THE PSYCHOLOGY OF SYNTAX

1. All the while the brain is maturing, language programs the mind.

2. All the while the child learns language, his/her competence is far ahead performance.

3. Knowing language/doing grammar goes step in step with development of ventral and dorsal networks/streams that are tasked differently in the child and adult.

4. This difference accounts for how kids learn language/the learning strategies.

         Early learning machinery that kids depend on consists of…

5. Distributional evidence helps kids to learn.

6. Nativists disagree with experimentalists about how kids learn grammar.

7. In syntax, meaning correlates with structure (what are agents, objects, recipients, instruments, etc.?). Give examples.

*Science is not a verb*… Meanings of words are derived from their roles in sentence

8. Constituent and phrase is about structure while frame (as in kids’ early learning) is about linear order.

9. Generating sentence is about composing them out of words.

10. Grammar is a linguistic model of thoughts.

11. Rules are needed to constrain possible morpheme and word combinations.

12. Rules need to be stated in terms of categories.

13. How would you teach the rule of where to insert relative clauses? e.g.

*The coffee that is in front of me is cold.*

           Turn the statement into a question and give a rule for this operation:

14. What's complex about this sentence?

*The coffee that is in front of me on the table that I put to the window got cold by now but I don't mind.*

6.2 web activity: find patterns in the 3 language

identify the alien language and explain why alien

6.3 web activity: what are you supposed to learn based on the exposure to 3-word clusters?

6.4 web activity: comment on each of the listed methods to probe to what degree a kid can do sentences

6.5 web activity: German sentences with relative clauses

               Which rules and generalizations are plausible and which ones are not (and why)?

PUZZLES for you:

               1. EYELAND

               2. How do kids learn the difference between *John ate fish*and*John can fish* by using the strategies they are good at?

               3. Give examples of complex syntax (but not sentences with relative clauses):

the KLIGTON language and its rules