In: The Child's Concept of Language.

John C. Marshali and John Morton

On the Mechanics of Lemma.
If people were unable to express evidence of fact accurately, 

findings of well-formed English sentences, 

formulated a fully grammatical rule capturing this generalization for the in-

must agree in number with its verb, and, therefore, until 1955 only one person 

herm people have the ability to remember that the subject of English sentences 

res. When we turn, however, to explicit formulation, we would guess that 

the verb should be the one whose subject should be excluded in inverted com- 

people found this sentence amusing and memorable. It is difficult to see 

n this job, we may presume that a substantial number of 

on the assumption that the advertising agency which publishes these works of 

The bird is coming.

the following sentence:

In order to illustrate the distinction consider

ing contradiction, we shall call the first type contradiction, and the sec-

contradiction in an account of such metalinguistic abilities. As risk of seem-

to distinguish from the outset between two types of "meaning" must be 

the evolution. Although we do not wish to develop this point, it is as well 

normal adults can and do reflect upon their own (and other people's) language.

On the Meccanism of Emna

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The words "Tell me which is better..." on the first line of the page.

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Can you have (¿ó ó) it (logically) possible to have (¿ó ó) a well-functioning

For the use of petrol is involved in propelling the car. To the suggestion

fissures when (¿ó ó) the petrol tank is almost empty. Such a signal

puntual. Imagine a motor car in which a red light (on the dashboard, ¿ó ó)

points to the fuel tank. The component can monitor the stock of petrol car-

who are those in which one component can monitor the stock of another car.

suggest the following analogy: represented with many separate families,

In an effort to bring linguistic awareness back within the system, we

a change of perspective.

In no way introduces this step.

not quicker is its transformation; so the shadow runs alongside the pedastrian, but

looking analogous: so the shadow lags from the hereafter, but another comes

with the position that will return (¿ó ó) compared so nearly with the one-

within the motion of the ghost outside the monster. We seem to be stuck

within the actions of the ghost outside the moment, so much the ghost

useful role to perform. Linguistic awareness becomes not so much the ghost

associated with talk of awareness, consciousness, and the ego. Given no

situation of the linguistic skill.

the "e" does not include the description of being

seen in this light. Linguistic intuitions have the status of an optional

a distinction.

Intuitions about mass versus count nouns and then learn that there is such

is difficult to see how this order could be reversed. How could one have

than you may be able to recognize explicitly what you have learned. But it

first you learn something

say some other more frequently than a certain.

because common nouns and mass nouns (¿ó ó) minimal. The he had heard.

demonstrates that the had already (¿ó ó) prototype (¿ó ó) account the distinction

it is that some common is grammatical, but a marker is not, that word simply

the point is one of logic rather than facts. It is a two-year-old.

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Internal and external world. The NLP also causes speech to be produced. After
coming from other processes which deal with non-linguistic aspects of the
system, it is subject to modification by learning and in light of informa-
tion.
The core part of the NLP is the NLP core, which in part describes the
structure of the input event, as a program that is part of the language pro-
cessing system. The output of the NLP is the input to the language pro-
cessing system.

NLP
The comprehension of speech requires (at least) the conversion of an acoustic signal to a semantic code. We shall call the mechanisms that accom-
plish this feat the compactor, and thus represent speech recognition in the
form of a mapping from speech to semantics.

The compactor is necessary to account for phenomena which have been interpreted as
evidence of areness or isness. In these cases, we assume that the compactor
acts on the input signal to provide a representation of semantic functions.

Here's an example: we prefer to hide rather than last ditch.
At this point we do seem to need a monitor (M). This is not
something the user would. The user does not currently do anything
and can trigger a "wake-up" monitor to do that, but eventually the user does come to notice that

might require that, for the future. But it is a very simple
computer produces a very restrictive output; the little will be done. (One
compositor produces a very restrictive output; the little will be done; the

is likely to mean very much to two-year-old. If the computer produces
microtact to mean very much to one-year-old. This uterance "exist from
protoclassification" is

presentation as output. (Clearly, however, the input will receive little
presentation as output. (Clearly, however, the input will receive little

system is a computer. Which takes speech as input and produces a semantic-rep

we have referred to the center) component of the language understanding

what exactly is a part of EMMA. Let us now attempt to be a little more specific.

positions within itself being part of the program's performance machinery

When we think of these devices as the primary components of the parser.

match, we can link the two systems as follows:

Since the semantic representation (SR) of production and recognition must

the semantic representation must then be converted into a form which can be

presentation as output, viz:

in a similar oversimplified fashion, we shall regard language production as

following way:
Instruction: time conversation is in progress.

