

Concours de la Sélection Internationale Lettres, École Normale Supérieure [2019]

Linguistique

Examen écrit

PARTIE I

La phrase anglaise en (1) est compatible avec deux situations différentes. Dans un cas comme dans l'autre, la phrase implique que la serviette a séché, mais les deux lectures de la phrase donnent lieu à des inférences différentes, résumées en (1a) et (1b).

- (1) The towel dried again.
- a. Inférence : La serviette a préalablement séché.
 - b. Inférence : La serviette était auparavant sèche.

Question 1.

Définition : la phrase S1 implique la phrase S2 si, lorsque S1 est vrai, S2 est aussi obligatoirement vrai.

Est-ce que (1a) implique (1b) ? Expliquez pourquoi ou donnez un contre-exemple.
Est-ce que (1b) implique (1a) ? Expliquez pourquoi ou donnez un contre-exemple.

Question 2.

La phrase (2) peut être vraie dans l'une ou l'autre des deux situations décrites en (2a) et (2b). La phrase (3) peut être vraie dans l'une ou l'autre des deux situations décrites en (3a) et en (3b).

- (2) John has a child.
- a. John a un fils.
 - b. John a une fille.
- (3) John went to a bank.
- a. John est allé dans une institution financière.
 - b. John est allé au bord d'une rivière.

Néanmoins, les phrases (2) et (3) sont généralement traitées différemment. La phrase (2) a une signification sous-spécifiée : une signification générale qui peut être vraie de différentes façons. La phrase (3) est véritablement ambiguë : les deux sens correspondent à deux représentations sémantiques différentes.

La phrase (1) doit-elle être considérée comme un cas de sous-spécification ou d'ambiguïté ?

Quels types d'arguments linguistiques pourraient être invoqués à l'appui de cette question ?

Question 3.

Pour les questions suivantes, nous supposons que la phrase (1) est un cas d'ambiguïté, les deux sens de (1a) et (1b) étant associés à des représentations sémantiques différentes. Nous décrivons ci-dessous deux hypothèses sur l'origine de cette ambiguïté : l'une en termes d'ambiguïté lexicale, l'autre en termes d'ambiguïté structurelle.

Hypothèse 1 : ambiguïté lexicale

Le mot "again" est ambigu entre deux significations, décrites ci-dessous (X est le sens d'une phrase verbale telle que "dry").

again1 = X s'est produit et X s'est produit précédemment.

again2 (ne prend que les prédicats exprimant un changement d'état) = X s'est produit et précédemment il y avait un changement dans le sens inverse de ce que X décrit.

Hypothèse 2 : ambiguïté structurelle

Les verbes de changement comme "dry" sont morphologiquement complexes : ils se décomposent en une structure comme celle de (4). Le sens de "sécher" est de devenir sec. Les deux lectures de (1) surviennent parce que l'adverbe 'again' peut s'attacher à des points différents. Dans un cas comme dans l'autre, le mot "again" signifie que l'état ou l'événement qu'il prend comme argument s'est produit antérieurement.

(4) BECOME [dry (adj.)]

Pour chacune des deux hypothèses, dessinez des formes logiques qui correspondent aux lectures de (1a) et (1b), et expliquez brièvement comment les significations pertinentes sont générées.

Question 4.

Un certain nombre d'adverbes en plus de "again" montrent aussi de l'ambiguïté. Par exemple, l'adverbe "almost" est parfois ambigu entre deux lectures, décrites en (5a) et (5b).

(5) John almost painted the fence.

a. John a presque commencé à peindre la clôture. (Mais il a décidé qu'il aimait l'ancienne couleur.)

b. John a presque fini de peindre la clôture. (Mais il a été interrompu avant la fin.)

Comment expliquer les lectures de (5) en termes d'ambiguïté lexicale ? En termes d'ambiguïté structurelle ? Ce second cas d'ambiguïté permet-il de mettre en évidence une hypothèse par rapport à l'autre ? Expliquez votre raisonnement.

Question 5.

La disponibilité de ces deux lectures varie d'une langue à l'autre. En français, par exemple, l'adverbe "encore" ne permet qu'une seule lecture de la phrase (celle correspondant à (1a)). Le préfixe français 're-' permet les deux lectures de la phrase. Mais le préfixe anglais 're-' ne permet qu'une seule lecture de la phrase (celle correspondant à (1b)).

