

How do language users learn linguistic structure?

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Sequences are ubiquitous in language – in spoken, written or sign language, from co-articulation to sentence structure to conversation. How do we learn such sequences? In this talk, I'll take a step back and review some observations regarding our perception and some of the patterns in child language learning. Based on these observations I will introduce discriminative error-driven learning theory and how it might account for some of these patterns - by differentiating informative from uninformative information (cues) through a process of prediction and error feedback. Finally, I'll present some of my recent work showing how discriminative learning might account for the patterns of sequence learning we see in language.