

**FORMAL  
PRINCIPLES  
OF  
LANGUAGE  
ACQUISITION**

**Kenneth Wexler and  
Peter W. Culicover**

**The MIT Press  
Cambridge, Massachusetts  
and London, England**

# Formal Principles Of Language Acquisition

**Jacek Fisiak**



## **Formal Principles Of Language Acquisition:**

*Formal Principles of Language Acquisition* Kenneth Wexler, Peter W. Culicover, 1983-01 The question of language learnability is central to modern linguistics Yet despite its importance research into the problems of language learnability has rarely gone beyond the informal commonsense intuitions that currently prevail among linguists and psychologists By focusing their inquiry on formal language learnability theory the interface of formal mathematical linguistics linguistic theory and cognitive psychology the authors of this book have developed a rigorous and unified theory that opens the study of language learnability to discoveries about the mechanisms of language acquisition in human beings Their research has important implications for linguistic theory child language research and the philosophy of language *Formal Principles of Language Acquisition* develops rigorous mathematical methods for demonstrating the learnability of classes of grammars It adapts the well developed theories of transformational grammar to establish psychological motivation for a set of formal constraints on grammars sufficient for learnability In addition the research deals with such matters as the complex interaction between the mechanism of language learning and the learning environment the empirical adequacy of the learnability constraints feasibility and attainability of classes of grammars the role of semantics in language learnability and the adequacy of transformational grammars as models of human linguistic competence This first serious and extended development of a formal and precise theory of language learnability will interest researchers in psychology and linguistics and is recommended for use in graduate courses in language acquisition linguistic theory psycholinguistics and mathematical linguistics as well as interdisciplinary courses that deal with language learning use and philosophy Contents Methodological Considerations Foundations of a Theory of Learnability A Learnability Result for Transformational Grammar Degree 2 Learnability Linguistic Evidence for the Learnability Constraints Function Performance and Explanations Further Issues Linguistic Interaction Invariance Principle Open Problems Notes Bibliography Index

## **The Development of Language and Language**

**Researchers** Frank S. Kessel, 2013-12-16 First published in 1988 This is a collection of essays that were presented at or generated afterwards at a meeting on language acquisition Society Development in April 1981 a symposium on The Development of Language and Language Researchers Whatever Happened to Linguistic Theory in Boston Unbounded

Dependency Constructions Rui P. Chaves, Michael T. Putnam, 2020-12-15 This book is about one of the most intriguing features of human communication systems the fact that words that go together in meaning can occur arbitrarily far away from each other In the sentence This is technology that most people think about but rarely consider the implications of the word technology is interpreted as if it were simultaneously next to the words about and of This kind of long distance dependency has been the subject of intense linguistic and psycholinguistic research for the last half century and offers a unique insight into the nature of grammatical structures and their interaction with cognition The constructions in which these unbounded dependencies arise are remarkably difficult to model and come with a rather puzzling array of constraints

that have often defied characterization or proper explanation This work provides a detailed survey of these constructions and the factors responsible for their creation and comprehension describes new experimental evidence that sheds light on the nature of the phenomenon and suggests new avenues for future research The volume will be of interest to graduate students and researchers in the fields of morphosyntax psycholinguistics and cognitive science      **Language** Frederick J.

Newmeyer,1988 *Linguistics The Cambridge Survey* is a comprehensive introduction to current research in all branches of the field of linguistics from syntactic theory to ethnography of speaking from signed language to the mental lexicon from language acquisition to discourse analysis Each chapter has been written by a specialist particularly distinguished in his or her field who has accepted the challenge of reviewing the current issues and future prospects in sufficient depth for the scholar and with sufficient clarity for the student Each volume can be read independently and has a particular focus Volume I covers the internal structure of the language faculty itself while Volume II considers the evidence for and the implications of a generativist approach to language Psycholinguistics and neurolinguistics are covered in Volume III and Volume IV concentrates on sociolinguistics and the allied fields of anthropological linguistics and discourse and conversation analysis Several of the chapters in the work concentrate on the interface between different aspects of linguistic theory or the boundaries between linguistic theory and other disciplines Thus in both its scope and in its approach the Survey is a unique and fundamental reference work It undoubtedly fulfills the editor s aims of providing a wealth of information insight and ideas that will excite and challenge all readers with an interest in linguistics      **Control and Grammar** R.K. Larson,S.

