

Language is a Complex Adaptive System

The Five Graces Group

SFI WORKING PAPER: 2008-12-047

SFI Working Papers contain accounts of scientific work of the author(s) and do not necessarily represent the views of the Santa Fe Institute. We accept papers intended for publication in peer-reviewed journals or proceedings volumes, but not papers that have already appeared in print. Except for papers by our external faculty, papers must be based on work done at SFI, inspired by an invited visit to or collaboration at SFI, or funded by an SFI grant.

©NOTICE: This working paper is included by permission of the contributing author(s) as a means to ensure timely distribution of the scholarly and technical work on a non-commercial basis. Copyright and all rights therein are maintained by the author(s). It is understood that all persons copying this information will adhere to the terms and constraints invoked by each author's copyright. These works may be reposted only with the explicit permission of the copyright holder.

www.santafe.edu



SANTA FE INSTITUTE

Language is a Complex Adaptive System¹

The 'Five Graces Group'

(Clay Beckner, University of New Mexico; Richard Blythe, University of Edinburgh; Joan Bybee, University of New Mexico; Morten H. Christiansen, Cornell University; William Croft, University of New Mexico; Nick C. Ellis, University of Michigan; John Holland, Santa Fe Institute; Jinyun Ke, University of Michigan; Diane Larsen-Freeman, University of Michigan; Tom Schoenemann, James Madison University)

This preliminary draft is intended to orient presenters from across the language sciences who have been invited to attend the conference celebrating the 60th Anniversary of *Language Learning*, to be held at the University of Michigan, on the theme *Language is a Complex Adaptive System*. The presenters are asked to focus upon the issues presented here when considering their particular areas of language.

After the conference, this piece will be revised as a position paper to introduce a special issue of *Language Learning* which gathers the individual papers together so to explore these themes across the breadth of language users, usage, structures, learning, and change.

Target lengths:	Position paper	10,000 words including references
	Focus papers	6,000 words including references

Correspondence about the conference or special issue to:

Nick C. Ellis
University of Michigan
500, E. Washington Street
Ann Arbor
MI 48104
ncellis@umich.edu

¹ The evolution of this paper was made possible by SFI through its sponsorship of the "Continued Study of Language Acquisition and Evolution" workgroup meeting, [Santa Fe Institute](#), 1-3 March 2007.

Abstract

Language has a fundamentally social function. Processes of human interaction along with domain-general cognitive processes shape the structure and knowledge of language. Recent research in the cognitive sciences has demonstrated that patterns of use strongly affect how language is acquired, used, and changes over time. These processes are not independent from one another but are facets of the same *complex adaptive system* (CAS). Language as a CAS involves the following key features: The system consists of multiple agents (the speakers in the speech community) interacting with one another. The system is adaptive, that is, speakers' behavior is based on their past interactions, and current and past interactions together feed forward into future behavior. A speaker's behavior is the consequence of competing factors ranging from perceptual constraints to social motivations. The structures of language emerge from interrelated patterns of experience, social interaction, and cognitive mechanisms. The CAS approach reveals commonalities in many areas of language research, including first and second language acquisition, historical linguistics, psycholinguistics, language evolution and computational modeling.

Language is a Complex Adaptive System

1. Introduction: Shared Assumptions

Language has a fundamentally social function. Processes of human interaction along with domain-general cognitive processes shape the structure and knowledge of language. Recent research across a variety of disciplines in the cognitive sciences has demonstrated that patterns of use strongly affect how language is acquired, is structured, is organized in cognition, and changes over time. However, there is mounting evidence that processes of language acquisition, use and change are not independent from one another but are facets of the same system. We argue that this system is best construed as a *complex adaptive system (CAS)*. This system is radically different from the static system of grammatical principles characteristic of the widely held generativist approach. Instead, language as a complex adaptive system of dynamic usage and its experience involves the following key features: (1) The system consists of multiple agents (the speakers in the speech community) interacting with one another. (2) The system is adaptive, that is, speakers' behavior is based on their past interactions, and current and past interactions together feed forward into future behavior. (3) A speaker's behavior is the consequence of competing factors ranging from perceptual mechanics to social motivations. (4) The structures of language emerge from interrelated patterns of experience, social interaction, and cognitive processes.

The advantage of viewing language as a complex adaptive system is that it allows us to provide a unified account of seemingly unrelated linguistic phenomena as properties of a single system (Holland, 1992, 1998, 2005). These phenomena include: variation at all levels of linguistic organization; the probabilistic nature of linguistic behavior; continuous change within agents and across speech communities; the emergence of grammatical regularities from the interaction of agents in language use; and stage-like transitions due to underlying nonlinear processes. We outline how the complex adaptive systems approach reveals commonalities in many areas of language research, including cognitive linguistics, sociolinguistics, first and second language acquisition, psycholinguistics, historical linguistics, and language evolution. Finally, we indicate how the complex adaptive systems approach provides new directions for future research involving converging evidence from multiple methods including corpus analysis, cross-linguistic comparisons, anthropological and historical studies of grammaticalization, psychological and neuroscience experimentation, and computational modeling.

2. Language and social interaction

Language is shaped by human cognitive abilities such as categorization, sequential processing and planning. But it is more than their simple product. Such cognitive abilities do not require language; if we had only those abilities, we would not need to talk. Language is used for human social interaction, and so its origins and capacities are dependent on its role in our social life (Croft, To appear; Tomasello, to

appear). So, to understand how language has evolved in the human lineage and why it has the properties we can observe today, we need to look at the combined effect of many interacting constraints, including the structure of thought processes, perceptuo-motor biases, cognitive limitations, and socio-pragmatic factors (Christiansen & Chater, in press).

Primate species are particularly socially interactive mammals, but humans appear to have emphasized this type of social interaction to an even greater extent. This means that language evolved in the context of an already highly interactively social existence. Given that, in addition to whatever other functions it serves, language is a means of communication between individuals, this suggests that the evolution of language cannot be understood outside of a social context. Language plays a fundamental role in human society and culture, providing the central means by which cultural knowledge is transmitted, elaborated, and reformed over time. Culture itself is at least partly to be understood as a reflection of what humans find interesting and important, which in turn reflect a complex interplay of both evolved biological biases (e.g., we find pleasure in satiating biological desires) as well as cultural biases (e.g., styles of clothing, etc.). Thus both language and culture are emergent phenomena of an increasingly complex social existence.

The nature of language follows from its role in social interaction. Although social interactions can sometimes be uncooperative and characterized by conflict, at bottom they are often characterized by what philosophers of action call shared cooperative activity (Bratman, 1992, 1993, 1997), or joint actions (Clark, 1996). Joint actions are dependent on what might be broadly called shared cognition, a human being's recognition that she can share beliefs and intentions with other humans. Joint action involves (among other things), individuals performing individual actions that are intended to carry out a jointly intended shared action, such as moving a piano or performing a string quartet. Bratman enumerates several mental attitudes for shared cooperative activity, including meshing of subplans to carry out the joint action, a commitment to help out the other, and shared belief of all of the above.