(6) Jean a encore fermé sa porte.

Seule lecture : Jean a déjà fermé la porte.

(7) Jean a refermé sa porte.

a. Jean a déjà fermé la porte.

b. La porte était auparavant en position fermée.

(8) The archaeologists rebuilt the castle.

Seule lecture : le château était auparavant dans un état de construction complète.

Sur la base de ces données interlinguistiques, avons-nous des preuves d'une hypothèse par rapport à l'autre ? Expliquez votre raisonnement.

Question 6.

Pour certains verbes, aucune lecture n'implique l'autre.

(9) (After the heavy rain), the river widened again.

a. La rivière s'est élargie ; la rivière s'était auparavant élargie.

b. La rivière s'élargit et retrouve sa largeur d'origine.

Décrire les situations pertinentes pour montrer que ni l'une ni l'autre lecture n'implique l'autre.

Question 7.

Supposons une analyse du mot "again" selon l'Hypothèse 2 ; ci-dessous, deux décompositions possibles du verbe "widen" sont présentées.

(10) a. BECOME [wide]

b. BECOME [wider]

Considérez "widen" dans une phrase simple.

(11) La rivière s'est élargie.

Quelle décomposition en (10) caractérise le mieux le sens de l'adjectif "élargir", tel qu'il apparaît en (11) ? Pourquoi ?

Laquelle des deux décompositions proposées en (10) saisit les faits d'implication décrits en (9) ? Si l'une des décompositions, ou les deux, n'expliquent pas ces faits, expliquez pourquoi.

PARTIE II

Lisez l'article de Yang (2013) et répondez aux questions suivantes :

1. Expliquez le raisonnement qui sous-tend l'idée que les enfants mémorisent des séquences plutôt que d'apprendre des règles abstraites.
2. Quelles sont les prédictions de cette approche ?
3. Pourquoi la logique de l'argument est-elle erronée ?
4. Comment l'auteur démontre-t-il que les enfants utilisent une grammaire fondée sur des règles ?
5. Qu'est-ce qui différencie le langage des enfants des combinaisons de signes de Nim Chimpsky ?
6. Quelles sont les implications de ces résultats pour les approches des gradualistes à l'évolution du langage ?

[NB : Les documents supplémentaires à l'article sont fournis par souci d'exhaustivité, vous n'avez pas besoin de les lire pour pouvoir répondre aux questions.]

Ontogeny and phylogeny of language

Charles Yang¹

Department of Linguistics and Computer Science, Institute for Research in Cognitive Science, University of Pennsylvania, Philadelphia, PA 19081

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How did language evolve? A popular approach points to the similarities between the ontogeny and phylogeny of language. Young children's language and nonhuman primates' signing both appear formulaic with limited syntactic combinations, thereby suggesting a degree of continuity in their cognitive abilities. To evaluate the validity of this approach, as well as to develop a quantitative benchmark to assess children's language development, I propose a formal analysis that characterizes the statistical profile of grammatical rules. I show that very young children's language is consistent with a productive grammar rather than memorization of specific word combinations from caregivers' speech. Furthermore, I provide a statistically rigorous demonstration that the sign use of Nim Chimpsky, the chimpanzee who was taught American Sign Language, does not show the expected productivity of a rule-based grammar. Implications for theories of language acquisition and evolution are discussed.

computational linguistics | linguistics | primate cognition | psychology

The hallmark of human language, and *Homo sapiens'* great leap forward, is the combinatorial use of language to create an unbounded number of meaningful expressions (1). How did this ability evolve? For a cognitive trait that inconveniently left no fossils behind, a popular approach points to the continuity between the ontogeny and phylogeny of language (2–4): “the most promising guide to what happened in language evolution,” according to a comprehensive recent survey (5). Young children's language is similar to the signing patterns of primates: Both seem to result from imitation because they show limited and formulaic combinatorial flexibility (6, 7). Only human children will go on to acquire language, but establishing a common starting point before full-blown linguistic ability may reveal the transient stages in the evolution of language.

