

Bibliography

- Akhtar, N., Callanan, M., Pullum, G., & Scholz, B. (2004). Learning antecedents for anaphoric *one*. *Cognition*, 93, 141-145.
- Archibald, J. (1992). Adult abilities in L2 speech: evidence from stress. In J. Leather & A. James, eds. *New Sounds 92: Proceedings of the 1992 Amsterdam Symposium on the Acquisition of Second Language Speech*: 1-16. Amsterdam: University of Amsterdam Press.
- Archibald, J. (1998). *Second Language Phonology*. Amsterdam: Benjamins.
- Bailey, C-J. (1973). *Variation and Linguistic Theory*. Washington, DC: Center for Applied Linguistics.
- Baker, C. L. (1979). *Syntactic theory and the projection problem*. *Linguistic Inquiry*, 10, 533-81.
- Baker, M. (2001). *The Atoms of Language: The Mind's Hidden Rules of Grammar*. New York, NY: Basic Books.
- Baker, M. (2005). Mapping the Terrain of Language Learning. *Language Learning and Development*, 1, 93-129.
- Berwick, R. (1985). *The Acquisition of Syntactic Knowledge*. Cambridge, MA: MIT Press.
- Berwick, R. and Weinberg, A. (1984). *The Grammatical Basis of Linguistic Performance: Language Use and Acquisition*. Cambridge, MA: MIT Press.
- Bock, J. & Kroch, A. (1989). The Isolability of Syntactic Processing. In G. Carlson, & M. Tannenhaus (Eds.), *Linguistic Structure in Language Processing*. Boston: Kluwer.
- Bonatti, L.L., Peña, M., Nespor, M., & Mehler, J. (2005). Linguistic constraints on Statistical Computations. *Psychological Science*, 16(6), 451-9.
- Booth, A. & Waxman, S. (2003). Mapping words to the world in infancy: on the evolution of expectations for nouns and adjectives. *Journal of Cognition and Development*: 4(3), 357-381.
- Briscoe, T. (1999). The Acquisition of Grammar in an Evolving Population of Language Agents, *Electronic Transactions on Artificial Intelligence*, 3.
- Briscoe, T. (2000). An evolutionary approach to (logistic-like) language change. Ms., University of Cambridge.
- Canavan, A., Graff, D., and Zipperlen, G. (1997). *CALLHOME American English Speech*. Linguistic Data Consortium: Philadelphia, PA.
- Chomsky, N. (1981). *Lectures on Government and Binding*. Dordrecht: Foris.
- Chomsky, N. & Halle, M. (1968). *The Sound Pattern of English*, New York: Harper and Row.
- Cinque, G. (1999). *Adverbs and Functional Heads: A Cross-linguistic Perspective*. Oxford: Oxford University Press.
- Clahsen, H. (1986). Verbal inflections in German child language: acquisition of agreement markings and the functions they encode. *Linguistics*, 24, 79-121.
- Clark, R. (1992). The Selection of Syntactic Knowledge. *Language Acquisition*, 2(2), 83-149.
- Clark, R. (1994). Kolmogorov complexity and the information content of parameters.