Finally, Bratman also points out that the individual actions that form the joint action must be coordinated for the joint action to be carried out successfully (imagine what would happen if the movers of the piano or the performers of the string quartet did not coordinate their actions). This is where language ultimately comes in. Joint actions pose coordination problems (Lewis, 1969) between the participants. There are various coordination devices that solve the coordination problems of joint actions, of which the simplest is joint attention to jointly salient properties of the environment (Lewis, 1969; Tomasello, 1999). But by far the most effective coordination device is, of course, for the participants to communicate with each other. However, communication is itself a joint action: the speaker and hearer must converge on a recognition of the speaker's intention by the hearer (Grice, 1948/1989). Humans have developed a powerful coordination device for communication, that is, convention, or more precisely, a conventional signaling system (Clark, 1996, 1999; Lewis, 1969). Convention is a regularity of behavior (producing an utterance of a particular linguistic form), that is partly arbitrary, and common ground in the speech community, as a coordination device to solve a recurring coordination problem, namely, the joint action of communication. And communication is in turn a coordination device for any joint action (or other type of

interaction) that human beings wish to perform or have happen. On this basis human culture is built.

Language is itself a two-level system embedded in the two higher levels of communication (that is, meaning in the Gricean sense) and joint action (which illocutionary acts are really a simplified example of; see Austin, 1962; Searle, 1969). Language involves the production of signals in a medium such as speech, sign or writing. This is the regularity of behavior to which the interlocutors jointly attend, called an utterance act by Austin. But these signals are formulated into what Searle calls propositional acts and what linguists call words and grammatical constructions. Thus, there are finally four levels in which language operates: producing and attending to the utterance; formulating and identifying the proposition; signaling and recognizing the communicative intention; and proposing and taking up the joint action (Clark, 1992, 1996).

This complex model is in fact fragile, as everyone who has misunderstood someone or as been misunderstood knows. But there are fundamental reasons why the communicative process is fragile and therefore introduces variation, the substrate for change in language. First, of course, is that we cannot read each other's minds. But equally important is that convention is not airtight as a coordination device (Croft, 2000, To appear). A speaker chooses the words and constructions - the linguistic conventions - to communicate a situation based on the prior use of these conventions in previous situations similar to the present one known to her. The hearer does the same - but the hearer's knowledge of prior uses of the conventions is not the same as the speaker's. Finally, the new situation being communicated is unique and subject to construal as similar to (that is, a recurrence of) a range of prior situations known to either speaker or hearer. While we must not overstate the impossibility of communication - after all, vast civilizations have been constructed on their basis - we cannot deny the indeterminacy of communication, whose product is the ubiquity of language change.

3. Usage Based Grammar

We adopt here a usage-based theory of grammar in which the cognitive organization of language is based directly on experience with language. Rather than being an abstract set of rules or structures that are only indirectly related to experience with language, we see grammar as a network built up from the categorized instances of language use. The basic units of grammar are constructions, which are direct form-meaning pairings that range from the very specific (words or idioms) to the more general (passive construction, ditransitive construction) and from very small units (words with affixes, *walked*) to clause-level or even discourse-level units (Goldberg, 2003, 2006).

Since the grammar is based on usage, it contains many details of co-occurrence as well as a record of the probabilities of occurrence and co-occurrence. The evidence for the impact of usage on cognitive organization includes the fact that language users are aware of specific instances of constructions that are conventionalized and the multiple ways in which frequency of use has an impact on structure. The latter include speed of access related to token frequency, priming, morphological and phonetic properties of high and low frequency words, as well as the importance of usage to the process of

grammaticalization (Bybee, 2001, 2003, 2006; Ellis, 2002; MacDonald & Christiansen, 2002; Monaghan, Christiansen, & Chater, 2007).

A number of recent experimental studies (Saffran, Aslin, & Newport, 1996; Saffran, Johnson, Aslin, & Newport, 1999; Saffran & Wilson, 2003) show that both infants and adults track co-occurrence patterns and statistical regularities in artificial grammars. Such studies indicate that subjects learn patterns even when the grammar corresponds to no meaning or communicative intentions. It is thus not surprising that in actual communicative settings, the co-occurrence of words has an impact on cognitive representation. There is indeed evidence from multiple sources that such cognitive changes occur, and contribute to the shape of grammar. Consider the following three phenomena:

1. Speakers do not choose randomly from among all conceivable combinatorial possibilities when producing utterances. Rather, there are conventional ways of expressing certain ideas (Sinclair, 1991). Pawley and Syder (1983) observe that 'nativelike fluency' in a language requires knowledge of expected speech patterns, rather than mere generative rules. A native English speaker might say *I want to marry you*, but would not say *I want marriage with you* or *I desire you to become married to me*, although these latter utterances do get the point across. Corpus analyses in fact verify that communication largely consists of prefabricated sequences, rather than an 'open choice' among all available words (Erman & Warren, 2000). It is unclear how such patterns could exist unless speakers were registering instances of co-occurring words, and tracking the contexts in which certain patterns are used.

2. Articulatory patterns in speech indicate that as words co-occur in speech, they gradually come to be retrieved as chunks. As one example, Gregory et al (1999) find that the degree of reduction in speech sounds, such as word-final 'flapping' of English [t], correlates with the 'mutual information' between successive words (i.e., the probability that two words will occur together in contrast with a chance distribution) (see also Bush, 2001; Jurafsky, Bell, Gregory, & Raymond, 2001). A similar phenomenon happens at the syntactic level, where frequent word combinations become encoded as chunks that influence how we process sentences on-line (Real & Christiansen, 2007a, 2007b).

3. Historical changes in language point toward a model in which patterns of co-occurrence must be taken into account. In sum, 'items that are used together fuse together' (Bybee, 2002). For example, the English contracted forms (*I'm, they'll*) originate from the fusion of co-occurring forms. Auxiliaries become bound to their more frequent collocates, namely, the preceding pronoun, even though such developments run counter to a traditional, syntactic constituent analysis.

Such detailed knowledge of the interactions of grammar and lexicon in usage, which includes knowledge of which words commonly go into which constructions, leads to a conception of lexicon and grammar as highly intertwined rather than separate (Bybee, 1998; Ellis, 2008a; Goldberg, 2006; Halliday, 1994; Langacker, 1987). The cognitive representations underlying language use are built up by the categorization of utterances into exemplars and exemplar clusters based on their linguistic form as well as their meaning and the context in which they have been experienced (Pierrehumbert, 2001). Since this categorization is ongoing during language use, even adult grammars are not fixed and static, but have the potential to change as experience changes (e.g., MacDonald & Christiansen, 2002). The fact that proposed 'universals of grammar'

appear to be highly general (resembling general descriptions of our conceptual understanding; Schoenemann, 1999) can be seen as a by-product of this process: grammars are emergent phenomena dependent on idiosyncratic localized interactions.