Iatridou,Utpal Lahiri,J. Higginbotham,2013-03-09 The articles in this volume grew from papers presented at the workshop on control held at the Massachusetts Institute of Technology March 1989 The work of the various authors comes at a moment in linguistic theory that is notable for two developments First there has been increasing involvement of syntactic theory in semantics and of semantic theory in syntax with the result that the sorting of facts into syntactic and semantic has become a more complex and theory laden affair Second there has been an enormous growth both in the breadth and depth of studies in languages other than English Both of these develop ments have left their mark on the authors directly and indirectly They have also been responsible for the shifts that have given the key terminology its present range of application In this introduction we discuss the background to the issues that were particularly prominent both at the workshop and in the authors final drafts We also com ment on the spirit of inquiry that they represent Our goal is to provide some orientation to the specific contents of the essays and to supply material for reflection on a set of problems that will doubtless develop and deepen as rapidly in the foreseeable future as they have in the recent past      *Language Matters* Donna Jo Napoli,Vera Lee-Schoenfeld,2010-07-08 Why and how does language matter in everyday life *Language Matters* answers these questions in an informal entertaining style Encouraging readers to tap into their own knowledge of language the book explores a variety of issues including language acquisition sign languages animal communication and non standard dialects

*Parameter Setting* Thomas Roeper, Edwin Williams, 2012-12-06 In May 1985 the University of Massachusetts held the first conference on the parameter setting model of grammar and acquisition. The conference was conceived in the belief that there is a new possibility of tightly connecting grammatical studies and language acquisition studies and that this new possibility has grown out of the new generation of ideas about the relation of Universal Grammar to the grammar of particular languages. The papers in this volume are all concerned in one way or another with the parametric model of grammar and with its role in explaining the acquisition of language. Before summarizing the accompanying papers I would like to sketch the intellectual background of these new ideas. It has long been the acknowledged goal of grammatical theorists to explicate the relation between the experience of the child and the knowledge of the adult. Somehow the child selects a unique grammar by assumption compatible with a random partially unreliable sample of some language. In the earliest work in generative grammar starting with Chomsky's *Aspects* and extending to such works as Jackendoff's *Lexicalist Syntax* 1977 the model of this account was the formal evaluation metric accompanied by a general rule writing system. The model of acquisition was the following: the child composed a grammar by writing rules in the rule writing system under the constraint that the rules must be compatible with the data and that the grammar must be the one most highly valued by the evaluation metric.

**Contrastive Linguistics** Jacek Fisiak, 2011-07-19 *TRENDS IN LINGUISTICS* is a series of books that open new perspectives in our understanding of language. The series publishes state of the art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. *TRENDS IN LINGUISTICS* considers itself a forum for cutting edge research based on solid empirical data on language in its various manifestations including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. *TRENDS IN LINGUISTICS* publishes monographs and outstanding dissertations as well as edited volumes which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

Syntactic Development William O'Grady, 2007-12-01 *Syntactic Development* presents a broad critical survey of the research literature on child language development. Giving balanced coverage to both theoretical and empirical issues, William O'Grady constructs an up to date picture of how children acquire the syntax of English. Part 1 offers an overview of the developmental data pertaining to a range of syntactic phenomena including word order, subject drop, embedded clauses, wh questions, inversion, relative clauses, passives and anaphora. Part 2 considers the various theories that have been advanced to explain the facts of development as well as the learnability problem, reporting on work in the mainstream formalist framework but also considering the results of alternative approaches. Covering a wide range of perspectives in the modern study of syntactic development, this book is an invaluable reference for specialists in the field of

language acquisition and provides an excellent introduction to the acquisition of syntax for students and researchers in psychology linguistics and cognitive science

**Point Counterpoint** Lynn Eubank, 1991-01-01 Point Counterpoint offers a series of papers and replies originally presented at a special session of the Second Language Research Forum UCLA March 1989 The focus of the papers is primarily the role of Universal Grammar in second language acquisition though the agenda also includes discussion of other fundamental questions viz the explanatory potential of linguistic theory in native language development It may come as no surprise that the contributors and their respondents often present very different perspectives on the issues for most of the authors were known in advance to hold contrasting points of view Contributors c and Respondents r are Wolfgang Klein c Nina Hyams r Sascha Felix c Jacquelyn Schachter r Suzanne Flynn Lydia White c Robert Bley Vroman r Peter Jordens c Lynn Eubank r Jurgen Meisel c Bonnie Schwartz r Sharon Hilles c William O Grady r Daniel Finer c Margaret Thomas r Usha Lakshmanan c Nina Hymans Ken Safir r

