = 34% N = 25%

2009

F = 47% N = 78%

2010

F = 66% N = 52%

2011

E; F = 22% N = 75%

2012

F = 41% N = 50%

2013

F = 6% N = 20%

2014

F = 38% N = 75%

2015

F = 38% N = 78%

2016

F = 28% N = 21%

2017

F = 41% N = 29%

2018

F = 16% N = 50%

2019

F = 31% N = 67%

1020

F = 41% N = 36%

2021

F = 9% N = 29%

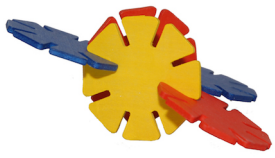
2022

F = 9% N = 15%

2023

F = 13% N = 31%

2024



F = 81% N = 44%

2025

F = 6% N = 14%

2026

F = 16% N = 71%

2027

F = 22% N = 38%

2028

F = 6% N = 47%

2029

F = 19% N = 27%

2030

F = 9% N = 43%

1031

F = 16% N = 32%

2032

F = 47% N = 90%

2033

F = 9% N = 57%

2034

F = 72% N = 39%

2035

F = 13% N = 54%

2036

F = 59% N = 70%

2037

F = 34% N = 24%

2038

E; F = 56% N = 63%

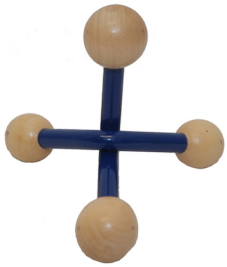
2039

E; F = 28% N = 64%

2040

E; F = 31% N = 64%

2041



F = 34% N = 38%

2042

F = 38% N = 67%

1043

F = 66% N = 76%

2044

E; F = 6% N = 27%

2045

F = 25% N = 29%

2046

F = 34% N = 67%

2047

F = 41% N = 32%

2048

F = 13% N = 47%

2049

F = 19% N = 44%

2050

F = 31% N = 68%

2051

F = 53% N = 60%

2052

F = 41% N = 53%

2053

F = 44% N = 79%

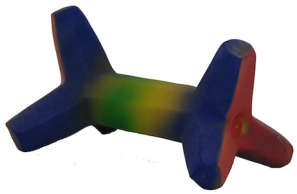
2054

F = 3% N = 25%

2055