Given this perspective, the sources of data for usage-based grammar are greatly expanded over that of structuralist or generative grammar: Corpus-based studies of either synchrony or diachrony as well as experimental and modeling studies are considered to produce valid data for our understanding of the cognitive representation of language.

4. The development of grammar out of language use

The mechanisms which create grammar over time in languages have been identified as the result of intense study over the last twenty years (Bybee, Perkins, & Pagliuca, 1994; Heine, Claudi, & Hünnemeyer, 1991; Hopper & Traugott, 2003). In the history of well-documented languages it can be seen that lexical items within constructions can become grammatical items and loosely organized elements within and across clauses come to be more tightly joined. Designated 'grammaticalization', this process is the result of repetition across many speech events, during which sequences of elements come to be automatized as neuromotor routines, which leads to their phonetic reduction and certain changes in meaning (Bybee, 2003; Haiman, 1994). Meaning changes result from the habituation that follows from repetition, as well as from the effects of context. The major contextual effect comes from co-occurring elements and from frequently-made inferences that become part of the meaning of the construction.

For example, the recently grammaticalized future expression in English *be going to* started out as an ordinary expression indicating that the subject is going somewhere to do something. In Shakespeare's English it had no special properties and occurred in all the plays of the Bard (850,000 words) only six times. In current English it is quite frequent, occurring in one small corpus of British English (350,000 words) 744 times. The frequency increase is made possible by changes in function, but repetition is also a factor in the changes that occur. For instance, it loses its sense of movement in space, and takes on the meaning of 'intention to do something' which was earlier only inferred. With repetition also comes phonetic fusion and reduction, as the most usual present day pronunciation of this phrase is *gonna*. The component parts are no longer easily accessible.

The evidence that the process is essentially the same in all languages comes from a cross-linguistic survey of 76 unrelated languages (Bybee, Perkins, & Pagliuca, 1994), where ten of them were found to have a future that developed from a verb meaning 'go'. But other lexical sources are also possible, for instance, ten languages develop a similar meaning from a verb meaning 'come' and some languages use a verb meaning 'want' (an example is English *will* which formerly meant 'want').

Thus grammatical categories develop in all languages in this way, but not all the categories turn out the same. Categories from different lexical sources may have different nuances of meaning; categories that are more or less grammaticalized have different meanings and range of usage. Some rare lexical sources also exist. As odd as it may seem, using a temporal adverb such as 'soon' or 'by and by' to form a future is rare, but does occur.

Given that grammaticalization can be detected as ongoing in all languages at all times, it is reasonable to assume that the original source of grammar in human language

was precisely this process: as soon as humans were able to string two words together, the potential for the development of grammar exists, with no further mechanisms other than sequential processing, categorization, conventionalization, and inference-making (Bybee, 1998; Heine & Kuteva, 2002).

Language change is a cultural evolutionary process (Christiansen & Chater, in press; Croft, 2000). According to the General Analysis of Selection (Hull, 1988, 2001), evolutionary processes take place at two linked levels: replication and selection. Replicators are replicated, but with cumulating errors resultant from mutation and recombination, and in these ways variation is generated. Selection is a process by which interactors in interaction with their environment cause replication to be differential: that is, some replicators are replicated more than others, which in the extreme case leads to fixation of the former and extinction of the latter. In language, linguistic structures - sounds, words and constructions - are replicated in utterances every time we open our mouths. That is, replication, and variation, occurs when we use language in the service of joint actions between human beings in a community. Due in part to the indeterminacy of communication described above, this replication process produces variation. Speakers differentially replicate certain structures through interaction with their environment, namely the situations being communicated and their interlocutors. In the former case, changes in lifestyles lead to the rise and fall of words and constructions associated with those lifestyles (e.g. the rise of *cell (phone)* and the fall of *harquebus*). In the latter case, the social identity and the social contexts of interaction lead to the rise and fall of linguistic forms that are associated with various social values by speakers.

5. First and Second Language Acquisition

Usage-based theories of language acquisition (Barlow & Kemmer, 2000) hold that we learn constructions while engaging in communication, through the “interpersonal communicative and cognitive processes that everywhere and always shape language” (Slobin, 1997). They have become increasingly influential in the study of child language acquisition (Goldberg, 2006; Tomasello, 2003). They have turned upside down the traditional generative assumptions of innate language acquisition devices, the continuity hypothesis, and top-down, rule-governed processing, replacing these with data-driven, emergent accounts of linguistic systematicities. Constructionist analyses chart the ways in which children’s creative linguistic ability, their language system, emerges from their analyses of the utterances in their usage history using general cognitive abilities, and from their abstraction of regularities within them. In this view, language acquisition is a sampling problem, involving the estimation of the population norms from the learner’s limited sample of experience as perceived through the constraints and affordances of their cognitive apparatus, their human embodiment, and the dynamics of social interaction. The complete body of psycholinguistic research, which demonstrates language users’ exquisite sensitivity to the frequencies of occurrence of different constructions in the language input (Gernsbacher, 1994; Reali & Christiansen, 2007a, 2007b) and to the contingencies of their mappings of form and meaning (MacWhinney, 1987), is clear testament of the influence of each usage event, and the processing of its component constructions, upon the learner’s system (Bybee & Hopper, 2001; Ellis, 2002).

Input and interaction have long been at the center of accounts of second language (L2) learning (Gass, 1997; Larsen-Freeman & Long, 1991). Co-occurrence patterns and their probabilities shape L2 interlanguage (Selinker, 1972) as learners engage in on-line processing of linguistic stimuli. Initially, these constructions exhibit mutual exclusion (the one-to-one principle, Andersen, 1984). Later, they are categorized, generalized, and ultimately analyzed into constitutive forms, although, as in L1, constructions may simultaneously be represented and stored at various levels of abstraction. L2 developmental sequences are reflective of the linguistic input - Zipfian profiles of construction token and type frequencies (Ellis, 2002; Larsen-Freeman, 1976), cue reliabilities (MacWhinney, 1997), and the salience of the cue and the importance of its outcome in the interpretation of the utterance as a whole (Ellis, 2006; Goldschneider & DeKeyser, 2001). L2 constructions are sensitive to the usual trinity of determinants of associative learning -- frequency, recency and context. As with L1, learners do not merely conform to the L2; they go beyond it, constructing novel forms through analogizing and recombining the patterns (Larsen-Freeman, 1997). Their acquisition of schematic, productive constructions follows the general principles of category learning (Robinson & Ellis, 2007).

