What is “linguistics”?
> The field of study where language is investigated in a SYSTEMATIC way.

What is the primary goal of linguistic research?
> To discover PATTERNS underlying languages.

What do systematic patterns suggest?
> That there are RULES or CONSTRAINTS in the language.

Do children learn their first language (L1) by imitating what the people around them say?
> No!

How do we know that?
> (1) Children can create sentences that they have never heard before.
> (2) Children say incorrect things that adults would never say.
  e.g. Eng: *goed, bringed, I am having myself!*

E.g. JPN: rules for polite form formation

Regular (consonant stem) verb
- ‘write’: *kak-u* → *kak-i-mas-u*
  *write-nonpast* → *write-POLITE-nonpast*

‘fall’
- *fur-u* → *fur-i-mas-u*
  *fall-nonpast* → *fall-POLITE-nonpast*

Incorrect polite form of an IRREGULAR verb which my niece made when she was 3 years old:
- *come* *k-ur-u* → *k-uri-mas-u* (Correct: *k-i-mas-u*)
  *come-nonpast* → *come-POLITE-nonpast*

“Rather than imitating their parents’ speech, children subconsciously make an observation concerning the formation of past tense verb forms on the basis of regular forms such as *laughed* and *smiled*, and then make a generalization that past tense verbs are formed by adding *-ed* to present tense verbs.”

The underlined part of the above quote is incorrect. What is wrong?
> “Don’t confuse SOUNDS with orthography!” (p. 5)

What would be a more accurate way to describe how children generalize past tense verb formation in English?

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>stopped</td>
</tr>
<tr>
<td>cover</td>
<td>covered</td>
</tr>
<tr>
<td>add</td>
<td>added</td>
</tr>
</tbody>
</table>

> Even more amazing!

What do “linguists” do?
1. observe a phenomenon, describe it, find PATTERNS
2. formulate a HYPOTHESIS/make predictions
3. TEST the hypothesis against a new set of data
4. modify or discard the hypothesis based on the results/EVIDENCE