

**Knowing where to look:  
Identifying what children need to make syntactic generalizations**

Lisa Pearl  
University of California, Irvine

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Language acquisition is riddled with induction problems, where only one generalization is correct even though the available data allow multiple generalizations. One promising solution is that children are equipped with helpful learning strategies that guide the types of generalizations made from the data. Two successful approaches in recent work for identifying these strategies have involved (i) expanding the set of informative data to include *indirect positive evidence*, and (ii) using observable behavior as a target state for learning. I apply both these ideas to the case study of English anaphoric *one*, using computationally modeled learners who form their generalizations based on realistic data. I demonstrate that a learner biased to include indirect positive evidence coming from other referential pronouns in English can generate 18-month-old looking preference behavior. Interestingly, the knowledge state responsible for this target behavior is a context-dependent representation for anaphoric *one*, rather than the adult representation, but this immature representation can suffice in many communicative contexts involving anaphoric *one*. More generally, these results suggest that children may be leveraging broader sets of data to make the syntactic generalizations leading to their observed behavior, rather than selectively restricting their input. I conclude by discussing the components of the learning strategies capable of producing the observed behavior, including their origin and whether they may be useful for making other linguistic generalizations.