Yet despite these similarities, first and second language acquisition differ in significant ways. First, L2 learners come to second language learning with firmly entrenched L1 patterns (MacWhinney, 1997). Neural commitment to these patterns results in cross-linguistic influence which manifests itself in a number of ways: the pace at which developmental sequences are traversed, relexification, overgeneralization, avoidance, overproduction, and hypercorrection (Oudin, 1989). The L1 also tunes the learners' perceptual mechanisms so that their learned attention blocks them from perceiving differences in the L2. Second, constructions, as conventionalized linguistic means for presenting different construals of an event, structure concepts and window attention to aspects of experience through the options specific languages make available to speakers (Talmy, 2000). Cross-linguistic research shows how different languages lead speakers to prioritize different aspects of events in narrative discourse (Berman & Slobin, 1994). Thus, the conceptual patterns derived from the L1 shape the way that constructions are put together, leading to non-native categorization and "thinking for speaking" (Slobin, 1996). Third, while both L1 and L2 acquisition are sociocognitive processes (Kramsch, 2002; Larsen-Freeman, 2002), because L2 learners are normally more cognitively mature, the social environment/conditions of learning are significantly different from those of a child acquiring an L1. Thus understanding the Cognitive Linguistics of L2 (Robinson & Ellis, 2007), the Psycholinguistics of L2 (Kroll & De Groot, 2005), and the Sociolinguistics of L2 (Lantolf, 2006) all involve extra layers of complexity beyond those of L1.

These various factors interact dynamically (de Bot, Lowie, & Verspoor, 2007; Ellis & Larsen Freeman, 2006) to result in a level of ultimate attainment for even the most diligent L2 learner that is usually considerably below what a child L1 acquirer achieves, with some naturalistic L2 acquirers only acquiring a "Basic Variety" characterized by pragmatic word order and minimal morphology (Klein & Purdue, 1992). Usage patterns for grammatical functors in the L1 impede their L2 acquisition because of the shortening that takes place for frequently-occurring forms, limiting their perceptual saliency (Ellis, 2006). This is especially true, for example, with bound morphemes. To

assist learners in learning these forms, their consciousness must be recruited and their attention directed at these forms through explicit instruction (Ellis, 2005; Larsen-Freeman, 2003). Without such explicit instruction, language use by a high proportion of adult language learners typically means simplification, most obviously manifested in a loss of redundancy and irregularity, and an increase in transparency (McWhorter, 2003; Trudgill, 2001). The emergence of new languages in the form of pidgins and creoles is a more dramatic case of language change, and there are many parallels between the grammatical structures of creoles and the Basic Variety of interlanguage of L2 learners (Becker & Veenstra, 2003; Schumann, 1978). Yet rather than entertaining a deficit view of second language learning, think instead of adult learners as being multicompetent (Cook, 1991), with different levels of mastery to satisfice (Simon, 1957) in accomplishing what they intend for a variety of languages.

Thus a CAS perspective on the limited end-state typical of adult second language learners suggests that this results from dynamic cycles of language use, language change, language perception, and language learning in the interactions of members of language communities (Ellis, 2008b). In summary: (1) *Usage leads to change*: High frequency use of grammatical functors causes their phonological erosion and homonymy. (2) *Change affects perception*: Phonologically reduced cues are hard to perceive. (3) *Perception affects learning*: Low salience cues are difficult to learn, as are homonymous/polysemous constructions because of the low contingency of their form-function association. (4) *Learning affects usage*: (i) Where language is predominantly learned naturalistically by adults without any form-focus, a typical result is a Basic Variety of interlanguage, low in grammatical complexity but communicatively effective. Because *usage leads to change*, maximum contact languages learned naturalistically can thus simplify and lose grammatical intricacies. Alternatively, (ii) where there are efforts promoting formal accuracy, the attractor state of the Basic Variety can be escaped by means of dialectic forces, socially recruited, involving the dynamics of learner consciousness, form-focused attention, and explicit learning. Such influences promote language maintenance.

6. Modeling usage-based acquisition and change

In the various aspects of language considered here, it is always the case that form, user, and use are inextricably linked. But such complex interactions are difficult to investigate *in vivo*. Detailed, dense longitudinal studies of language use and acquisition are rare enough for single individuals over a time course of months. Extending the scope to cover the community of language users, and the timescale to that for language evolution and change, is clearly unthinkable. Thus our corpus studies and psycholinguistic investigations try to sample and focus on times of most change, and interactions of most significance. But there are other ways to investigate how language might emerge and evolve as a CAS.

A valuable tool featuring strongly in our methodology is mathematical or computational modeling. Given the paucity of relevant data, one might imagine this to be of only limited use. We contend that this is not the case. Since we believe that many properties of language are emergent, modeling allows one to prove, at least *in principle*, that specific fundamental mechanisms can combine to produce some observed effect (Holland, 1992, 1998, 2005, 2006a, 2006b; Holland, Tao Gong, J., & Wang, 2005). Whilst this may also be possible through an entirely verbal argument, modeling provides

additional quantitative information that can be used to judge the plausibility of a particular hypothesis for a force driving language evolution and change. For example, a mathematical model constructed by Baxter et al. (2008, submitted) within a usage-based theory for new-dialect formation (Trudgill, 2004) was taken in conjunction with empirical data (Gordon et al., 2004) to show that although the model predicted a realistic dialect, its formation time was much longer than that observed. Another example comes from Reali and Christiansen (in press) who demonstrated how the impact of cognitive constraints on sequential learning across many generations of learners could give rise to consistent word order regularities.

Modeling can also be informative about which mechanisms most strongly affect the emergent behavior, and which have little consequence. To illustrate, let us examine our view that prior experience is a crucial factor affecting an individual speaker's linguistic behavior. It is then natural to pursue this idea within an *agent-based* framework, in which different speakers may exhibit different linguistic behavior and may interact with different members of the community (as happens in reality). Even in simple models of imitation, the probability a cultural innovation is adopted as a community norm, and the time taken to do so, is very strongly affected by the social network structure (Castellano, Fortunato, & Loreto, 2007, give a good overview of these models and their properties). This formal result thus provides impetus for the collection of high-quality social network data, since their empirical properties appear as yet poorly established. The few cases have been discussed in the literature, for example networks of movie co-stars (Watts & Strogatz, 1998), scientific collaborators (Newman, 2001) and sexually-active high-school teens (Bearman, Moody, & Stovel, 2004), do not have a clear relevance to language. We thus envisage a future in which formal modeling and empirical data collection mutually guide one another.

The fact that modeling is a quantitative enterprise obscures the fact that it is as much an art as a science. This is partly because social force laws are not mathematically well established and experimentally confirmed in the way their physical counterparts are. However, the view that language is a CAS, and in particular the usage-based framework, does place some constraints on the way that a mathematical or computational model of language use, variation and change should be constructed.

Clearly, speakers need to be equipped with a prescription for producing utterances that may vary between speakers (a grammar). The unit of variation depends on what is being modeled: for example, in models of language competition (see e.g., Abrams & Strogatz, 2003; Minnet & Wang, 2008; Reali & Christiansen, in press; Schulze, Stauffer, & Wichmann, 2008) it is natural to define speakers by the languages they speak. In other cases, a concrete mapping between objects (or concepts) and sounds is appropriate (Hurford, 1989; Nowak, Komaraova, & Niyogi, 2002; Steels, 2000). A more flexible approach adopts abstract units of variation – termed *linguemes* by Croft (2000) – that encapsulate all types of linguistic variation, from single vowel sounds up to sentence structure (e.g., Baxter, Blythe, Croft, & McKane, 2006; Oudeyer & Kaplan, 2007).