The ontogeny and phylogeny argument has force only if the parallels between primate and child language are genuine. Indeed, the assessment of linguistic capability, in both children and primates, has been controversial. Traditionally, children's language is believed to include abstract linguistic representations and processes even though their speech output may be constrained by nonlinguistic factors, such as working memory limitations. The relatively low rate of errors in many (but not all) aspects of child language is often cited to support this interpretation (8). A recent alternative approach emphasizes the memorization of specific strings of words rather than systematic rules (6, 9); the rarity of errors in child language could be attributed to memorization and retrieval of specific linguistic expressions in the adult input (which would be largely error-free).

The main evidence for learning by memorization comes from the relatively low degree of combinatorial diversity, which can be quantified as the ratio of attested vs. possible syntactic combinations. For instance, English singular nouns can interchangeably follow the singular determiners “a” and “the” (e.g., “a/the car,” “a/the story”). If every noun that follows “a” also follows “the” in some sample of language, the diversity measure will be 100%. If nouns appear with “a” or “the” exclusively, the diversity measure will be 0%. Even at the earliest stage of language learning, children very rarely make mistakes in the use of determiner-noun combinations: Ungrammatical combinations (e.g., “the a dog,” “cat the”) are virtually nonexistent (10). However,

the syntactic diversity of determiner-noun combinations is quite low: Only 20–40% of singular nouns in child speech appear with both determiners, and the rest appear with one determiner exclusively (11). These low measures of diversity have been interpreted as the absence of a systematic grammar: If the combination of determiners and nouns is truly independent and productive, a higher proportion of nouns may be expected to pair with both suitable determiners. However, subsequent studies show comparably low diversity measures in the speech of mothers, whose linguistic productivity is not in doubt (12). Perhaps more paradoxically, analysis of the Brown Corpus (13), a collection of English print materials, shows that only 25% of single nouns appear with both determiners, fewer than the diversity measure of very young children (11); it seems absurd to suggest that professional writers have a less systematic grammar than 2-y-old children.

The assessment of nonhuman primates' ability to learn language has also been riddled with controversies. Many earlier studies were complicated by researchers' subjective interpretations of behavioral data (reviewed in ref. 14). Project Nim was a notable exception (7). Nim Chimpsky was a chimpanzee taught American Sign Language (ASL) by human surrogate parents and teachers. Importantly, Nim's sign production data remain the only publicly available corpus from primate language research (15). Nim produced numerous sign combinations that initially appeared to follow a grammar-like system. However, further video analysis showed evidence of imitation of the teachers, leading the researchers to a negative assessment of Nim's linguistic ability (7). Yet video analysis of human primate interaction also contains an element of subjectivity, and the debate over primates' linguistic abilities continues (16).

These conflicting and paradoxical interpretations of child and primate languages are due, in part, to the absence of a statistically rigorous analysis of language use. What is the statistical profile of language if it follows grammatical rules? How is that distinguished from the statistical profile of language use by imitation? This paper develops a statistical test that can detect the presence or absence of grammatical rules based on a linguistic sample. I use this test to show that very young children's language is consistent with a grammar that independently combines linguistic units and is inconsistent with patterns of memorization of caregivers' speech. Furthermore, I show that Nim's sign combinations fall below the diversity expected of a rule-based grammar. I start with some statistical observations about language.

Statistics of Grammar

Zipf's Law and Language. It is well known that Zipf's law accurately characterizes the distribution of word frequencies (17). Let n_r be the word of rank r among N distinct words. Its probability,

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¹E-mail: charles.yang@ling.upenn.edu.

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P_r , of appearing in a corpus of N word types can be accurately approximated:

$$p_r = \left(\frac{C}{r}\right) / \left(\sum_{i=1}^N \frac{C}{i}\right) = \frac{1}{rH_N}, \quad H_N = \sum_{i=1}^N \frac{1}{i} \quad [1]$$

Empirical tests (18) have shown Zipf's law to be an excellent fit for word frequencies across languages and genres, especially for relatively common words (e.g., the top 10,000 words in English). Zipf's law implies that much of the probability mass in a linguistic sample comes from relatively few but highly frequent types. Many words, over 40% in the Brown Corpus, appear only once in the sample. It is also worth noting that Zipf's law is not unique to language and has been observed in many natural and social phenomena (reviewed in ref. 19).