**Handbook of Japanese Psycholinguistics** Mineharu Nakayama, 2015-06-16 The studies of the Japanese language and psycholinguistics have advanced quite significantly in the last half century thanks to the progress in the study of cognition and brain mechanisms associated with language acquisition use and disorders and in particular because of technological developments in experimental techniques employed in psycholinguistic studies This volume contains 18 chapters that discuss our brain functions specifically the process of Japanese language acquisition how we acquire learn the Japanese language as a first second language and the mechanism of Japanese language perception and production how we comprehend produce the Japanese language In turn we address the limitations of our current understanding of the language acquisition process and perception production mechanism Issues for future research on language acquisition and processing by users of the Japanese language are also presented Chapter titles 1 Learning to become a native listener of Japanese Reiko Mazuka 2 The nature of the count mass distinction in Japanese Mutsumi Imai Junko Kanero 3 Grammatical deficits in Japanese children with Specific Language Impairment Shinji Fukuda Suzy E Fukuda Tomohiko Ito 4 Root infinitive analogues in Child Japanese Keiko Murasugi 5 Acquisition of scope Takuya Goro 6 Narrative development in L1 Japanese Masahiko Minami 7 L2 acquisition of Japanese Yasuhiro Shirai 8 The modularity of grammar in L2 acquisition Mineharu Nakayama Noriko Yoshimura 9 Tense and aspect in Japanese as a second language Alison Gabriele Mamori Sugita Hughes 10 Language acquisition and brain development Cortical processing of a foreign language Hiroko Hagiwara 11 Resolution of branching ambiguity in speech Yuki Hirose 12 The role of learning in theories of English and Japanese sentence processing Franklin Chang 13 Experimental syntax word order in sentence processing Masatoshi Koizumi 14 Relative clause processing in Japanese psycholinguistic investigation into typological differences Baris Kahraman Hiromu Sakai 15 Processing of syntactic and semantic information in the human brain evidence from ERP studies in Japanese Tsutomu Sakamoto 16 Issues in L2 Japanese sentence processing similarities differences with L1 and individual differences in working memory Koichi Sawasaki Akiko Kashiwagi Wood 17 Sentence

production models to consider for L2 Japanese sentence production research Noriko Iwasaki 18 Processing of the Japanese language by native Chinese speakers Katsuo Tamaoka      *The Many Faces of Imitation in Language Learning* Gisela E. Speidel, Keith E. Nelson, 2012-12-06 In this book we take a fresh look at imitation With the knowledge of some 20 years of research after Chomsky's initial critique of the behavioristic approach to language learning it is time to explore imitation once again How imitation is viewed in this book has changed greatly since the 1950s and can only be understood by reading the various contributions This reading reveals many faces many forms many causes and many functions of imitation cognitive social information processing learning and biological Some views are far removed from the notion that an imitation must occur immediately or that it must be a perfect copy of an adult sentence But the essence of the concept of imitation is retained Some of the child's language behavior originates as an imitation of a prior model The range of phenomena covered is broad and stimulating Imitation's role is discussed from infancy on through all stages of language learning Individual differences among children are examined in how much they use imitation and in what forms and to what purposes they use it The forms and functions of parent imitation of their child are considered Second language learning is studied alongside first language learning The juxtaposition of so many views and facets of imitation in this book will help us to study the commonalities as well as differences of various forms and functions of imitative language and will help us to discern the further dimensions along which we must begin to differentiate imitation      **The Limits of Syntax** Peter Culicover, Louise McNally, 2020-01-13 The Limits of Syntax is a collection of original never before published essays Each essay explores the ways in which greater incorporation of nonsyntactic explanations into linguistic research may deepen our understanding of problematic linguistic phenomena and at the same time strengthen syntactic research To clarify the limits of syntactic explanation these essayists investigate four areas The first is a set of general issues related to the theory of grammar and the place of syntax in it The second set develops an explanation of the power of semantics pragmatics within a syntactic theory The third addresses the status of syntactic constraints and the fourth seeks to explain the triggering of movement in the so called Minimalist Program and its derivational approach to syntactic representations It seeks to refine the theory of syntax and encourages more adequate characterization of linguistic phenomena The original papers form a coherent presentation

**Interaction in Human Development** Marc H. Bornstein, Jerome S. Bruner, 2014-01-14 Interaction in Human Development unites theoretical essays and empirical accounts bearing directly on the nature of interactions as a principal factor and organizing feature in human mental and social development The papers discuss all areas of interaction including genetic environmental life span interpersonal and cultural Ideal as a text for students and as a reference for professionals in personality developmental educational and environmental psychology psychotherapy behavioral medicine and language

**Computational Models of Learning** Leonard Bolc, 2012-12-06 In recent years machine learning has emerged as a significant area of research in artificial intelligence and cognitive science At present research in the field is being intensified

from both the point of view of theory and of implementation and the results are being introduced in practice Machine learning has recently become the subject of interest of many young and talented scientists whose bold ideas have greatly contributed to the broadening of knowledge in this rapidly developing field of science This situation has manifested itself in an increasing number of valuable contributions to scientific journals However such papers are necessarily compact descriptions of research problems Computational Models of Learning supplements these contributions and is a collection of more extensive essays These essays provide the reader with an increased knowledge of carefully selected problems of machine learning