- IRCS Report 94-17.* Institute for Research in Cognitive Science, University of Pennsylvania.
- Clark, R., & Roberts, I. (1993). A computational model of language learnability and language change. *Linguistic Inquiry*, 24, 299-345.
- Cosmides, L. & Tooby, J. (1996). Are humans good intuitive statisticians after all? Rethinking some conclusions from the literature on judgement and uncertainty, *Cognition*, 58, 1-73.
- Dale, P.S. & Fenson, L. (1996). Lexical development norms for young children. *Behavior Research Methods, Instruments, & Computers*, 28, 125-127.
- Dresher, E. (1994). Acquiring stress systems. In Ristad, E. (ed.), *Language computations*, Providence, RI: AMS, 71-92.
- Dresher, E. (1999). Charting the learning path: Cues to parameter setting. *Linguistic Inquiry*, 30, 27-67.
- Dresher, E. & Lahiri, A. (2003). Main Stress Left in Early Middle English, in Fortescue, M, Skafte Jensen, E., Mogensen, J. and Schøsler, L. (eds.), *Historical Linguistics 2003. Selected Papers from the 16th International Conference on Historical Linguistics. Copenhagen. 10-15 August 2003.* Amsterdam: John Benjamins.
- Fodor, J. D. (1998a). Unambiguous Triggers. *Linguistic Inquiry*, 29, 1-36.
- Fodor, J. D. (1998b). Parsing to Learn. *Journal of Psycholinguistic Research*, 27(3), 339-374.
- Fodor, J. (1998c). Learning to parse? *Journal of Psycholinguistic Research*, 27, 285-319.
- Foraker, S., Regier, T., Khetarpal, A., Perfors, A., and Tenenbaum, J. (in press). Indirect evidence and the poverty of the stimulus: The case of anaphoric *one*. To appear in *Proceedings of the 2007 Cognitive Science conference*.
- Gallistel, C.R. (2001). Mental Representations, Psychology of. In *Encyclopedia of the social and behavioral sciences*. New York: Elsevier.
- Gerken, L. (2004). Nine-month-olds extract structural principles required for natural language. *Cognition*, 93, B89-B96.
- Gerken, L. (2006). Decision, decisions: infant language learning when multiple generalizations are possible. *Cognition*, 98, B67-B74.
- Giles, H. and Powesland, P. (1975). *Speech Styles and Social Evaluation*. London: Academic Press.
- Goldsmith, J. & O'Brien, J. (2006). Learning Inflectional Classes. *Language Learning and Development*, 2(4), 219-250.
- Golinkoff, R.M., Hirsh-Pasek, K., Cauley, K.M., Gordon, L. (1987). The eyes have it: Lexical and syntactic comprehension in a new paradigm. *Journal of Child Language*, 14, 23-45.
- Halle, M. & Idsardi, W. (1995). General Properties of Stress and Metrical Structure, in Goldsmith, J. (ed.), *The Handbook of Phonological Theory*, Cambridge, MA & Oxford: Blackwell Publishers, 403-443.
- Halle, M. & Vergnaud, J-R. (1978). *Metrical structures in phonology*. Ms., Cambridge: MA.
- Halle, M. and Vergnaud, J-R. (1987). *An Essay on Stress*. Cambridge, MA: MIT Press.
- Hamburger, H. & Crain, S. (1984). Acquisition of cognitive compiling. *Cognition*, 17, 85-136.

- Harris, J. (1983). *Syllable Structure and Stress in Spanish: A Nonlinear Analysis*. Cambridge: MIT Press.
- Hayes, B. (1980). *A Metrical Theory of Stress Rules*. Ph.D. Dissertation, M.I.T.
- Hayes, B. (1995). *Metrical Stress Theory: Principles and Case Studies*. Chicago: University of Chicago Press.
- Hornstein, N., & Lightfoot, D. (1981). *Explanation in linguistics: the logical problem of language acquisition*. London: Longmans.
- Houston, D., Jusczyk, P., Kuijpers, C., Coolen, R., & Cutler, A. (2000). Cross-language word segmentation by 9-month-olds. *Psychonomic Bulletin & Review*, 7(3), 504-509.
- Houston, D., Santelmann, L., & Jusczyk, P. (2004). English-learning infants' segmentation of trisyllabic words from fluent speech. *Language & Cognitive Processes*, 19(1), 97-136.
- Hudson Kam, C.L., & Newport, E.L. (2005). Regularizing unpredictable variation: The roles of adult and child learners in language formation and change. *Language Learning and Development*, 1, 151-195.
- Idsardi, W. (1992). The Computation of Prosody. Doctoral dissertation, MIT, Cambridge, MA.
- Jusczyk, P. & Aslin, R. (1995). Infants' detection of the sound pattern of words in fluent speech. *Cognitive Psychology*, 29, 1-23.
- Jusczyk, P., Cutler, A., & Redanz, N. (1993). Infants' sensitivity to predominant word stress patterns in English. *Child Development*, 64, 675-687.
- Jusczyk, P., Houston, D., Newsome, M. (1999). The beginnings of word segmentation in English-learning infants. *Cognitive Psychology*, 39(3-4), 159-207.
- Jurafsky, D. & Martin, J. (2000). *Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition*. Prentice Hall.
- Kager, R. (1995). "The metrical theory of word stress", in Goldsmith, J. (ed.), *The Handbook of Phonological Theory*, 367-402. Oxford: Basil Blackwell.
- Kibler, W. (1984). *An Introduction to Old French*. New York: Modern Language Association of America.
- Koenigsberger, H.G., & Briggs, A. (1987). *Medieval Europe, 400-1500*. Longman: New York.
- Kroch, A., & Taylor, A. (1997). Verb Movement in Old and Middle English: Dialect Variation & Language Contact. In van Kemenade, A. & Vincent, N. (eds.), *Parameters of Morphosyntactic Change*. Cambridge: Cambridge University Press, 297-325.
- Kroch, A., & Taylor, A. (2000). The Penn-Helsinki parsed corpus of Middle English. Philadelphia: Department of Linguistics, University of Pennsylvania, 2nd edn. Accessible via <http://www.ling.upenn.edu/mideng>.
- Lasnik, H. (1987). A note on indirect negative evidence. *UConn Working Papers in Linguistics*, 1, 19-26.
- Legate, J. & Yang, C. (2002). Empirical re-assessment of stimulus poverty arguments. *Linguistic Review*, 19, 151-162.
- Lidz, J., Waxman, S., & Freedman, J. (2003). What infants know about syntax but couldn't have learned: experimental evidence for syntactic structure at 18