F = 13% N = 33%

2056



F = 19% N = 59%

2057

F = 34% N = 32%

2058

F = 22% N = 33%

2059

F = 75% N = 92%

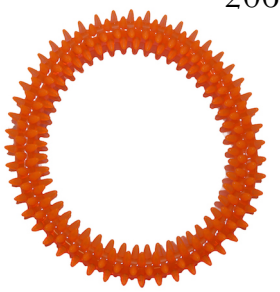
2060

F = 38% N = 32%

2061

F = 53% N = 53%

2062



F = 44% N = 56%

2063

F = 25% N = 38%

2064

F = 28% N = 33%

Multiple Exemplars

Category 2015

2015

2015-B

2015-C

Category 2035

2035-B

2035-C

2035-D

Category 2038

2038

2038-B

2038-C

Category 2039

2039

2039

2039

Category 2040

2040

2040-B

2040-C

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Category 2044

2044

2044-B

2044-C

Category 2048

2048

2048-B

2048-C

Category 2051

2051

2051-B

2051-C

Category 2052

2052

2052-B

2052-C

Category 2053

2053

2053-B

2053-C

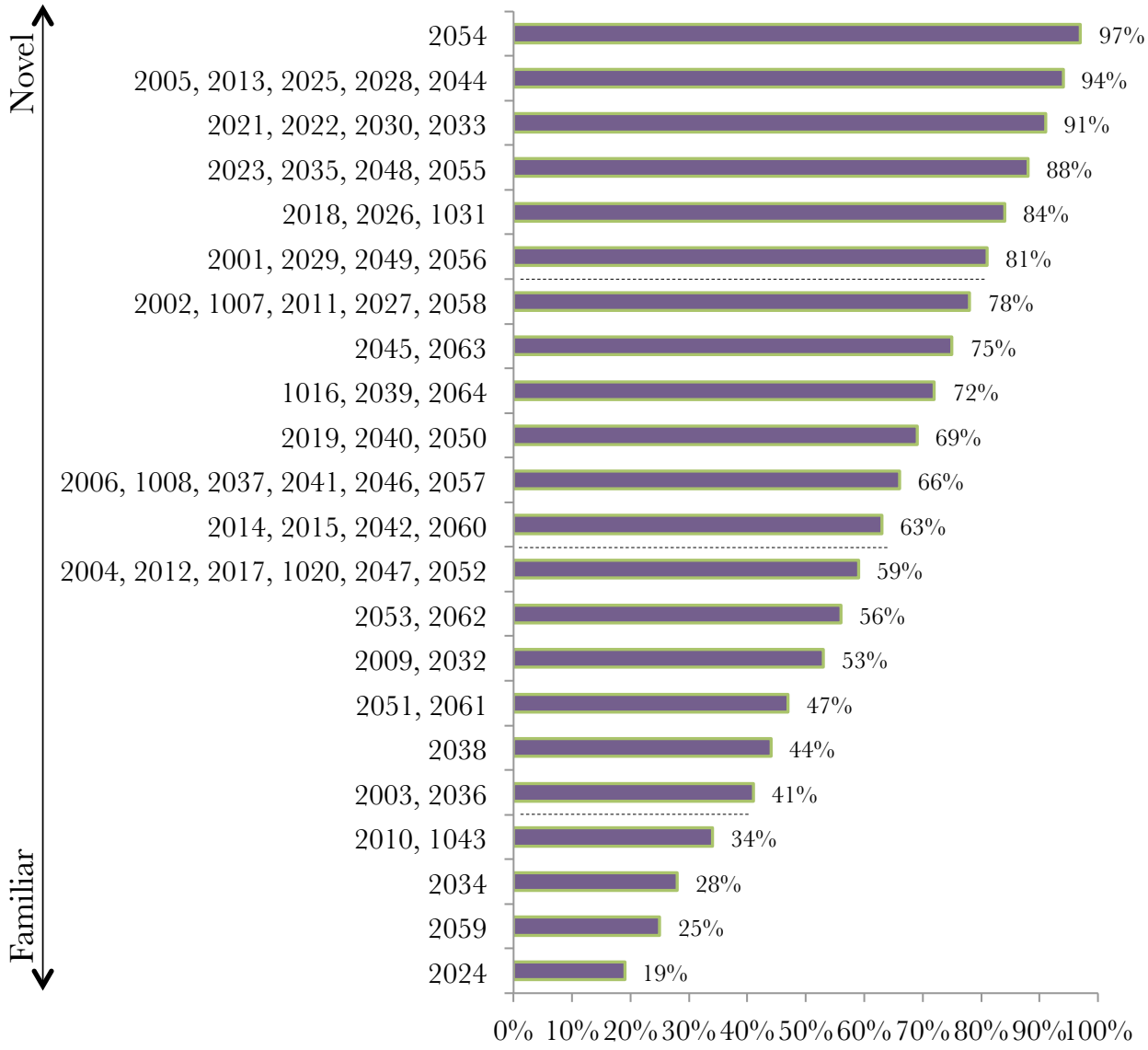
Category Similarities

Table 1. Below are the similarity ratings within each category (e.g., cell 2015/2015 indicates the mean similarity between items in category 2015) and between categories (e.g., cell 2015/2035 indicates the mean similarity between items in categories 2015 and 2035). Note: smaller numbers indicate *greater* similarity. When considering items for forming global-level categories, we recommend a cut-off of .87 or lower (this is $M + .25SD$).

