

FSLT Examination Preparation

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1 Map of the Field (Uzkoreit) 24.10-26.10

2 Linguistics Foundation (Delogu) 28.10-09.11

Linguistic Foundations I

- The difference between linguistic competence and linguistic performance

- **Linguistic competence** - The implicit knowledge a language user has of his language, which enables him to produce and understand any possible sentence of that language
- **Linguistic performance** - The actual use of language in real situations, which is conditioned by physiological and psychological constraints (memory limitations, shifts of attention, etc.)

- The difference between sentence grammaticality and acceptability

- **Grammaticality** - A sentence is grammatical if it is formed according to the grammar of the language
- **Acceptability** - A sentence is acceptable if it 'sounds good' to a native speaker

note: a sentence can be grammatical but unacceptable (e.g. hard to process)

- Four definitions of **grammar**

- The linguistic rules of a language that every native speaker intuitively knows - Linguistic competence
- A model of the linguistic rules that every speaker of a language intuitively knows - A theory of linguistic competence
- The rules and principles that describe the linguistic behavior of native speakers - Descriptive grammar
- - The rules and principles that prescribe the linguistic behavior of native speakers, according to some authority - Prescriptive grammar

- Linguistic structuralism and the **inductive method**

- Structural linguistics thus involves collecting a corpus of utterances and then attempting to classify all of the elements of the corpus at their different linguistic levels
- linguistic constituents were identified by the set of all contexts in which they can occur

- Chomsky and the **Generative Program**

- A rejection of structuralism and a redefinition of the object of investigation
- Developed from two key observations:
 1. Linguistic competence: people are able to understand and produce an infinite number of grammatical sentences
 - The inductive method used by the Structuralists was inadequate (and unable to account for key linguistic phenomena like structural ambiguity)
 2. Language acquisition: children are able to learn their language perfectly, even though they are exposed to defective inputs
 - The idea that language is learnt through stimulus-response processes, as argued by the Behaviorists (e.g., Skinner 1957) was no longer tenable
- The task of a linguist is comparable to a child's acquisition of linguistic competence.
 - Since children do not acquire language inductively, the new methodology must be deductive
- The object of investigation is no longer the product language as represented by corpora but the linguistic competence of native speakers
- Linguistic competence is an internalized (mentally- represented) grammar capable of generating an infinite number of grammatical sentences and none of the ungrammatical ones
- The goal of linguistics is to provide an adequate grammar as a model of linguistic competence

Linguistic Foundations II

- **Morphology** - The study of word structure and word formation

3 Cognitive Foundations (Crocker) 14.11-18.11

4 Technological Foundations (Busemann) 21.11-25.11

5 Finite State Methods for Lexicon & Morphology (Kiefer) 28.11-02.12

6 Parsing (Zhang) 05.12-09.12

7 Statistical NLP (Language Models) (Klakow, Wiegand) 12.12-23.12

8 Prosodic Models for Speech Technology (Moebius) 09.01