I now investigate how Zipf's law affects the combinatorial diversity in language use. Consider the English noun phrase (NP) rule in previous studies of child language (10–12), where a closed class functor (“a” and “the”) can interchangeably combine with an open class noun to produce, for example, “a/the cookie” or “a/the desk.” These combinations can be described as a rule “NP→DN,” where the determiner (D) is “a” or “the” and the noun (N) is “car,” “cookie,” or “cat,” for example. Other types of grammar rules can be analyzed in a similar fashion.

Two empirical observations are immediate (details are provided in *SI Text*). First, because many nouns appear only once, as indicated by Zipf's law, they can only be used with a single determiner. The lack of opportunities to be paired with the other determiner has been inappropriately interpreted as a restriction on combinations, as Valian et al. (12) noted. Second, even when a noun is used multiple times, it may still be paired exclusively with one determiner rather than with both, due to entirely independent factors. For instance, although the noun phrases “the bathroom” and “a bathroom” both follow the rule NP→DN, the former is much more common in language use. By contrast, “a bath” appears more often than “the bath.” These use asymmetries are unlikely to be linguistic but only mirror life. Empirically, nouns favor one determiner over the other by a factor of 2.5, which is also approximated by Zipf's law. Thus, even if a noun appears multiple times in a sample, there is a still significant chance that it will be paired with one determiner exclusively. Taken together, these statistical properties of language may give rise to low-syntactic diversity measures, which have been interpreted as memorization of specific strings of words. At the same time, the Zipfian characterization of language provides a simple and accurate way to establish the statistical profile of grammar.

Statistical Profile of Grammar. Keeping to the determiner-noun example, I calculate the expected ratio of nouns combined with both determiners in a linguistic sample. The two categories of words and their combinations can be likened to the familiar urns and marbles in probability problems. Consider two urns: One contains a red marble and a blue marble, the other contains N distinct green marbles, and all the marbles are drawn with fixed probabilities. A trial consists of independently drawing one marble from each urn (with replacement); that is, a green marble is paired with either a red marble or a blue marble at every trial. After S trials, where S is sample size, one counts the percentage of green marble types that have been paired with both red and blue ones. In linguistic terms, the red and blue marbles in the first urn are the determiners “a” and “the” and the green marbles in the second urn represent nouns that may be combined with the determiners.

If the pairing between determiners and nouns follows the rule NP→DN and is independent, I can calculate the expected probability of a specific DN pairing as the product of their marginal probabilities. Let n_r be the r th most frequent noun in

the sample of S pairs of determiner-noun combinations and p_r be its marginal probability. Suppose the probability of drawing the i th determiner is d_i . In the S pairs of determiner-noun combinations, the expected probability of n_r being drawn with both determiners, E_r , is as follows (derivations are provided in *SI Text*):

$$E_r = 1 - (1 - p_r)^S - \sum_{i=1}^D [(d_i p_r + 1 - p_r)^S - (1 - p_r)^S]$$

In the NP case with two determiners, I have $D = 2$. The expected diversity average of the entire sample is as follows:

$$E[D] = \frac{1}{N} \sum_{r=1}^N E_r \quad [2]$$

The calculation is further simplified because frequencies of words can be accurately approximated by Zipf's law; that is, the probability of a word is inversely proportional to its rank (Eq. 1). This enables us to calculate the expected combinatorial diversity based only on the sample size S and the number of distinct nouns type N appearing in the sample.

Results

Early Child Language Follows a Grammar. The statistical analysis in Eq. 2 gives an expected ratio of nouns appearing with both determiners if their combinations are independent. The expected value can then be compared with the empirical value to see if the observed profile of use is consistent with theoretical expectation.

I evaluate 10 language samples (details are provided in *SI Text*). Nine are drawn from the publicly available data (20) of young children learning American English at the very beginning of syntactic combinations, that is, the two-word stage. For comparison, I also evaluate the Brown Corpus (13), for which the writers' grammatical competence is not in doubt. For each sample, determiner-noun pairs are automatically extracted to obtain the empirical percentages of nouns appearing with both determiners. These values are then compared with theoretical expectations from Eq. 2. The two sets of values are nearly identical (Fig. 1A). Lin's concordance correlation coefficient test (21), which is appropriate for testing identity between two sets of continuous variables, confirms the agreement ($\rho_c = 0.977$, 95% confidence interval: 0.925–0.993). In other words, very young children's language fits the statistical profile of a grammatical rule that independently combines syntactic categories.