The key component that a usage-based model suggests a grammar should contain is information about usage frequencies of variants within the speech community. The rules for producing utterances should then be inducted from this information by general mechanisms. This approach contrasts with an approach that has speakers equipped with

fixed, pre-existing grammars, and maintain hypotheses as to which they believe is in use by the community at large (Niyogi & Berwick, 1997).

We have already argued for the need for an agent-based model that allows for variation in exposure history (perhaps by occupying different positions in a social network structure) and the behavior that results from it. An important point here is that the interactions that mold a speaker's grammar continue throughout her lifetime. This idea contrasts with approaches in which vertical transmission from fixed speakers in one generation to fluid learners in the next is the dominant mechanism for change (Nowak, Komaraova, & Niyogi, 2002; Smith, Kirby, & Brighton, 2003). The dynamics in the population of linguistic utterances is therefore not connected in a simple way to that of the underlying human population, and hence the role of natural selection in shaping languages is likely to be diminished compared to what has sometimes been assumed elsewhere (Nowak, Komaraova, & Niyogi, 2002).

Despite these observations, many details of the linguistic interactions remain unconstrained and one can ask whether having a model reproduce observed phenomena proves the specific set of assumptions that went into it. The answer is of course negative. However greater confidence in the assumptions can be gained if a model based on existing data and theories makes new, testable predictions. In the event that a model contains *ad-hoc* rules one must, to be consistent with the view of language as a CAS, be able to show that these are themselves emergent properties of more fundamental, general processes for which there is independent support.

7. Characteristics of Language as a Complex Adaptive System

We highlight below seven major characteristics of language as a CAS, which are convergent from the above areas of studies in language change, language use, language acquisition, and computer modeling of these aspects.

Two levels of existence

Language exists both in individuals (as idiolect) as well as in the community of users (as communal language). Language is emergent at these two distinctive but inter-dependent levels: an idiolect is emergent from an individual's language use through social interactions with other individuals in the communal language, while a communal language is emergent as the result of the interaction of the idiolects. Distinction and connection between these two levels is a common feature in complex adaptive systems. Patterns at the collective level (such as bird flocks, fish schools, or economies) cannot be attributed to global coordination among individuals; the global pattern is emergent, resulting from long-term local interactions between individuals. Therefore, we need to identify the level of existence of a particular language phenomenon of interest. For example, language change is a phenomenon observable at the communal level; the mechanisms driving language change, such as production economy and frequency effects that result in phonetic reduction, may not be at work in every individual in the same way or at the same time. Moreover, functional or social mechanisms that lead to innovation in the early stages of language change need not be at work in later stages, as individuals later may acquire the innovation purely due to frequency when the innovation is established as the majority in the communal language. The actual process of language

change is complicated and interwoven with a myriad of factors, and computer modeling provides a possible venue to look into the emergent dynamics (see, e.g., Christiansen & Chater, in press for further discussion).

Intrinsic diversity

In a CAS, there is no ideal representing agent for the system. Just as in an economy, there is no ideal representative consumer, similarly, there is no ideal speaker-hearer for language use, language representation, or language development. Each idiolect is the product of the individual's unique exposure and experiences of language use (Bybee, 2006). Sociolinguistics studies have revealed the large degree of orderly heterogeneity among idiolects (Weinreich, Labov, & Herzog, 1968), not only in their language use, but also in their internal organization and representation (Dąbrowska, 1997). Mindfulness of intrinsic diversity is helpful for theory construction. As the quest for top-down principles and parametric constraints upon linguistic universals stagnates, cognitive linguistics instead turns to the investigation of universals that emerge from the interactions of lower-level representations, such as those described in construction-based grammars, and the general cognitive abilities such as sociability, joint attention, pattern extraction, imitation, and so on, which underlie their acquisition.

Perpetual dynamics

Both communal language and idiolects are in constant change and reorganization. Languages are in constant flux, and language change is ubiquitous. At the individual level, every instance of language use changes an idiolect's internal organization (Bybee, 2006). Language evolves far away equilibrium as other complex systems do. As we define language primarily through dynamical rules, rather than by forces designed to pull it to a static equilibrium, it shares, along with almost all complex systems, a fundamentally far-from-equilibrium nature. An open system continues to change and adapt as its dynamics are "fed" by energy coming into the system, whereas a closed system will reduce to a stable state or equilibrium (Larsen-Freeman & Cameron, 2008).

Adaptation through competing factors

There are always various competing factors, instead of one unique defining factor, determining the dynamics of a complex system (see e.g., Christiansen & Chater, in press). All factors interact, and feed into each other, resulting in an expanding upward spiral. For instance, language may change in the tug-of-war of conflicting interests between speakers and listeners: speakers prefer production economy and brevity which often leads to phonological reduction, while listeners want perceptual salience, explicitness and clarity, which requires elaboration. Language may evolve for altruistic information sharing and social coordination, or for competition for relevance and for status between coalitions (Dessalles, 2000).

Nonlinearity and phase transitions

In complex systems, small quantitative differences in certain parameters often leads to phase transitions, i.e. qualitative differences. Elman (2005) points out that multiple small phenotypic differences between humans and other primates (such as in degree of sociability, shared attention, memory capacity, rapid sequencing ability, vocal tract control, etc.) may in combination result in profound consequences, allowing means of communication of a totally different nature. Also, in a dynamic system, even when there is no parametric change, at a certain point of a continuous dynamic, system behavior can change dramatically, going through a phase transition. For example, constant heating of water leads to a transition from liquid to gas, without having any parametric change. In language development, such phase transitions are often observed. Developmental 'lexical spurts' often lead to rapid grammatical development (Bates & Goodman, 1997). The S-curve shape of dynamics in language change is also a kind of phase transition. Several computer models of language origin have demonstrated this feature (Ke, Minett, Au, & Wang, 2002; Kirby, 2000). Grammaticalization as a result of language use is another example of such phase transition, in which lexical items become grammatical items.

Sensitivity and dependence on social structure:

Network studies of complex systems have shown that real world networks are not random, as was initially assumed (Barabási, 2002; Barabási & Albert, 1999; Watts & Strogatz, 1998), and that the internal structure and connectivity of the system can have a profound impact upon system dynamics (Newman, 2001; Newman, Barabási, & Watts, 2006). Similarly, linguistic interactions are not via random contacts; they are constrained by social networks. The social structure of language use and interaction has a crucial effect in the process of language change (Milroy, 1980) and language variation (Eckert, 2000), and the social structure of early humans must also have played important roles in language origin and evolution. An understanding of the social network structures that underlie linguistic interaction remains an important goal for the study of language acquisition and change. The investigation of their effects through computer simulation studies is equally important.

