

1. Record Nr.	UNINA9910480227203321
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Titolo	Choosing a grammar : learning paths and ambiguous evidence in the acquisition of syntax // Isaac Gould
Pubbl/distr/stampa	Amsterdam ; Philadelphia : , : John Benjamins Publishing Company : , , [2017]
Descrizione fisica	1 online resource
Collana	Linguistik Aktuell/Linguistics Today, , 0166-0829 ; ; 238
Disciplina	418.0071
Soggetti	Language acquisition - Case-studies Language and languages - Syntax Generative grammar - Case-studies Analogy (Linguistics) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Thesis: Ph. D.-- Linguistics, Massachusetts Institute of Technology, Department of Linguistics and Philosophy, 2015.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Choosing a Grammar -- Editorial page -- Title page -- LCC data -- Table of contents -- Preface -- 1. Introduction -- 1. A model for language learning -- 1.1 Core themes: A first look -- 1.2 Revisiting the core themes: A look at some similar learning models -- 2. The puzzle of ambiguous evidence -- 2.1 Preliminary considerations -- 2.2 The general case -- 2.3 The subset case -- 3. Ambiguous evidence and modeling learner errors and variability -- 3.1 Errors -- 3.2 Variability -- 4. Ambiguity and development -- 2. The learning model -- 1. Introduction -- 2. Overview of the model -- 2.1 Introducing the model with two toy examples -- 2.2 The learning procedure: A summary -- 2.3 Ambiguous vs. unambiguous input -- 2.4 Prior probabilities and the update procedure -- 2.5 Generality of the model and learning results -- 3. Comparison with other learning models -- 3.1 Sakas and Fodor (2001): The Structural Triggers Learner -- 3.2 Gibson and Wexler (1994): The Triggering Learning Algorithm -- 3.3 Yang (2002): The Naive Parameter Learner -- 4. Summary -- 3. The acquisition of verb movement in Swiss German -- 1. Introduction -- 2. The core data of verb placement in Swiss German -- 2.1 Adult grammar -- 2.2 Child

productions -- 3. Some possible analyses -- 3.1 Alternative #1: Overgeneralizing V2 in embedded clauses -- 3.2 Alternative #2: Extraposition in embedded clauses -- 3.3 Alternative #3: Overgeneralizing VR/VPR -- 3.4 Schonenberger's analysis: Verb movement in embedded clauses -- 4. A learning model for the acquisition puzzle -- 4.1 Analysis of the adult and child grammars -- 4.2 Overview of the model -- 4.3 Insight of the model -- 4.4 Predictions for the model -- 5. Results and discussion -- 5.1 Priors and update procedure -- 5.2 Results -- 5.3 A closer look at the acquisition data: The distribution of subjects in embedded clauses.

6. Comparison with other learning models -- 7. The broader German perspective -- 8. The relation between input and learning -- 9. Summary -- 4. Head-finality and verb movement in Korean -- 1. Introduction -- 2. Modeling the effects of parameter interaction: The core example -- 2.1 A schematic version of the model: Learning in a 3-parameter hypothesis space -- 2.2 Results of the 3-parameter model -- 3. Making the model more general: A simplified Korean -- 3.1. Expanding the hypothesis space -- 3.2 Expanding the corpus -- 3.3 Predictions for the model -- 4. Han et al. (2007) and the current model: A deeper look at modeling end-state variability -- 4.1 Review of Han et al. (2007) -- 4.2 Comparison of Han et al. (2007) and the current model -- 4.3 Toward a unification of Han et al. (2007) and the current model -- 5. Results and discussion -- 5.1 Results of the 5-parameter model -- 5.2 Variability with a probabilistic learner: A broader perspective -- 6. Comparison with other models -- 7. Constraining the model: A first attempt -- 8. Summary -- 5. The case of zero-derived causatives in English -- 1. Introduction -- 2. Pylkkanen (2008) and the learning challenge -- 2.1 Review of Pylkkanen (2008) -- 2.2 The learning challenge -- 3. Addressing the challenge -- 3.1 Learning from implicit negative evidence: The case of zero-derived causatives -- 3.2 Making the model more general -- 3.3 Results -- 3.4 Learning the grammar of the superset language -- 4. Comparison with other models -- 5. Summary -- 6. Learning biases -- 1. Introduction -- 2. A problem for defaults -- 2.1 Errors in Swedish -- 2.2 Errors in English -- 2.3 Toward accounting for the Swedish and English errors -- 3. Constraining the model: A new proposal -- 4. Summary -- 7. Final summary -- References -- Swiss German input types and corresponding compatible grammars.

Additional evidence for a Root-selecting grammar in English? -- Index.

2. Record Nr.	UNINA9910961920703321
Titolo	The integrated children's system : enhancing social work recording and inter-agency practice // Hedy Cleaver ... [et al.]
Pubbl/distr/stampa	Philadelphia, PA, : Jessica Kingsley Publishers, 2008
ISBN	9786611782498 9781281782496 1281782491 9781846428210 1846428211
Edizione	[1st ed.]
Descrizione fisica	1 online resource (228 p.)
Altri autori (Persone)	CleaverHedy
Disciplina	362.7
Soggetti	Social work with children - Great Britain Social work administration - Great Britain - Data processing Information storage and retrieval systems - Social service
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	FRONT COVER; The Integrated Children's System; Enhancing Social Work and Inter-Agency Practice; Contents; FOREWORD; ACKNOWLEDGEMENTS; Chapter 1 Introduction to the Study; Chapter 2 Implementing the Integrated Children's System; Chapter 3 Impact of the Integrated Children's System on Recording Social Work Practice; Chapter 4 Impact on Recording -Social Workers' Perceptions; Chapter 5 Impact of the Integrated Children's System on Inter-Agency Working; Chapter 6 Impact of the Integrated Children's System on Involving Children and Young People; Chapter 7 Use of Information Technology Chapter 8 Conclusions and Implications for Policy and PracticeAPPENDIX 1 AIMS AND METHODS; REFERENCES; SUBJECT INDEX; AUTHOR INDEX; BACK COVER
Sommario/riassunto	The Integrated Children's System (ICS) was developed to support effective practice with children and families and improve decision making and planning for children in need. This book outlines what the ICS is and how it works, and assesses the effectiveness of a number of pilot studies, offering guidance for others using and implementing the

system.