Acting and Reflecting Wilfried Sieg, 2012-12-06 In the fall of 1985 Carnegie Mellon University established a Department of Philosophy The focus of the department is logic broadly conceived philosophy of science in particular of the social sciences and linguistics To mark the inauguration of the department a daylong celebration was held on April 5 1986 This celebration consisted of two keynote addresses by Patrick Suppes and Thomas Schwartz seminars directed by members of the department and a panel discussion on the computational model of mind moderated by Dana S Scott The various contributions in modified and expanded form are the core of this collection of essays and they are I believe of more than parochial interest they turn attention to substantive and reflective interdisciplinary work The collection is divided into three parts The first part gives perspectives i on general features of the interdisciplinary enterprise in philosophy by Patrick Suppes Thomas Schwartz Herbert A Simon and Clark Glymour and ii on a particular topic that invites such interaction namely computational models of the mind with contributions by Gilbert Harman John Haugeland Jay McClelland and Allen Newell The second part contains mostly informal reports on concrete research done within that enterprise the research topics range from decision theory and the philosophy of economics through foundational problems in mathematics to issues in aesthetics and computational linguistics The third part is a postscriptum by Isaac Levi analyzing directions of computational work from his perspective

*An Invitation to Cognitive Science: Language* Daniel N. Osherson, Lila R. Gleitman, 1995 This text part of a set that offers selected examples of issues and theories from many subfields of cognitive science focuses on language It employs a case study approach presenting research topics in some depth and relying on suggested readings to convey the breadth of views and results

Language Development: Syntax and semantics Stan A. Kuczaj, 1982 First published in 1981 Routledge is an imprint of Taylor Francis an informal company

The Oxford Handbook of Developmental Linguistics Jeffrey Lidz, William Snyder, Joe Pater, 2016-06-30 In this handbook renowned scholars from a range of backgrounds provide a state of the art review of key developmental findings in language acquisition The book places language acquisition phenomena in a richly linguistic and comparative context highlighting the link between linguistic theory language development and theories of learning The book is divided into six parts Parts I and II examine the acquisition of phonology and morphology respectively with chapters covering topics such as phonotactics and syllable structure prosodic phenomena compound word formation and processing continuous speech Part III moves on to the



acquisition of syntax including argument structure questions mood alternations and possessives In Part IV chapters consider semantic aspects of language acquisition including the expression of genericity quantification and scalar implicature Finally Parts V and VI look at theories of learning and aspects of atypical language development respectively Unusual Productions in Phonology Mehmet Yavas, 2014-10-17 The universalist view that acquisition of phonology is guided by universal principles has been the dominant position for decades More recently an alternative view has brought into focus the relationship between developmental markedness and language specific input frequencies With entirely original chapters on non ambient like productions by typically and atypically developing children and second language learners Unusual Productions in Phonology delves deeply into these competing explanations to show that patterns observed do not uniquely lend themselves to one or the other explanations Rather they point towards the need for both universal markedness and statistical input considerations in any attempted explanation Containing contributions from leading researchers from around the world this impressive collection is a must have resource for any researcher practitioner or advanced student specializing in phonology cognitive psychology applied linguistics and communication disorders

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## **Table of Contents Formal Principles Of Language Acquisition**

1. Understanding the eBook Formal Principles Of Language Acquisition
  - The Rise of Digital Reading Formal Principles Of Language Acquisition
  - Advantages of eBooks Over Traditional Books
2. Identifying Formal Principles Of Language Acquisition
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Formal Principles Of Language Acquisition
  - User-Friendly Interface
4. Exploring eBook Recommendations from Formal Principles Of Language Acquisition
  - Personalized Recommendations
  - Formal Principles Of Language Acquisition User Reviews and Ratings
  - Formal Principles Of Language Acquisition and Bestseller Lists
5. Accessing Formal Principles Of Language Acquisition Free and Paid eBooks

- Formal Principles Of Language Acquisition Public Domain eBooks
- Formal Principles Of Language Acquisition eBook Subscription Services
- Formal Principles Of Language Acquisition Budget-Friendly Options
- 6. Navigating Formal Principles Of Language Acquisition eBook Formats
  - ePub, PDF, MOBI, and More
  - Formal Principles Of Language Acquisition Compatibility with Devices
  - Formal Principles Of Language Acquisition Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Formal Principles Of Language Acquisition
  - Highlighting and Note-Taking Formal Principles Of Language Acquisition
  - Interactive Elements Formal Principles Of Language Acquisition
- 8. Staying Engaged with Formal Principles Of Language Acquisition
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Formal Principles Of Language Acquisition
- 9. Balancing eBooks and Physical Books Formal Principles Of Language Acquisition
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Formal Principles Of Language Acquisition
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Formal Principles Of Language Acquisition
  - Setting Reading Goals Formal Principles Of Language Acquisition
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Formal Principles Of Language Acquisition
  - Fact-Checking eBook Content of Formal Principles Of Language Acquisition
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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