Language adapts to the human brain

The manner by which language evolves as a complex adaptive system in the immediate, short-term social environment in turn has deep implications for how it evolves in the longer-term biological sense. These two levels of change are interrelated. Language is both influenced by the brain and helps to mold it over the long term. This co-evolution (Deacon, 1997) is itself a complex adaptive system. Because language is an emergent feature of ongoing human social interactions, as a consequence it is fundamentally molded by the pre-existing cognitive abilities, processing idiosyncrasies and limitations, and general and specific conceptual circuitry of the human brain. Because this has been true in every generation of language users from its very origin, language is better viewed as a form of cultural adaptation to the human mind, rather than

the result of the brain adapting to process natural language grammar (Christiansen, 1994; Christiansen & Chater, in press; Deacon, 1997; Schoenemann, 2005). This has consequences for how language is processed in the brain. Specifically, language will depend heavily on brain areas fundamentally linked to various types of conceptual understanding, the processing of social interactions, and pattern recognition and memory. It also predicts that so-called 'language areas' should have more general, pre-linguistic processing functions even in modern humans, and further, that the homologous areas of our closest primate relatives should also process information in ways that makes them predictable substrates for incipient language. Further, it predicts that the complexity of communication is to some important extent a function of social complexity. Given that social complexity is in turn correlated with brain size across primates, brain size evolution in early humans should give us some general clues about the evolution of language (Schoenemann, 2006). Recognizing language as a complex adaptive system allows us to understand change at all levels.

8. Conclusions

Cognition, consciousness, experience, embodiment, brain, self, and human interaction, society, culture, and history are all inextricably intertwined in rich, complex, and dynamic ways in language acquisition. Everything is connected. Yet despite this complexity, despite its lack of overt government, instead of anarchy and chaos, there are patterns everywhere. Patterns not pre-ordained by god, by genes, by school curriculum, or by other human policy, but patterns that emerge – synchronic patterns of linguistic organization at numerous levels (phonology, lexis, syntax, semantics, pragmatics, discourse, genre, ...), dynamic patterns of usage, diachronic patterns of language change (linguistic cycles of grammaticization, pidginization, creolization, ...), ontogenetic developmental patterns in child language acquisition, global geopolitical patterns of language growth and decline, dominance and loss, etc. We cannot understand these phenomena unless we understand their interplay. The individual focus papers which follow in this special issue illustrate such interactions across a broad range of language phenomena, and they show how a CAS framework can guide future research and theory.

References

- Abrams, D. M., & Strogatz, S. H. (2003). Modelling the dynamics of language death. *Nature*, 424, 900.
- Andersen, R. W. (1984). The one to one principle of interlanguage construction. *Language Learning*, 34, 77-95.
- Austin, J. L. (1962). *How to do things with words*. Cambridge, MA.: Harvard University Press.
- Barabási, A.-L. (2002). *Linked: The new science of networks*. Cambridge, MA: Perseus Books.
- Barabási, A.-L., & Albert, R. (1999). Emergence of scaling in random networks. *Science*, 286, 509-511.

- Barlow, M., & Kemmer, S. (Eds.). (2000). *Usage based models of language*. Stanford, CA: CSLI Publications.
- Bates, E., & Goodman, J. C. (1997). On the inseparability of grammar and the lexicon: Evidence from acquisition, aphasia and real-time processing. *Language and Cognitive Processes*, 12, 507-586.
- Baxter, G., Blythe, R. A., Croft, W., & McKane, A. J. (2006). Utterance selection model of language change. *Physical Review E*, 73, 046118.
- Baxter, G., Blythe, R. A., W., C., & McKane, A. J. (2008, submitted). Modeling language change: An evaluation of Trudgill's theory of the emergence of New Zealand English.
- Bearman, P. S., Moody, J., & Stovel, K. (2004). Chains of affection: The structure of adolescent romantic and sexual networks. *American Journal of Sociology*, 110, 44-92.
- Becker, A., & Veenstra, T. (2003). Creole prototypes as basic varieties and inflectional morphology. In C. Dimroth & M. Starren (Eds.), *Information Structure and the Dynamics of Language Acquisition* (pp. 235–264). Amsterdam: John Benjamins.
- Berman, R. A., & Slobin, D. I. (Eds.). (1994). *Relating Events in Narrative: A Crosslinguistic Developmental Study*. Hillsdale, N.J.: Lawrence Erlbaum.
- Bratman, M. (1992). Shared cooperative activity. *The Philosophical Review*, 101, 327-341.
- Bratman, M. (1993). Shared intention. *Ethics*, 104, 97-113.
- Bratman, M. (1997). I intend that we. In G. Holmström-Hintikka & R. Tuomela (Eds.), *Contemporary action theory Vol. II* (pp. 49-63). Dordrecht: Kluwer.
- Bush, N. (2001). Frequency effects and word-boundary palatalization in English. In J. Bybee & P. Hopper (Eds.), *Frequency and the emergence of linguistic structure*. Amsterdam: John Benjamins.
- Bybee, J. (1998). A functionalist approach to grammar and its evolution. *Evolution of Communication*, 2, 249-278.
- Bybee, J. (2001). *Phonology and Language Use*. Cambridge: Cambridge University Press.
- Bybee, J. (2002). Phonological evidence for exemplar storage of multiword sequences. *Studies in Second Language Acquisition*, 24(2), 215-221.
- Bybee, J. (2003). Sequentiality as the basis of constituent structure. In T. Givón & B. F. Malle (Eds.), *The evolution of language out of pre-language* (pp. 109-132). Amsterdam: John Benjamins.
- Bybee, J. (2006). *Frequency of use and the organization of language*. Oxford: Oxford University Press.
- Bybee, J., & Hopper, P. (Eds.). (2001). *Frequency and the emergence of linguistic structure*. Amsterdam: Benjamins.
- Bybee, J., Perkins, R., & Pagliuca, W. (1994). *The Evolution of Grammar: Tense, Aspect, and Modality in the Languages of the World*. Chicago: University of Chicago Press.
- Castellano, C., Fortunato, S., & Loreto, V. (2007). Statistical physics of social dynamics. *Online preprint*, <http://arxiv.org/abs/0710.3256>.