Child: No. No more it again.

Adult: Did you have a good time at school today?

Adult: Did you enjoy your portfolio?

School: Yeah!

Radio is on, and a discussion is being waged. The topic which has already been raised is that of the exchange in a noisy kitchen. The conversation is one of exchanges, in the first conversation the distribution of the parts of exchanges. In the second conversation take turns and may be by the existence of step sentences. We can illustrate according to the context, this simple function that is needed to the computer and read it in English.

An example of a computer

System with co is, of course, only dealt with the case where zero sound is

A condition is to look around so say "hello, computer.

The computer is there is a problem. The child's speech is reversed to the

The computer is there is a problem. The child's speech is reversed to the

In the first sentence, the rule for this system are: If the inputs to

Import

Speech
In order to express the distinction that the child is making we seem to require a system of the following nature.

Child: No...in a different way so I can understand.
before a small number of features:

...
The previous example of event-correction involves illustration of article.

and to incorporate rules (Smith, 1972).

show how such errors are related to redundancy rules in prototypical natural

bodies of compression with standard query inputs. In a sentence a potted will

in terms of the child listening to an audio output and corrections in the
giving into detail we only wish to observe that it is not necessary to think

example, the spontaneous correction, "I've seen him twice," is missing a

necessary monitor appears to beretarded; however, can also be noticed. For

develop our nothing at all about complex monitoring. Examples in which an

and may thus tell us about the way in which prototypical clauses are stored and

effect, the address of the prototypical code. The details of such submersion

essentially the same semantic representation to the compressor. This is in

keeping with until you get referred (appendix). Thus the performer keeps

this situation the performer is driven a redundant (commensurate phrase,

It is that is necessary then is that the other provides a simple error

responsible for the phenomenon of optimal conditioning (Maclure, 1972).

(Chomsky, 1972) to invoke a more complex mechanism than that which is

future become more and more accessible. Figures show that accessible attempts to acquire "naturalistic"

in common that feature that accessible attempts to acquire "naturalistic" produce a set of alternate words would have

(e.g., anthropological, literate, immense) and phoneme. Each of these words would have

good account it would be necessary to combine mechanisms to a

area to the possible growth and learning mechanisms that are required. In any

very young child is in command of, we have no intention of discussing here

superfluous, more lowly, abstract, with respect to standard structural the

pronunciation are both unnoticeable (with respect to the child's mother) and,

example, a simpler account might claim that the criticals, at least

this is a possible substitute for the sequence we feel it is excessively

The learning is then used as a means of correcting the text afterward.

these attempts seem to approximate more and more closely the correct form

Mother: Shoot! (p. 120).

Brenda: [sus[
formulate it indicates that something has gone wrong but contains no clue to
terms (aether) and one internal, the external feature is essentially to in
we seem to see here a complex interaction between two monostere, one ex-
and: What do you know—we finally made it?
(Chills! Breathed
(Chills: Do you?
(Chills: I know it home.
(Chills: It figured it home.
(Chills: Music.
(Chills: I sang it home from school.

Change with a child of 3;

Let us now turn to morphological errors. Consider the following:
which matches the code, corespondant is then the first word found which does so.
notation is set to the dictionary as an instruction to find an item
for the dictionary is phonological, however, we could imagine that this
after the second and bung/long./ Clearly, such a representation is insufficient
the children's production vocabulary. The phonological code available at 4,
the children's production vocabulary. The phonological code available at 4,
phonology model have been grossly underestimated. A pronunciation
in monstere units and so it follows that this phonological was not well-entrenched in
phonological is structurally closer to a phonological error. The explanation
error is quite interesting. Although the error must be accompanied by semantic
In light of the previous examples of phonological error, the nature of this

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<table>
<thead>
<tr>
<th>Study</th>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulator</td>
<td>SNH</td>
<td>SNH</td>
</tr>
<tr>
<td>Expression</td>
<td>SNH</td>
<td>SNH</td>
</tr>
</tbody>
</table>
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must have been detected by a mechanism of the following type:
was known to the subject at the time of the slip) we presume that this error

A helicopter (laugh). Since corespondant is a good English word (and
and was observed as a helicopter flew overhead. Good luck. A calculator
approximately two days after acquiring this latter word the following utter-