	2015	2035	2038	2039	2040	2044	2048	2051	2052	2053
2015	.11	.87	1.00	.82	1.21	.51	1.13	.96	1.00	1.12
2035		.09	1.07	1.13	.63	.79	.97	.95	.56	.79
2038			.10	.97	.98	.73	.79	1.11	1.02	.83
2039				.16	1.13	1.07	.89	.56	1.13	1.02
2040					.19	1.11	.56	1.09	.94	.92
2044						.06	1.11	1.11	.82	.93
2048							.12	1.11	1.21	1.11
2051								.13	.78	.71
2052									.11	.39
2053										.08

Novelty

Figure 1. This figure plots the objects in order of most novel (2054) to least novel (2024). The novelty scores are 1-F (familiar scores in the main catalog). Dotted lines are included to facilitate readability.



Color Saliency

Figure 2, Part 1. This figure plots the percentage of adults who spontaneously referred to the objects' color(s) when answering the question "what would you call this object?" Dotted lines are included to facilitate readability. Note, frequency of color qualifiers is correlated with object novelty (the more novel something is the more likely people will mention color when asked what to call it), $r = .42$, $p = .0006$, CI = .189 - .599.

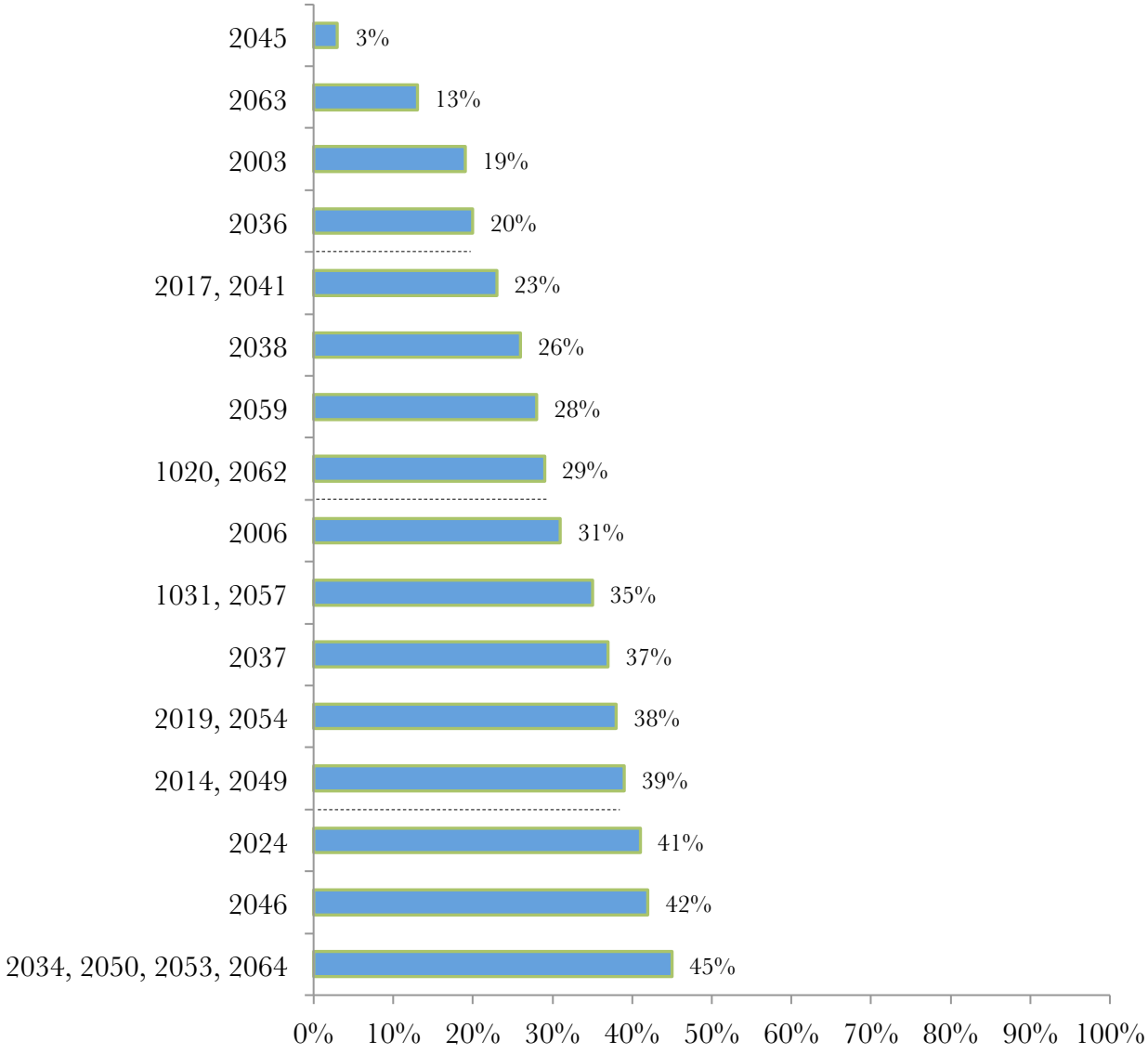
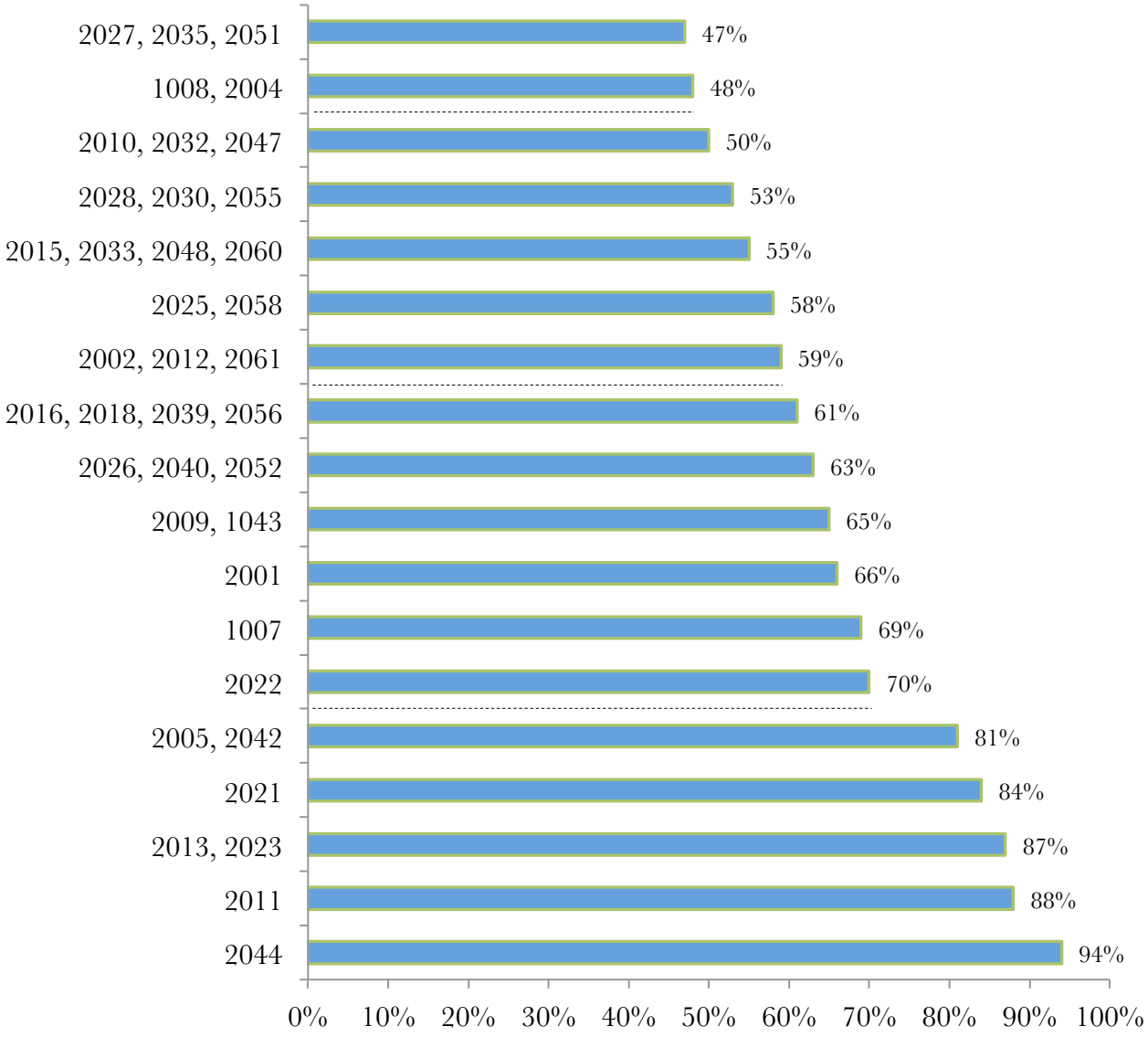
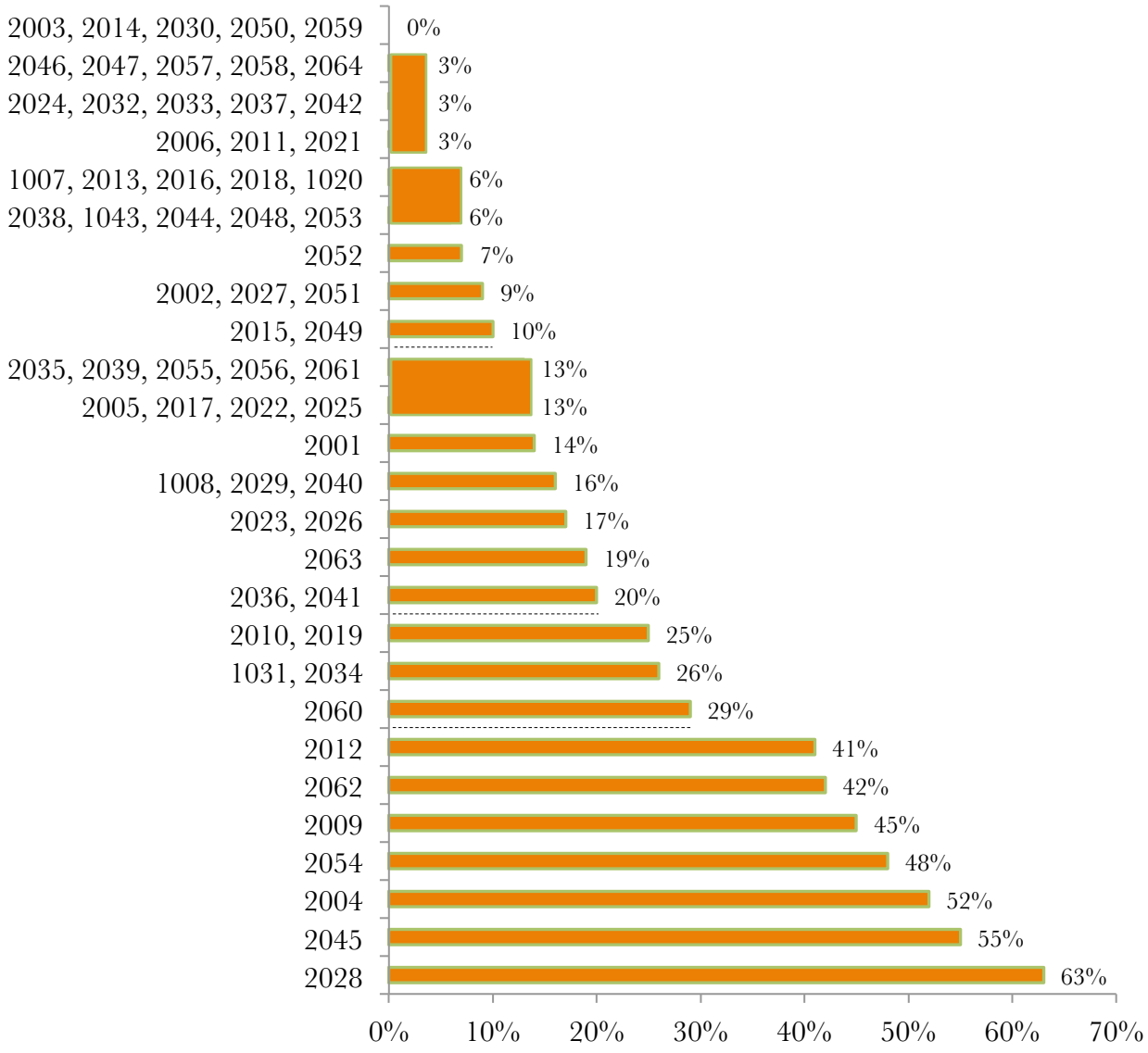