The syntactic diversities in the linguistic samples show considerable variation, highlighted by the paradoxical finding that the Brown Corpus shows less diversity than the language of young children. The nature of variation is formally analyzed in *SI Text*, which suggests that the average number of times a noun is used in the speech sample (S/N) predicts the diversity measure (a similar analysis is presented in ref. 12). This prediction is strongly confirmed, because the average number of occurrences per noun correlates nearly perfectly with the diversity measure ($\rho = 0.986$, $P < 10^{-5}$). As the results from the Brown Corpus show, the previous literature is mistaken to interpret the value of combinatorial diversity as a direct reflection of grammatical productivity (6, 11).

Role of Memory in Language Learning. I now ask whether children's determiner use can be accounted for by models that memorize specific word combinations rather than using general rules, as previously suggested (9). To test this hypothesis, I consider a model that retrieves from jointly formed, as opposed to productively composed, determiner-noun pairs. In contrast to the grammar model, which can be viewed as drawing independently from two urns, the memory model is akin to (invisible)

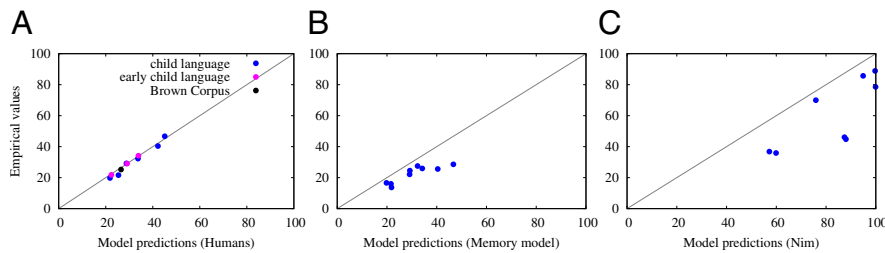


Fig. 1. Syntactic diversity in human language (A), memory-based learning model (B), and Nim Chimpsky (C) (details of the data are provided in *SI Text*). The diagonal line denotes identity; close clustering around it indicates strong agreement. For humans and Nim, the model predictions are made on the assumption that category combinations are independent. For the memory-based learner, the model prediction is based on frequency-dependent storage and retrieval. Only human data are consistent with a productive grammar ($\rho_c = 0.977$). Both the memory-based learning model ($P < 0.002$) and Nim ($P < 0.004$) show significantly lower diversity than expected under a grammar.

strings connecting balls from the two urns: Drawing a noun can only be paired with the determiner(s) that the learner has observed in the input data.

The memory model is constructed from 1.1 million child-directed English utterances in the public domain (20), which is approximately the amount of input children at the beginning of the two-word stage may have received (22). This sample of adult language contains nouns that appear with both determiners, as well as a large number that appear with only one determiner, for reasons discussed earlier.

For each of the nine child language samples, I randomly draw a matching number of pairs (with replacement) from the memorized determiner-noun pairs; the probability with which a pair is drawn is proportional to its frequency. I calculate the ratio of nouns in the drawing that appear with both “a” and “the” over 1,000 simulations and compare it with the empirical values of multiple determiner-noun combinations (*SI Text*). Results (Fig. 1B) show that the model significantly underpredicts the diversity of word combinations for every sample of child language ($P < 0.002$, paired one-tailed Mann–Whitney test).

There is no doubt that memory plays an important role in language learning: Words and idioms are the most obvious examples. Our results show that memory cannot substitute for the combinatorial power of grammar, even at the earliest stages of child language learning. Moreover, because the memory model produces significantly lower diversity measures than the empirical values, children in the present study are unlikely to be using a probabilistic mixture of grammar and memory retrieval. That would only produce diversity measures between the memory model and the grammar model, the latter of which, alone, already matches the empirical values accurately.

