Let language acquisition be a series of steps that approach the (adult) target language

\[ G_o \ldots G_i \ldots G_t \]

only \underline{series of} target
words intermediate adult
grammars grammar
Intermediate Grammars

\[ G_0 \rightarrow \ldots \rightarrow G_i \iff G_{i+1} \ldots \rightarrow G_t \]

\[ G_i \iff G_{i+1} : \text{a step between two intermediate grammars} \]
Intermediate Grammars

\[ G_0 \rightarrow \ldots \rightarrow G_i \rightarrow G_{i+1} \ldots \rightarrow G_t \]

For each step there is

- a cause/trigger (cue)
- an ordering
- a speed

Program: establish cause/ordering/speed for each step
The Lexicon Week I-Wednesday 4

The distinction N/V

- lexical categories (N₀/V₀/A₀/P₀)
- functional categories (I₀/C₀/D₀/P₀-types)

The lexical categories
- a. correspond with a real experience
- b. have a primary quality
- c. N and V are present in all languages of the world

The functional categories
- a. relate other words and phrases
- b. have a secondary quality
- c. are different in all languages of the world
A route map

single words $X \rightarrow$ categories $\rightarrow$ phrases $\rightarrow$ phrasal configurations

{Nᵪ, Vᵪ, Aᵪ, Pᵪ} \{NP, VP, AP, PP\}
{Iᵪ, Dᵪ etc.} \{IP, DP etc.\}

Question

Which categories are established first?
The non-lexical categories (types of) $C^o$, $I^o$ and $D^o$ seen as fixed companions of the lexical $N^o$, $V^o$. 
Instead of function words \( I^o/C^o \) and \( D^o \) there may be function morphemes.
The realization of $I^o$ can be morphological or phrasal.

a. function morphemes (paradigma)
b. function words (syntagma)

a. morphological context  or  b. phrasal context
The realization of $D^o$ can be morphological or phrasal.

a. function morphemes (paradigma)
b. function words (syntagma)
A route map

single words X word categories

\{N^o, V^o\}
(A^o, P^o)

Extended projection

Extended projection
The distinction N/V

How do children learn the lexical categories:

\[ X \rightarrow N \] (X is a single word)
\[ X \rightarrow V \]

Chicken and egg problem:
You do not hear word structure unless you have a grammar

BUT: The child does not have a grammar yet
The distinction N/V

A category class is a *substitution class*. Words are of the same category if they can substitute each other in a paradigm with preservation of grammaticality.

But: - in which constructions and in how many constructions must the words be able to be substituted?  
- what means the notion ‘preservation of grammaticality’?

One can replace *green leaves rustle gently* with *green ideas sleep furiously*.

We knew that the stress pattern is right with nonsense words. We know that the syntax is right with nonsense sentences.