Figure 2, Part 2. This figure plots the percentage of adults who spontaneously referred to the objects' color(s) when answering the question "what would you call this object?"



Texture Saliency

Figure 3. This figure plots the percentage of adults who spontaneously referred to the objects' textures or materials (e.g., spikey, soft) when answering the question "what would you call this object?" Dotted lines are included to facilitate readability.



Similar Objects

We calculated the mean distance scores for every object in the database against every other object. These 16 objects had the lowest mean distances (i.e., greatest similarity). For all 64 objects, *M* = .8566, *SD* = .0367, range = .7546-.9348. For additional comparisons, please use the Supplementary Electronic Table.

1 *M* = .7546

2 *M* = .7620

3 *M* = .7721

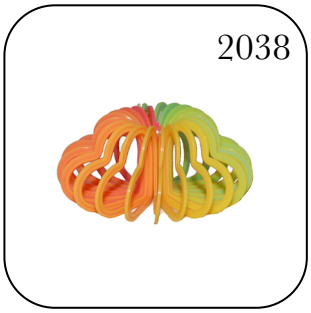
4 *M* = .7758

5 *M* = .7956

6 *M* = .7977

7 *M* = .8104

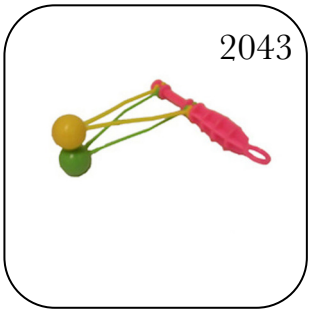
8 *M* = .8123



9 *M* = .8131

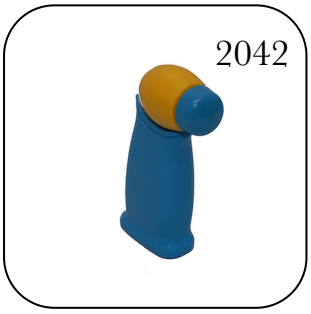
10 *M* = .8227

11 *M* = .8295



12 *M* = .8298

13 *M* = .8307



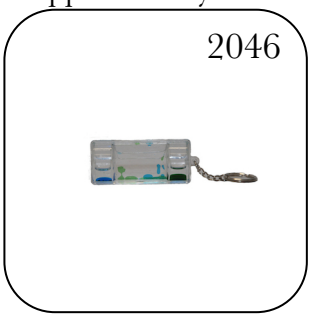
14 *M* = .8322

15 *M* = .8344

16 *M* = .8394

Distinct Objects

We calculated the mean distance scores for every object in the database against every other object. These 16 objects had the highest mean distances (i.e., greatest dissimilarity). For all 64 objects, *M* = .8566, *SD* = .0367, range = .7546-.9348. For additional comparisons, please use the Supplementary Electronic Table.