Nim’s Sign Combinations. What about our primate cousins? I investigate the sign combinations of Nim Chimpsky, a chimpanzee who was taught ASL (7, 15). Nim acquired ~125 ASL signs and produced thousands of multiple sign combinations, with the vast majority being two-sign combinations. Like the NP rule $NP \rightarrow DN$, Nim’s signs can be described as a closed class functor, such as “give” and “more,” combined with an open class sign, such as “apple,” “Nim,” or “eat.” The data include eight construction types that could be viewed as potential rules (7) (complete descriptions are provided in *SI Text*). These combinations are not fully language-like, because the signs in these constructions do not fall into conventional categories, such as nouns and verbs. They do, however, suggest Nim’s ability to express meanings in a combinatorial fashion.

I calculate the expected diversity from Eq. 2 if Nim followed a rule-like system that independently combines signs. Given the relatively small number of open class items and large number of combinations, a productive grammar is expected to have very high diversity measures. I then compare these expected values

against the empirical values in Nim’s sign combinations. Results (Fig. 1C) show that Nim falls considerably below the expected diversity of a rule-based system ($P < 0.004$, paired one-tailed Mann–Whitney test). Our conclusion is consistent with the video analysis results that Nim’s signs followed rote imitation rather than genuine grammar (7).

Nonhuman primates’ communicative capacity is complex, and their ability to learn word-like symbolic units is well documented (16, 23). There might be other cognitive systems that differentiate between humans and nonhuman primates (24) and play a role in the development and evolution of language. Our result is a rigorous demonstration that Nim’s signing lacked the combinatorial range of a grammar, the hallmark of human language evident even in very young children’s speech.

Discussion

I envision the present study to be one of many statistical tests to investigate the structural properties of human language. This represents a unique methodological perspective distinct from most behavioral studies of language and cognition, which typically rely on differentiation between experimental results and null hypotheses (e.g., chance level performance). By contrast, the test developed here produces quantitative theoretical predictions, where one seeks statistical confirmations, rather than mismatches, against empirical data. Zipf’s law, which provides a simple and accurate statistical characterization of language, enhances the robustness and applicability of the test across speakers and genres.

The present study also helps to clarify the nature of children’s early language. It suggests that at least some components of child language follow abstract rules from the outset of syntactic acquisition. I acknowledge the role of memorization in language (6), but our results suggest that it does not fully explain the distributional patterns of child language. This conclusion is congruent with research in statistical grammar induction and parsing (25). Statistical parsers make use of a wide range of grammatical rules. The verb phrase (VP) “drink water” may be represented in multiple forms, ranging from categorical ($VP \rightarrow V NP$) to lexically specific ($VP \rightarrow V_{\text{drink}} NP$) or billexically specific ($VP \rightarrow V_{\text{drink}} NP_{\text{water}}$), which corresponds to specific word combinations suggested for child language. When tested on novel data, it has been shown that generalization power primarily comes from categorical rules and that lexically specific rules offer very little additional coverage (26). Taken together, these results suggest that in language acquisition, children must focus on the development of general rules rather than the memorization and retrieval of specific strings.

Finally, the quantitative demonstration that children but not primates use a rule-based grammar has implications for research into the origin of language. Young children spontaneously acquire rules within a short period, whereas chimpanzees appear to show only patterns of imitation even after years of extensive training. The continuity between the ontogeny and phylogeny of

language, frequently alluded to in the gradualist account of language evolution (2–5), is not supported by the empirical data.

Theories that postulate a sharp discontinuity in syntactic abilities across species (27) appear more plausible.

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Supporting Information

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SI Text

Data and Empirical Methods

The child language data are drawn from the publicly available CHILDES database (1). Six children (“Adam,” “Eve,” “Naomi,” “Nina,” “Peter,” and “Sarah”) are selected; these are the only American English-learning children in the public domain whose data start at the very beginning of syntactic combinations and make up sufficiently large samples for statistical analysis. The age spans of these children are given in Table S1. The data are processed using a state-of-the-art part-of-speech (POS) tagger (<http://gpostl.sourceforge.net>). The Brown Corpus is publicly available with words already annotated with POSs. All determiner-noun pairs are extracted from the tagged word sequences in which the first word is a determiner (“a” or “the”) and the second word is tagged as a singular noun. In addition, I pooled the first 100, 300, and 500 determiner-noun pairs produced by each child to create three composite learners, which collectively represent the very earliest data on child language in the public domain. The ages (year and month) of the children at these cutoff points are: Adam (2;6, 2;9, 3;0), Eve (1;8, 1;11, 2;1), Naomi (2;0, 2;7, 2;11), Nina (1;11, 2;0, 2;1), Sarah (2;8, 3;1, 3;3), and Peter (2;0, 2;1, 2;2). These children are clearly at variant stages of language development, all of which are well explained by the statistical model developed here. Nim’s sign combination data are taken from work by Terrace (2).

