**Mdle Word rules and memory**

I. EARLY Language acquisition

1. Language acquisition: To what the brain responds, what it registers and how it matures

2. The infant’s strategies go hand in hand with brain maturation and mapping

Taking statistics and storing what’s statistically stable

Finding patterns –

The Connectionist model: Brain detects and stores patterns without applying rules

3. The infant’s advantage: learning and brain-adapting

4. What role does speakers’ intent play in the child's word-learning? How is the joint attention reached?

**Joint attention** is more powerful of a guide in word learning than „clear evidence“ or „mutual exclusivity“ bias

5. Parents‘ role: provide the input/supply kids‘ minds with „rich“ language data

6. Hearing and interpreting meanings

hearing doesn’t imply retrieving meanings;

…or storing what’s heard but storing mental representation of what’s heard vs. memorizing

Experiments w. 14-month olds

7. According to what cues do babies form conceptual categories?

babies take words as CUES and eventually figure out what the word is for and get its meaning = referential intent

overgeneralize and underspecify while learning

8. What pieces of language are “perceived categorically”?

II. WORD LEARNING, age 1 to 4 yrs

1. 1 to 4-year olds’ knowledge of vocabulary and grammar

Building words and knowing words

Using many grammar rules but not all

Weak in mind-reading

Weak in recursive syntax

2. Pre-schoolers’ knowledge of vocabulary and grammar

Vocab of tens of 1000s

Almost adult-like syntax

Correct word order patterns

Correctly formed words

3. **How do babies gain grammar /make the leap from their first poorly fitted words (containers for meanings of sorts) to composing and decomposing them?**

First words match sound patterns, as remembered, to meanings of sorts

First words reflect the object-bias

* Words are for identifying objects/referring
* Words are also social constructs that presuppose „commitment“

**4. How do kids learn to generalize? p. 175**

**Getting the WORD STRUCTURE p. 173**

of inflecting and forming words (derivation and compounding)

of combining morphemes and predicting meanings: types of morphemes TABLE p. 171

of irregular nouns, verbs, etc.

from remembering patterns to generalizing rules

e.g. simplifying consonant clusters (hands> hens)

**5. According to what cues do babies form grammatical categories?**

**6. How do they learn to use allomorphs?**

**From patterns to RULES:** noun plural suffix is S/Z/IZ, depending on the consonant preceding it > trucks, beds and watches

**7. Kids don’t learn by repetition** dialogue p. 176

**8. How to account for how small kids dealing with grammar (without the support of UG)?**

**9. 3 options in word learning**:

1. doing statistics: How do frequent verbs behave (*go, want sleep…*)?
2. learning word forms as units (rather than composing them)
3. dealing with compositionality

**Don’t have to internalize grammar to make sense!**

Memorizing and retrieving units: complex words and compounds with meanings that can’t be predicted from its parts e.g. sg. *life boat sales girl* > pl…

Drawing analogies by depending on statistics rather than RULES

*Could* goed *be constructed by* analogy?

10. **Does ANALOGY fit in with word-memorizing or word-forming through rules? p. 178**

**11. 2 distinct psychological mechanisms of composing and retrieving**

**2 streams of learning is aligned w. brain tracts/networks p. 177** frontal/dorsal - rules

temporal/ventral - content and memory

* **Words elicit different patterns of brain activity**

**12. In what stages does the mind learn categories of speech that are less prominent perceptually than nouns referring to objects?**

**13. Why are verbs difficult for a baby if they appear in all languages in abundance?**

Verbs are structured morphologically p. 169

and syntactically

**SYNTAX**

**1. Kids first words = adults’ sentences**

… are difficult to interpret/to infer what they imply

**2. Parts of speech**/lexical categories learned through **syntactic bootstrapping:** the experiment with in/transitive verbs (wave vs. push) used in a video w. duck vs. rabbit – do kids distinguish the 2 actions if represented by a single verb in the video?

3. Learning through FRAMES/ verb argument structures or …

*so (good), very…, the… baby…*