- months. *Cognition*, 89, B65-B73.
- Lidz, J. & Waxman, S. (2004). Reaffirming the poverty of the stimulus argument: a reply to the replies. *Cognition*, 93, 157-165.
- Lightfoot, D. (1982). *The Language Lottery: Toward a Biology of Grammars*, Cambridge, MA: MIT Press.
- Lightfoot, D. (1991). *How to Set Parameters: arguments from language change*, Cambridge, MA: MIT Press.
- Lightfoot, D. (1999). *The Development of Language: Acquisition, Change, and Evolution*. Oxford: Blackwell.
- MacWhinney, B. (2000). *The CHILDES Project: Tools for Analyzing Talk*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Manning, C. & Schütze, H. (1999). *Foundations of Statistical Natural Language Processing*. Cambridge, MA: The MIT Press.
- Manzini, R. and Wexler, K. (1987). Parameters, binding theory, and learnability. *Linguistic Inquiry* 18.3, 413-444.
- Mehler, J., Jusczyk, P., Lambertz, G., Halsted, N., Bertoncini, J., & Amiel-Tison, C. (1988). A precursor of language acquisition in young infants. *Cognition*, 29(2), 143-178.
- Morgan. (1986). *From Simple Input to Complex Grammar*. Cambridge, MA: MIT Press.
- Nazzi, T., Jusczyk, P., & Johnson, E. (2000). Language discrimination by English-learning 5-month-olds: Effects of rhythm and familiarity. *Journal of Memory & Language*, 43(1), 1-19.
- Newport, E. & Aslin, R. (2004). Learning at a distance: Statistical learning of non-adjacent dependencies. *Cognitive Psychology*, 48, 127-162.
- Neyman, J. & Pearson, E. (1928) On the Use and Interpretation of Certain Test Criteria for Purposes of Statistical Inference: Part I. *Biometrika*, 20A(1/2): 175-240.
- Niyogi, P., & Berwick, R. (1995). *The logical problem of language change*. AI-Memo 1516, Artificial Intelligence Laboratory, MIT.
- Niyogi, P., & Berwick, R. (1996). A language learning model for finite parameter spaces. *Cognition*, 61, 161-193.
- Niyogi, P., & Berwick, R. (1997). Evolutionary consequences of language learning. *Linguistics and Philosophy*, 20, 697-719.
- Osgood, C., & Sebeok, T. (1954). Psycholinguistics: a survey of theory and research problems. *Journal of Abnormal and Social Psychology*, 49, 1-203.
- Pearl, J. (1996). Decision making under uncertainty. *ACM Computing Surveys (CSUR)*, 28.1, 89-92.
- Perfors, A., Tenenbaum, J., & Regier, T. (2006). Poverty of the Stimulus? A rational approach. *28th Annual Conference of the Cognitive Science Society*. Vancouver, British Columbia.
- Pierce. A. (1992). *Language Acquisition and Syntactic Theory: A Comparative Analysis of French and English Child Grammars*. Boston, MA: Kluwer Academic.
- Pinker, S. (1979). Formal models of language learning. *Cognition*, 7, 217-283.