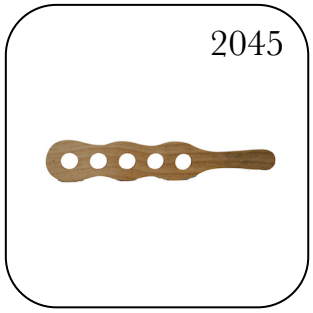
1 *M* = .9348

2 *M* = .9307

3 *M* = .9176

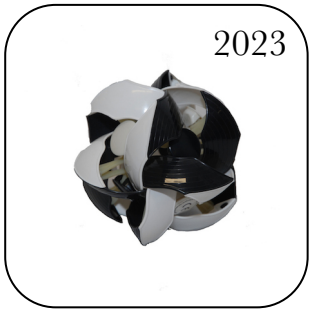
4 *M* = .9095

5 *M* = .9052

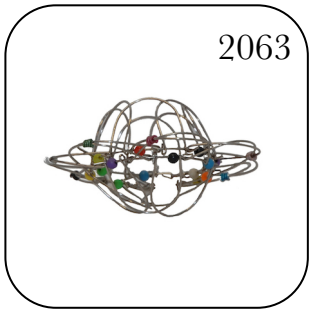


6 *M* = .8984

7 *M* = .8943



8 *M* = .8923



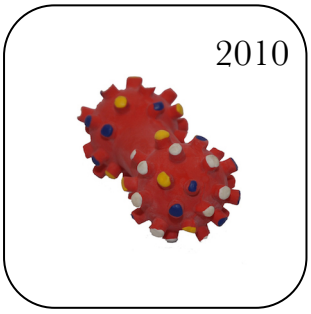
9 *M* = .8886

10 *M* = .8871

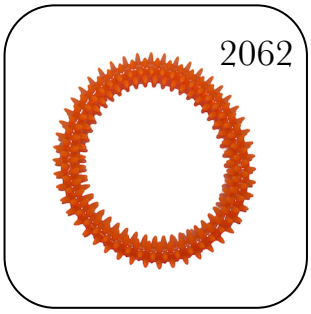
11 *M* = .8826

12 *M* = .8811

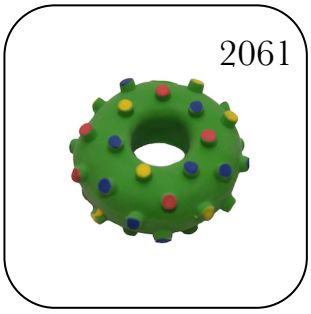
13 *M* = .8808



14 *M* = .8798



15 *M* = .8793



16 *M* = .8781

Unusual Names

The unusual names (AKA pseudo-names, non-names & novel names) are listed alphabetically on the next page. These names have been compiled from NOUN user suggestions and the studies listed below.

If you are interested in determining the phoneme length, neighborhood density and other features of the unusual names, we highly recommend using the Storkel and Hoover (2010) online calculator: http://www.bncdnet.ku.edu/cgi-bin/DEEC/out_ccc.vi

Akhtar, N., Jipson, J., & Callanan, M. A. (2001). Learning words through overhearing. *Child Development, 72*(2), 416-430. doi: 10.1111/1467-8624.00287

Behrend, D. A., Scofield, J., & Kleinknecht, E. E. (2001). Beyond fast mapping: Young children's extensions of novel words and novel facts. *Developmental Psychology, 37*(5), 698-705. doi: 10.1037/0012-1649.37.5.698

Bowers, J. S. (1996) Different perceptual codes support priming for words and pseydowords: was Morton right all along? *Journal of Experimental Psychology: Learning, Memory and Cognition,* 22(6), 1336-1353. doi: 10.1037/0278-7393.22.6.1336

Dollaghan, C. (1985). Child Meets Word - Fast Mapping-in Preschool-Children. *Journal of Speech and Hearing Research, 28*(3), 449-454.

Golinkoff, R. M., Hirsh-Pasek, K., Bailey, L. M., & Wenger, N. R. (1992). Young-Children and Adults Use Lexical Principles to Learn New Nouns. *Developmental Psychology, 28*(1), 99-108. doi: 10.1037/0012-1649.28.1.99

Gomez, P., Ratcliff, R., Perea, M. (2008). The overlap model: a model of letter position coding. *Psychological Review,* 115(3), 577-600. doi: 10.1037/a0012667

Halberda, J. (2006). Is this a dax which I see before me? Use of the logical argument disjunctive syllogism supports word-learning in children and adults. *Cognitive Psychology, 53*(4), 310-344. doi: 10.1016/j.cogpsych.2006.04.003