Zipf’s Law and Language

Under a perfect fit of Zipf’s law, word ranks and frequencies have the slope of -1.0 on the log-log scale. Studies across languages and genres strongly confirmed the accuracy and universality of Zipf’s law (3). For the child language data used here, the average slope of the linear fit is -0.98 , again pointing to the accuracy of Zipf’s law. Thus, I can approximate the marginal probabilities of words using Eq. 1: that a word with a rank r in a sample of N words has a probability of $1/(rH_N)$, where H_N is the harmonic number $\sum_{i=1}^N 1/i$.

As noted in the main text, only 25.2% of singular nouns in the Brown Corpus appear with both “a” and “the.” Similar patterns hold for children’s speech data. On average, 22.8% of the nouns in each sample appear with both “a” and “the.” For these, the more vs. less favored determiner has an average frequency ratio of 2.54:1. The identity of the favored determiner varies from noun to noun, as the example of “bath/bathroom” from the main text makes clear.

These results suggest that Zipf’s law characterizes the frequencies of words as the propensities of word combinations.

Statistics of Grammar

The calculation uses the determiner-noun example but is applicable to any combinations of linguistic units. A productive rule “NP→DN,” where NP is a noun phrase, D is a determiner, and N is a noun, means that the combination of categories (determiner and noun) is independent. Let the marginal probability of drawing the noun n_r , $1 \leq r \leq N$ in each trial be p_r , and let that of drawing the i th determiner be d_i . The expected probability of n_r being drawn with both determiners, E_r , is as follows:

$$\begin{aligned} E_r &= 1 - \Pr\{n_r \text{ not sampled during } S \text{ trials}\} \\ &= 1 - \sum_{i=1}^D \Pr\{n_r \text{ sampled } i\text{th determiner exclusively}\} \\ &= 1 - (1 - p_r)^S \\ &= 1 - \sum_{i=1}^D [(d_i p_r + 1 - p_r)^S - (1 - p_r)^S] \end{aligned}$$

The last term above requires a brief comment. The independence of determiner-noun combinations under the rule means that the probability of the noun n_r following the i th determiner is the product of their probabilities, or $d_i p_r$. The multinomial expression

$$(p_1 + p_2 + \dots + p_{r-1} + d_i p_r + p_{r+1} + \dots + p_N)^S$$

gives the probabilities of all the compositions of the sample, with n_r combining with the i th determiner 0, 1, 2, \dots S times, which is $(d_i p_r + 1 - p_r)^S$ because $(p_1 + p_2 + \dots + p_{r-1} + p_r + p_{r+1} + \dots + p_N) = 1$. However, this value includes the probability of n_r combining with the i th determiner zero times; again $(1 - p_r)^S$, which must be subtracted. Thus, the probability with which n_r combines with the i th determiner exclusively in the sample S is $[(d_i p_r + 1 - p_r)^S - (1 - p_r)^S]$.

The average of the entire sample is Eq. 2, repeated below:

$$E[D] = \frac{1}{N} \sum_{r=1}^N E_r$$

Child Language, Grammar, and the Memory Model of Language Learning

The data and the syntactic diversity measures are provided in Table S1. The results from the memory-based learning model, which implements a suggestion in the study by Tomasello (4), are included there also.

High diversity of determiner-noun combinations can only be obtained when more nouns are sampled more than once so that they may have an opportunity to combine with multiple determiners. If noun probabilities follow Zipf’s law (3), S/H_N nouns are expected to occur more than once, and the average diversity over all N nouns is thus positively correlated with $S/(NH_N)$, which is approximately $S/(N \ln N)$ because $H_N \approx \ln N$ [a similar analysis is given in a study by Valian et al. (5)]. Given the slow asymptotic growth of $\ln N$, the ratio S/N (average number of times a noun is used in the speech sample) predicts the diversity measure. This is strongly confirmed ($\rho = 0.985$, $P < 10^{-5}$) for the data in Table S1.

