Learning the Structure of Sentences Moodle

6.1 The Nature of Syntactic Knowledge

* Compositionality
* Box 6.1: Stages of syntactic development
* Basic properties of syntactic structure
* Constituent structure and poetic effect
* Rules versus constructions
* Varieties of structural complexity

6.2 Learning Grammatical Categories

* How do children know about grammatical categories?
* Is distributional evidence powerful enough?
* The usefulness of frequent frames in Spanish and English

6.3 How Abstract Is Early Syntax?

* Do children understand structure in the same way as adults?
* Looking for evidence of abstract knowledge
* Children as cautious learners of syntax
* Learning when to generalize
* Box 6.4: Quirky verb alternations
* Box 6.5: Syntax and the immature brain

WEB ACITIVITIES:

* 6.2 web activity: find patterns in the 3 languages
* 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)?

NOTES

SYNTAX is about COMPOSITIONALITY where comp. means…

Syntactic operations involved in the structure:

Child’s modelling of thoughts

How does his grammar grow?

SENTENCE is an interface of words, rules and meanings

GRAMMAR is…

GRAMMAR is constrained by…

MAKING SENSE and building SENTENCES:

 Adults’ vs. children’s approach

 Nativist grammarians vs. linguists whose theory is derived from the DATA

Word meanings become cues in interpreting how words function syntactically.

Speech input

Distributional evidence

Building predictive and reliable FRAMES and drawing ANALOGIES

How real are linguistic rules in the brain?

1. All the while the brain matures, language programs the mind.

2. All the while the child learns language, his/her language 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 kids’ language-learning strategies.

         Early learning machinery that kids depend on consists of…

5. Distributional evidence helps kids learn.

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

7. In syntax, meaning correlates with the structure of agents, objects, recipients, instruments, etc.).

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

8. **Constituent** and **phrase** is about structure while **frame** is about linear order.

9. Generating a sentence is about composing it from 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.