2) the subject learned the word corespondant at 42 and learned helicopter.
the child will already be using some strong forms correctly (e.g., "me"), expres-  

sion in the word order. As an early stage in language acquisition, regular past tense rules is judged, it could be transmitted from another to  

the input strings. The word order that is agreed upon is designated by examining  

the production system. Assume that the complex forms are derived through the  

puzzle transformation is clearly required if the production system is to retain  

"it" model because the form of the item is different. Such  

model is now a more complicated,  

a copy of the rule which has been verified. This is now a more complicated  

expression and only the completed version of an incorrect string. But also  

the expression and any the completed version of an incorrect string. But also  

a slightly more complex account of the error correction process leads  

sends a code to another  

system. All that happens is that one part of the normal language system  

processes: the information need not be recoverable or accessible to another  

the result of the re-encoding would be identical to the original output.  

expression of the language in the expression. In the latter cases, of course,  

this process must be active in the system and not be a systematic feature-  

occurs was due to noises in the system and not in a systematic fashion.  

or even the child's  

assumed that the complex forms are derived through the  

example, a correction such as "1 eat—it was bread" does not even need the  

example. If we assume that the complex forms are derived through the  

circulation. In other words, the week information may still be. For  

circulation, and eventually exogenous but the verb (from the predicate)  

fitness to the distribution of certain (invented) functions. This later information may then play  

(expressive) role, of course. This latter information may then play  

The trigger for such re-encoding could be provided by the ability  

re-encoding of the input strings through a system of multiple rules. The  

monitor is not a fixed and not the sentence could be generated as the  

monitor is not a fixed and not the sentence could be generated as the  

and not integrated or at a higher level. The multiple information, however, would claim  

or integrated or at a higher level. The multiple information, however, would claim  

morphemes can provide a "confidence" score for the string of words with  

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the whole set of rules governing past tense (e.g., "special"). While the  

the whole set of rules governing past tense (e.g., "special"). While the  

the location of type of fail, despite this vagueness of external feedback.
requires the development of rule-finders and rule-describers. Failures to
of linguistic programs and the conditions of their appropriate use.

production and comprehension systems. It is, of course, the sheer complexity

deciding mechanisms which have access to subjects of the output of primary

We believe then, that "meanings" arise from the operation of error-

Conclusions.

primary language processes.

(or adult) has access to the subjects of statements describing events in
lead us to pose slight of the need to formulate a mechanism whereby the child
and self-conscious processes' the nature of such descriptions can easily
while we have no objections to using a terminology that includes consciousness

Child: Are you going to put the car in the garage?

Adult: What should I have said?

Child: My car, Daddy got it wrong again.

Adult: (to second adult) Are you going to put the garage in the cars?

adult character.

fully conscious of what he or she has done wrong; the child's introspections are of an
example (from a little girl 5½), the child gives very little information of being
his own age and that of his father different. Similarly, in the following
ensive consciousness etc. And indeed the child does appear to be aware that
"high level" introspection which makes specific reference to more-
aced with experiences like the above, one is tempted to move immediately to a

Child: That's right, Mommy went to the store.

Father: Mommy went to the store.

Child: No, Daddy! I ate it first; you didn't.

Father: Mommy went to the store.

Child: Mommy went to the store.

Reported by Brewer (1975).

some strong forms to the incorrect week form, one such correction has been
ace of acquisition and also predicts that children will "correct" their
will be changed to correspond to the rule-governed forms. This fits with the
forms as soon as the computer obeys the regular rule the strong forms
and so on (and perhaps some correctly, but non-productively), integrated week
The child's interest in the world is more focused on its surface than on its deeper meanings. But the more that the child explores the world, the more the world begins to reveal itself. The child learns to distinguish between what is real and what is not, between what is possible and what is not. The child begins to understand the world around it, and to see it as a place of wonder and mystery.

The child's interest in the world is also influenced by its curiosity. The child is always asking questions, always seeking answers. The child is always trying to understand the world around it, and to make sense of it. The child is always trying to find the meaning in the world, and to see it as a place of beauty and wonder.

The child's interest in the world is also influenced by its emotions. The child feels joy, happiness, and excitement when it explores the world. The child feels fear, anxiety, and worry when it encounters danger or uncertainty. The child feels sadness, loss, and grief when it experiences pain or suffering. The child feels love, affection, and compassion when it experiences love and care.

The child's interest in the world is also influenced by its culture. The child grows up within a cultural context, and its culture shapes its understanding of the world. The child learns about the world through its culture, and its culture influences its understanding of the world. The child learns about the world through its culture, and its culture influences its understanding of the world.
REFERENCES


Acknowledgements

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