Nim’s Sign Combinations

Nim’s two sign combinations are grouped into eight potential rules (2). Each rule consists of a closed class functor (one of two words, such as “more” and “give”) followed or preceded by an open class item, generating patterns such as “more apple,” “give apple,” and “more ball.” The theoretical value of diversity is calculated assuming the combination of the two categories in the rule is independent.

An alternative calculation ignores the word order restrictions in Nim’s constructions; for instance, an open class item “banana” is considered to have been paired with “more” and “give” regardless of their relative positions. There are now four instead of

eight constructions. Doing so increases the sample size for each construction, but the increase in the types of open class items is very modest. Consequently, Nim's combinatorial diversities for constructions without word order are 46.5%, 68.6%, 94%, and 60%, respectively, whereas the expected values are 90.7%, 99.9%, 99.9%, and 80.9%, respectively. It seems clear that Nim's productivity still falls far short of what could be expected of a pro-

ductive combinatorial system, even if I relax the restrictions on word order.

The disproportionately large sample size over few types accounts for Nim's much higher diversity values than those of human subjects. If Nim imitated his teachers' sign combinations as suggested by Terrace et al. (6), Nim had ample opportunities to copy from his (productive) sign language teachers.

1. MacWhinney B (2000) *The CHILDES Project* (Lawrence Erlbaum, Mahwah, NJ).
2. Terrace HS (1979) *Nim* (Knopf, New York).
3. Baroni M (2009) *Corpus Linguistics*, eds Lüdelign A, Kytö M (Mouton de Gruyter, Berlin), pp 803–821.
4. Tomasello M (2000) First steps toward a usage-based theory of language acquisition. *Cognitive Linguistics* 11(1–2):61–82.
5. Valian V (1986) Syntactic categories in the speech of young children. *Dev Psychol* 22: 562–579.
6. Terrace HS, Petitto LA, Sanders RJ, Bever TG (1979) Can an ape create a sentence? *Science* 206(4421):891–902.

Table S1. Empirical values of syntactic diversity in human language compared with theoretical values of a productive grammar model and a memory-based learning model

Subject	Sample size	Types	Theoretical, %	Empirical, %	Memory model, %
Naomi (1;1–5;1)	884	349	21.8	19.8	16.6
Eve (1;6–2;3)	831	283	25.4	21.6	16.0
Sarah (2;3–5;1)	2,453	640	28.8	29.2	24.5
Adam (2;3–4;10)	3,729	780	33.7	32.3	27.5
Peter (1;4–2;10)	2,873	480	42.2	40.4	25.6
Nina (1;11–3;11)	4,542	660	45.1	46.7	28.6
First 100	600	243	22.4	21.8	13.7
First 300	1,800	483	29.1	29.1	22.1
First 500	3,000	640	33.9	34.2	25.9
Brown Corpus	20,650	4,664	26.5	25.2	n/a

The notation X;Y indicates the child's age (year and month). The Brown Corpus is also examined for comparison. The agreement between the theoretical and empirical values (columns 4 and 5) is statistically significant (concordance correlation coefficient $\rho_c = 0.977$, 95% confidence interval: 0.925–0.993). The final column shows the simulation results (averaged over 1,000 trials) of the memory model described in *SI Text*, which are significantly lower than the empirical values ($P < 0.002$, paired one-tailed Mann–Whitney test). n/a, not applicable.

Table S2. Empirical values of syntactic diversity in Nim's eight sign combination patterns compared with theoretical values if the combinations are independent

Rule	Sample size	Types	Theoretical, %	Empirical, %
(more give) X	1,215	67	88.0	44.8
X (more give)	256	39	59.9	35.9
Verb (me Nim)	800	14	99.9	78.6
(me Nim) verb	158	13	87.4	46.1
Food-item (me Nim)	775	18	99.7	88.9
(me Nim) food-item	261	14	94.9	85.7
Nonfood-item (me Nim)	180	20	75.9	70.0
(me Nim) nonfood-item	99	19	57.2	36.8

The empirical values are significantly lower ($P < 0.004$, paired one-tailed Mann–Whitney test).