

Semantic/Cognitive Models

- Case Grammar
 - Fillmore (1968)
 - Generative Semantics
 - Theory developed to deal with Chomsky's TG limited focus on meaning
 - "for a language to be truly generative, it must generate meaning as well as structure" (Hulit & Howard, 2007, p. 32)
- Language is still innate
- Level deeper than Chomsky's TG deep structures that addresses universal concepts of noun-verb relationships

Case Grammar Terms

- Proposition
 - Underlying meaning of sentence
 - A sentence characteristic concerned with relationship between nouns and verbs in sentences
- Case
 - the semantic role of a noun or sets of nouns
 - Fillmore defined 7 universal cases
 - certain categories of verbs require certain cases
 - ex. "hit" versus "put"

7 Universal Cases

- See Table 2.1, p. 41 Owens (2008)
(* Must know definitions of these 6 and examples)
- (1) Agentive*
- (2) Dative
- (3) Experiencer*
- (4) Factitive
- (5) Instrumental*
- (6) Locative*
- (7) Objective*

Start of Semantic Revolution

- Shift in focus from '70s and early '80s away from syntax to semantics
- Bloom and Lahey (1978)
 - "mommy sock" example from Lois Bloom
 - Rich interpretation – meaning is more than the grammar, some clues in word order, but need contextual information

Cognitive Interpretation

- Timing of cognitive interpretation was concurrent with Semantics Revolution
- Why?
 - Cognition + Semantics
 - Computer Age
- Renewed focus on Piaget and connections between cognition and language
- Language is NOT separate or unique from cognition
- Language is NOT innate, cognitive precursors are innate
- Language is a product of cognition

Cognitive Interpretation

- Logic Acquisition Device (Slobin)
- Piaget's ideas re-visited:
 - Sensorimotor experiences of childhood are the foundation for language
 - Relationship between play and language

Limitations/Contributions

▣ Contributions (or supporting evidence)

- Research has confirmed that language skills often coincide with development of play, imitation, and functional tool use

▣ Limitations (or contrary evidence)

- Co-occurrence doesn't mean causality
- Special populations of children show evidence of a disconnect between language and cognition
- Social-interaction and communication purpose are important