McKay, A., Davis, C., Savage, G., & Castles, A. (2008). Semantic involvement in reading aloud: Evidence from a non-word training study. *Journal of Experimental Psychology: Learning, Memory, and Cognition,* 34(6), 1495-1517. doi: 10.1037/a0013357

Samuelson, L. K., & Smith, L. B. (2000). Grounding development in cognitive processes. *Child Development, 71*(1), 98-106. doi: 10.1111/1467-8624.00123

Smith, L. B., & Yu, C. (2008). Infants rapidly learn word-referent mappings via cross-situational statistics. *Cognition, 106*, 1558-1568. doi: 10.1016/j.cognition.2007.06.010

Soja, N. N., Carey, S. & Spelke, E. S. (1991). Ontological categories guide young children's inductions of word meaning: Object terms and substance terms. *Cognition*, 38, 179-211 doi: 10.1016/0010-0277(91)90051-5

Wilkinson, K. M., & Mazzitelli, K. (2003). The effect of 'missing' information on children's retention of fast-mapped labels. *Journal of Child Language, 30*(1), 47-73. doi: 10/1017/S0305000902005469

Storkel, H. L. & Hoover, J. R. (2010). An on-line calculator to compute phonotactic probability and neighborhood density based on child corpora of spoken American English. *Behavior Research Methods, 42(2), 497-506.* doi: 10.3758/BRM.42.2.497

novel objects & unusual names

A
adet
agen
akar
aned
ange
aque

B
beag
bem
bink
biss
blap
blick
blicket
bosa
boskot
brend
brisp
broost

C
chatten
cheem
Ciop
colat
coodle
culp
cusk
cvack

D
dage
dand
darg
dax
deld
derd
dite
doff
doud
dunch
dupe

E
eder
eget
erag

F
fapt
feag
fiffin
fimp
fisp
fode
foom
fote
fupp

G
gade
gake
gasser
gaz
geag
geap
gip
glark
gloop
goke
gree

H
hage
hane
heab
heach
husp
hux

I
ipis iree
isot

J
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jate
jefa
jick
judpe
juff
juss

K
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kern
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kita
kiv
koba
koob
krat

L
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nilt
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osip

P
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pafe
pank
pentants
pisk
pizer
plail
poip
posk
poss
pru
pusp

Q–R
quan
ratch
reda
regli
rel
reng
roak
roke

S
sarl
sarn
shede
shill
sibu
slint
sme
smope
sois
soit
soob
sount
spoov
sprock
stad

T
tand
tannin
tanzer
terb
tever
tife
toma
trag
tream
tri
tulver
tunk
tust

U–V
upos
vab
virdex

W
whis
wilp
wiot
wiso
wolp
wost
wupt

Y–Z
yok
yosp
zav
zeb
zios
zorch

Acknowledgements

Thank you.

Jessica created the first NOUN Database in 2009 and shared it with other researchers like you. As requests have come in for various images we have been able to learn more about what other kinds of studies are currently ongoing—many using new, exciting methods. It has been rewarding that we can encourage each other, and support each other in creating well-designed studies. We truly enjoy being a member of this research community and we hope this way of giving back is helpful for others.

Research is a team effort and we could not have created this database alone. We would like to thank Emilly J. Scott and Katie Twomey who helped me find most of the these objects. We would also like to thank Ryan Kavlie for taking the photographs of the stimuli.

Next, we would like to thank first edition NOUN users and fans who have provided encouragement and helpful feedback, which we hope you will agree have made this second edition even better (in alphabetical order): Evin Aktar, Bozena Pajak, Amber Harris, Susanne Grassmann, Caitie Hilliard, Julian Jara-Ettinger, Matthew Hilton, Derek Houston, Emily Mather, Fabien Mathy, Julien Mayor, Lisa Oakes, Alexa Romberg, Jessie Schwab, Haley Vlach, Hanako Yoshida and Jennifer Zosh.

The creation of this second edition was made possible by a British Academy/ Leverhulme Trust Senior Research Fellowship to J.S.H.

Are you still reading? There is a new study to design and plan! What are you waiting for?!

Contact and citation information can be found on the table of contents page.