- Pintzuk, S. (2002). Verb-Object Order in Old English: Variation as Grammatical Competition. *Syntactic Effects of Morphological Change*. Oxford: Oxford University Press.
- Regier, T. & Gahl, S. (2004). Learning the unlearnable: The role of missing evidence. *Cognition*, 93, 147-155.
- Rizzi, L. (1997). The Fine Structure of the Left Periphery. In L. Haegeman (ed.), *Elements of Grammar: Handbook of Generative Syntax*. Dordrecht: Kluwer, 281-337.
- Rizzi, L. (2004). Locality and the Left Periphery. In A. Belletti (ed.), *Structures and Beyond. The Cartography of Syntactic Structures, Volume 3*. Oxford: Oxford University Press, 223-251.
- Saffran, J., Aslin, R., and Newport, L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928.
- Saffran, J., Newport, L., and Aslin, R. (1996). Word segmentation: The role of distributional cues. *Journal of Memory and Language*, 35, 606-621.
- Sakas, W.G. (2003). A Word-Order Database for Testing Computational Models of Language Acquisition. *Proceedings of the 41st Annual Meeting of the Association for Computational Linguistics*, 415-422.
- Sakas, W.G. & Fodor, J.D. (2001). The structural triggers learner. In S. Bertolo (ed.) *Language Acquisition and Learnability*, Cambridge University Press, Cambridge, UK.
- Sakas, W. & Nishimoto, E. (2002). Search, Structure, or Statistics? A Comparative Study of Memoryless Heuristics for Syntax Acquisition. Ms., CUNY: New York.
- Shannon, C. (1948). A mathematical theory of communication,' *Bell System Technical Journal*, 27, 379-423 and 623-656.
- Skinner, B. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- Spelke, E. S. (1979). Perceiving Bimodally Specified Events in Infancy. *Developmental Psychology*, 15 (6), pp. 626-636.
- Staddon, J.E.R. (1988). Learning as Inference. In Bolles, R. and Beecher, M. (eds.), *Evolution and Learning*, Hillside, NJ: Lawrence Erlbaum.
- Taylor, A., Warner, A., Pintzuk, S., & Beths, F. (2003). The York-Toronto-Helsinki parsed corpus of Old English. York, UK: Department of Language and Linguistic Science, University of York. Available through the Oxford Text Archive.
- Tenenbaum, J. & Griffiths, T. (2001). Generalization, similarity and Bayesian inference. *Behavioral and Brain Sciences*, 24, 629-640.
- Tenenbaum, J., Griffiths, T., & Kemp, C. (2006). Theory-based Bayesian models of inductive learning and reasoning. *Trends in Cognitive Sciences*, 10(7), 309-318.
- Thompson, S. & Newport, L. (2007). Statistical learning of syntax: The role of transitional probability. *Language Learning and Development*, 3, 1-42.
- Thornton, R. & Crain, S. (1994). Successful cyclic movement. In Hoekstra, T. & Schwartz, B. (eds.), *Language Acquisition Studies in Generative Grammar*, John Benjamins, 215-253.
- Thornton, R. & Crain, S. (1999). Levels of representation in child grammar. *The Linguistic Review*, 16, 81-123.
- Tirumalesh, K.V. (1996) "Topic and Focus in Kannada: Implications for Word Order," South Asian Language Review, 6.1, 25-48.

- Valian, V. (1990). Null subjects: A problem for parameter setting models of language acquisition. *Cognition*, 35, 105-122.
- Valian, V. (1991). Syntactic subjects in the early speech of American and Italian children. *Cognition*, 40, 21-82.
- Weinreich, U., Labov, W., & Herzog, M. (1968). Empirical foundations for a theory of language change. In Lehmann, W. & Malkiel, Y. (eds.), *Directions for Historical Linguistics*. Austin: University of Texas Press.
- Wexler, K. & Culicover, P. (1980). *Formal Principles of Language Acquisition*. Cambridge, MA: MIT Press.
- Wilson, M.D. (1988). The MRC Psycholinguistic Database: Machine Readable Dictionary, Version 2. *Behavioural Research Methods, Instruments and Computers*, 20(1), 6-11.
- Yang, C. (2000). Internal and external forces in language change. *Language Variation and Change*, 12, 231-250.
- Yang, C. (2002). *Knowledge and Learning in Natural Language*. Oxford: Oxford University Press.
- Yang, C. (2004). Universal Grammar, statistics or both? *Trends in Cognitive Science*, 8(10), 451-456.