句法理論面面觀

**評估程序**

(12) (i) a technique for representing input signals

(ii) a way of representing structural information about these signals

(iii) some initial delimitation of a class of possible hypotheses about language structure

(iv) a method for determining what each such hypothesis implies with respect to each sentence

(v) a method for selecting one of the (presumably, infinitely many) hypotheses that are allowed by (iii) and are compatible with the given primary linguistic data

(13) (i) a universal phonetic theory that defines the notion “ possible sentence ”

(ii) a definition of “ structural description ”

(iii) a definition of “generative grammar ”

(iv) a method for determining the structural description of a sentence, given a grammar

(v) a way of evaluating alternative proposed grammars

(14) (i) an enumeration of the class of possible sentences s1 , s2 , …

(ii) an enumeration of the class of possible structural descriptions SD1, SD2, …

(iii) an enumeration of the class of possible generative grammars G1, G2, …

(iv) specification of a function f such that SDf(i ,j) is the structural description assigned to sentence si by grammar Gj, for arbitrary i , j

(v) specification of a function m such that m(i) is an integer associated with the grammar Gi as its value (with, let us say, lower value indicated by higher number)

首先，這樣的評估程序并非先天的，任何關於此程序的方案都是關於語言本質的經驗假設（工作假設[[1]](#footnote-1)）。

簡易性量度 = 評估量度

初始語言數據（PLD）🡪(如何決定) 🡪描寫充分語法（DG），定義簡易性即定義如何PLD決定DG。

簡易性量度是不能用來比較不同的語法理論的。【筆記】該評估程序是用來評估特定語言學理論之下哪一部語法更充分。Theory of a language指的是語法；Theory of Grammars/language指的是語言學理論。

**語言學與語言學習**

知識習得的兩個一般路徑：經驗主義路徑和理性主義路徑。

【筆記】Quine, 1960, p83 || 2013, p75: There is no reason to suppose that the stimulations for which the child thus eventually learns his uniform verbal response were originally unified for him under any one idea, whatever that might mean(促使兒童習得的統一言語行爲的刺激起初對兒童而言并非統一的). If the child is to be amenable to such training, however, what he must have is a prior tendency to weight qualitative differences unequally（不均匀地權重質的差異的先天取向）. He must, so to speak, sense more resemblance between some stimulations than between others（相對於另外一些刺激，有些刺激更相似）. Otherwise, a dozen reinforcements of his response ‘Red’ , on occasions where red things were presented, would no more encourage the same response to a thirteenth red thing than to a blue one(否則，); and a dozen reinforcements of his response ‘Mama’ , on occasions dominated by the mother’s face at various angles, would be just as inconsequential. In effect therefore we must credit the child with a sort of prelinguistic quality space. We may estimate relative distances in his quality space by observing how he learns. If we reinforce his response of ‘Red’ in the presence of crimson and discourage it in the presence of yellow, and then find that he makes the response to pink and not to orange, we can infer that the shades of crimson and pink used are nearer each other, in his quality space, than the crimson and orange. Supplementary clues to spacing are available in the child’s hesitation, or reaction time.

1. <https://helpfulprofessor.com/types-of-hypothesis/> [↑](#footnote-ref-1)