- Christiansen, M. H. (1994). *Infinite Languages, Finite Minds: Connectionism, Learning and Linguistic Structure [Unpublished PhD thesis]*. University of Edinburgh, Edinburgh, Scotland.
- Christiansen, M. H., & Chater, N. (in press). Language as shaped by the brain. *Behavioral & Brain Sciences [target article for multiple peer commentary]*.
- Clark, H. H. (1992). *Arenas of language use*. Chicago & Stanford: University of Chicago Press and the Center for the Study of Language and Information.
- Clark, H. H. (1996). *Using language*. Cambridge: Cambridge University Press.
- Clark, H. H. (1999). On the origins of conversation. *Verbum, 21*, 147-161.
- Cook, V. (1991). The poverty-of-the-stimulus argument and multi-competence. *Second Language Research 7*, 103-117.
- Croft, W. (2000). *Explaining language change: An evolutionary approach*. London: Longman.
- Croft, W. (To appear). Towards a social cognitive linguistics. In V. Evans & S. Pourcel (Eds.), *New directions in cognitive linguistics*. Amsterdam: John Benjamins.
- Dąbrowska, E. (1997). The LAD goes to school: A cautionary tale for nativists. *Linguistics, 35*, 735-766.
- de Bot, K., Lowie, W., & Verspoor, M. (2007). A dynamic systems theory to second language acquisition. *Bilingualism: Language and Cognition, 10*, 7-21.
- Deacon, T. W. (1997). *The symbolic species: the co-evolution of language and the brain*. New York: W.W. Norton.
- Dessalles, J.-L. (2000). *Aux origines du langage - Une histoire naturelle de la parole*. Paris: Hermès.
- Eckert, P. (2000). *Linguistic Variation as Social Practice: the Linguistic Construction of Identity in Belten High*. Oxford: Blackwell.
- Ellis, N. C. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition, 24*(2), 143-188.
- Ellis, N. C. (2005). At the interface: Dynamic interactions of explicit and implicit language knowledge. *Studies in Second Language Acquisition, 27*, 305-352.
- Ellis, N. C. (2006). Selective attention and transfer phenomena in SLA: Contingency, cue competition, salience, interference, overshadowing, blocking, and perceptual learning. *Applied Linguistics, 27*(2), 1-31.
- Ellis, N. C. (2008a). Phraseology: The periphery and the heart of language. In F. Meunier & S. Grainger (Eds.), *Phraseology in language learning and teaching* (pp. 1-13). Amsterdam: John Benjamins.
- Ellis, N. C. (2008b). The dynamics of language use, language change, and first and second language acquisition. *Modern Language Journal, 41*(3), xxx-xxx.
- Ellis, N. C., & Larsen Freeman, D. (2006). Language emergence: Implications for Applied Linguistics. *Applied Linguistics, 27*(4), whole issue.
- Elman, J. L. (2005). Connectionist views of cognitive development: Where next? *Trends in Cognitive Science, 9*, 111-117.
- Erman, B., & Warren, B. (2000). The idiom principle and the open choice principle. *Text, 20*, 29-62.
- Gass, S. (1997). *Input, interaction, and the development of second languages*. Mahwah, NJ: Erlbaum.

- Gernsbacher, M. A. (1994). *A handbook of psycholinguistics*. San Diego, CA: Academic Press.
- Goldberg, A. E. (2003). Constructions: a new theoretical approach to language. *Trends in Cognitive Science*, 7, 219-224.
- Goldberg, A. E. (2006). *Constructions at work: The nature of generalization in language*. Oxford: Oxford University Press.
- Goldschneider, J. M., & DeKeyser, R. (2001). Explaining the "natural order of L2 morpheme acquisition" in English: A meta-analysis of multiple determinants. *Language Learning*, 51, 1-50.
- Gordon, E., Campbell, L., Hay, J., Maclagen, M., Sudbury, A., & Trudgill, P. (2004). *New Zealand English: Its origins and evolution*. Cambridge: Cambridge University Press.
- Gregory, M., Raymond, W. D., Bell, A., Fossler-Lussier, E., & Jurafsky, D. (1999). The effects of collocational strength and contextual predictability in lexical production. *Chicago Linguistic Society*, 35, 151-166.
- Grice, H. P. (1948/1989). *Meaning. Studies in the Way of Words*. Cambridge, MA: Harvard University Press.
- Haiman, J. (1994). Ritualization and the development of language. In W. Pagliuca (Ed.), *Perspectives on Grammaticalization* (pp. 3-28). Amsterdam: John Benjamins.
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar* (Second ed.). London: Edward Arnold.
- Heine, B., Claudi, U., & Hünnemeyer, F. (1991). *Grammaticalization: A conceptual framework*. Chicago: University of Chicago Press.
- Heine, B., & Kuteva, T. (2002). On the evolution of grammatical forms. In A. Wray (Ed.), *The Transition to Language* (pp. 376-397). Oxford: Oxford University Press.
- Holland, J. H. (1992). *Hidden Order: How Adaption Builds Complexity*. Reading: Addison-Wesley.
- Holland, J. H. (1998). *Emergence: From chaos to order*. Oxford: Oxford University Press.
- Holland, J. H. (2005). Language Acquisition as a Complex Adaptive System. In J. W. Minett & W. S.-Y. Wang (Eds.), *Language Acquisition, Change and Emergence* (pp. 411-435). Hong Kong: City University of Hong Kong Press.
- Holland, J. H. (2006a). A cognitive model of language acquisition. *Journal of Bio-Education*, 1, 79-83
- Holland, J. H. (2006b). Studying complex adaptive systems. *Journal of Systems Science and Complexity*, 19, 1-8.
- Holland, J. H., Tao Gong, M. J. W., J., K., & Wang, W. S.-Y. (2005). Co-evolution of lexicon and syntax from a simulation perspective. *Complexity*, 10, 50-62.
- Hopper, P. J., & Traugott, E. C. (2003). *Grammaticalization* (Second ed.). Cambridge: Cambridge University Press.
- Hull, D. L. (1988). *Science as a process: an evolutionary account of the social and conceptual development of science*. Chicago: University of Chicago Press.
- Hull, D. L. (2001). *Science and selection: essays on biological evolution and the philosophy of science*. Cambridge: Cambridge University Press.

