

University of Groningen

Linear Order in Language

Hoppe, Dorothée

DOI:
[10.33612/diss.238906691](https://doi.org/10.33612/diss.238906691)

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version
Publisher's PDF, also known as Version of record

Publication date:
2022

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Hoppe, D. (2022). *Linear Order in Language: an Error-Driven Learning Account*. [Thesis fully internal (DIV), University of Groningen]. University of Groningen. <https://doi.org/10.33612/diss.238906691>

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

Propositions accompanying the dissertation

Linear Order in Language

An Error-Driven Learning Account

1. Effects of linear order on language learning and communication can be traced back to how the human brain learns expectations.
2. Linear order in language determines how language learners come to represent linguistic categories. (*Ch. 2, 3, 4*)
3. Postnominal noun class markers (e.g., gendered suffixes) facilitate learning of new noun class systems by highlighting contrasts between noun classes. (*Ch. 3, 4*)
4. Prenominal noun class markers (e.g., gendered articles) facilitate learning to discriminate single nouns from each other by reducing uncertainty about following nouns. (*Ch. 3, 4*)
5. German gendered articles make communication efficient because they guide expectations about following adjectives and nouns. (*Ch. 5*)
6. English makes up for its lack of gendered articles by using more prenominal adjectives to provide information about following nouns. (*Ch. 5*)
7. When German articles are uninformative about following nouns, German speakers behave like English speakers in producing more prenominal adjectives. (*Ch. 5*)
8. By omitting and adding articles and adjectives depending on the information they can provide about following words, German and English speakers satisfy efficient coding principles. (*Ch. 5*)
9. German gender is objectively terribly difficult to learn. (*Ch. 3, 4*)
10. Ein Leben ohne Genus ist möglich, aber sinnlos. [A life without grammatical gender is possible but pointless.] (adapted from the German comedian Loriot).
11. One thing that connectionist networks have in common with brains is that if you open them up and peer inside, all you can see is a big pile of goo. (Mozer & Smolensky, 1989; *Ch. 2*)

Dorothee Hoppe, October 2022