- Hurford, J. (1989). Biological evolution of the Saussurean sign as a component of the language acquisition device. *Lingua*, 77, 187-222.
- Jurafsky, D., Bell, A., Gregory, M., & Raymond, W. D. (2001). Probabilistic relations between words: Evidence from reduction in lexical production. In J. Bybee & P. Hopper (Eds.), *Frequency and the emergence of linguistic structure* (pp. 229-254). Amsterdam: Benjamins.
- Ke, J.-Y., Minett, J., Au, C.-P., & Wang, W. S.-Y. (2002). Self-organization and natural selection in the emergence of vocabulary. *Complexity*, 7, 41-54.
- Kirby, S. (2000). Syntax without Natural Selection: How compositionality emerges from vocabulary in a population of learners. In C. Knight (Ed.), *The Evolutionary Emergence of Language: Social Function and the Origins of Linguistic Form* (pp. 303-323). Cambridge: Cambridge University Press.
- Klein, W., & Purdue, C. (1992). *Utterance structure: developing grammars again*. Amsterdam: John Benjamins.
- Kramsch, C. (Ed.). (2002). *Language acquisition and language socialization: Ecological perspectives*. London: Continuum.
- Kroll, J. F., & De Groot, A. M. B. (Eds.). (2005). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford: Oxford University Press.
- Langacker, R. W. (1987). *Foundations of cognitive grammar: Vol. 1. Theoretical prerequisites*. Stanford, CA: Stanford University Press.
- Lantolf, J. (2006). Sociocultural theory and L2: State of the Art. *Studies in Second Language Acquisition*, 28, 67-109.
- Larsen-Freeman, D. (1976). An explanation for the morpheme acquisition order of second language learners. *Language Learning*, 26, 125-134.
- Larsen-Freeman, D. (1997). Chaos/complexity science and second language acquisition. *Applied Linguistics*, 18, 141-165.
- Larsen-Freeman, D. (2002). Language acquisition and language use from a chaos/complexity theory perspective. In C. Kramsch (Ed.), *Language acquisition and language socialization*. London: Continuum.
- Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Gramming*. Boston: Heinle & Heinle.
- Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and applied linguistics*. Oxford: Oxford University Press.
- Larsen-Freeman, D., & Long, M. (1991). *An introduction to second language acquisition research*. New York: Longman.
- Lewis, D. (1969). *Convention*. Cambridge, MA: MIT Press.
- MacDonald, M. C., & Christiansen, M. H. (2002). Reassessing Working Memory: Comment on Just and Carpenter (1992) and Waters and Caplan (1996). *Psychological Review*, 109, 35-54.
- MacWhinney, B. (1997). Second language acquisition and the Competition Model. In A. M. B. De Groot & J. F. Kroll (Eds.), *Tutorials in bilingualism: Psycholinguistic perspectives* (pp. 113-142). Mahwah, NJ: Lawrence Erlbaum Associates.
- MacWhinney, B. (Ed.). (1987). *Mechanisms of language acquisition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- McWhorter, J. (2003). Pidgins and creoles as models of language change: The state of the art *Annual Review of Applied Linguistics*, 23, 202-212.

- Milroy, J. (1980). *Language and social networks*. Oxford: Blackwell.
- Minnet, J. W., & Wang, W. S.-Y. (2008). Modelling endangered languages: The effects of bilingualism and social structure. *Lingua*, 118(1), 19-45.
- Monaghan, P., Christiansen, M. H., & Chater, N. (2007). The Phonological-Distributional Coherence Hypothesis: Cross-linguistic evidence in language acquisition. *Cognitive Psychology*, 55, 259-305.
- Newman, M. E. J. (2001). Scientific collaboration networks. I. Network construction and fundamental results. *Physics Review*, E 64, 016131.
- Newman, M. E. J., Barabási, A.-L., & Watts, D. J. (Eds.). (2006). *The structure and dynamics of networks*. Princeton and Oxford: Princeton University Press.
- Niyogi, P., & Berwick, R. C. (1997). Evolutionary consequences of language learning. *Journal of Linguistics and Philosophy*, 20, 697-719.
- Nowak, M. A., Komarova, N. L., & Niyogi, P. (2002). Computational and evolutionary aspects of language. *Nature*, 417, 611-617.
- Odlin, T. (1989). *Language transfer*. New York: Cambridge University Press.
- Oudeyer, P.-Y., & Kaplan, F. (2007). Language evolution as a Darwinian process: computational studies. *Cognitive Processing*, 8, 21-35.
- Pawley, A., & Syder, F. H. (1983). Two puzzles for linguistic theory: Nativelike selection and nativelike fluency. In J. C. Richards & R. W. Schmidt (Eds.), *Language and communication* (pp. 191-225). London: Longman.
- Pierrehumbert, J. (2001). Exemplar dynamics: Word frequency, lenition, and contrast. In J. Bybee & P. Hopper (Eds.), *Frequency and the emergence of linguistic structure* (pp. 137-157). Amsterdam: John Benjamins.
- Real, F., & Christiansen, M. H. (2007a). Processing of relative clauses is made easier by frequency of occurrence. *Journal of Memory and Language*, 57, 1-23.
- Real, F., & Christiansen, M. H. (2007b). Word chunk frequencies affect the processing of pronominal object-relative clauses. *Quarterly Journal of Experimental Psychology*, 60, 161-170.
- Real, F., & Christiansen, M. H. (in press). Sequential learning and the interaction between biological and linguistic adaptation in language evolution. *Interaction Studies*.
- Robinson, P., & Ellis, N. C. (Eds.). (2007). *A handbook of cognitive linguistics and SLA*. Mahwah, NJ: Lawrence Erlbaum.
- Saffran, J. R., Aslin, R. N., & Newport, E. L. (1996). Statistical learning by 8-month-old infants. *Science*, 274, 1926-1928.
- Saffran, J. R., Johnson, E. K., Aslin, R. N., & Newport, E. L. (1999). Statistical learning of tone sequences by human infants and adults. *Cognition*, 70, 27-52.
- Saffran, J. R., & Wilson, D. P. (2003). From syllables to syntax: Multilevel statistical learning by 12-month-old infants. *Infancy*, 4, 273-284.
- Schoenemann, P. T. (1999). Syntax as an emergent characteristic of the evolution of semantic complexity. *Minds and Machines*, 9, 309-346.
- Schoenemann, P. T. (2005). Conceptual complexity and the brain: Understanding language origins. In W. S.-Y. Wang & J. W. Minnet (Eds.), *Language Acquisition, Change and Emergence: Essays in Evolutionary Linguistics* (pp. 47-94). Hong Kong: City University of Hong Kong Press.

- Schoenemann, P. T. (2006). Evolution of the Size and Functional Areas of the Human Brain. *Annual Review of Anthropology*, 35, 379-406.
- Schulze, C., Stauffer, D., & Wichmann, S. (2008). Birth, survival and death of languages by Monte Carlo simulation. *Communications in Computational Physics*, 3, 271-294.
- Schumann, J. H. (1978). *The pidginisation process: A model for second language acquisition*. Rowley, MA: Newbury House.
- Searle, J. R. (1969). *Speech Acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Selinker, L. (1972). Interlanguage. *IRAL, International Review of Applied Linguistics in Language Teaching*, 10, 209-231.
- Simon, H. A. (1957). *Models of man: Social and rational*. New York: Wiley and Sons.
- Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford: Oxford University Press.
- Slobin, D. I. (1996). From "thought and language" to "thinking for speaking." In J. J. Gumperz & S. C. Levinson (Eds.), *Rethinking linguistic relativity*. Cambridge: Cambridge University Press.
- Slobin, D. I. (1997). The origins of grammaticizable notions: Beyond the individual mind. In D. I. Slobin (Ed.), *The crosslinguistic study of language acquisition* (Vol. 5, pp. 265-323). Mahwah, NJ: Erlbaum.
- Smith, K., Kirby, S., & Brighton, H. (2003). Iterated learning: a framework for the evolution of language. *Artificial Life*, 9, 371-386.
- Steels, L. (2000). Language as a complex adaptive system. Parallel problem solving from nature - PPSN VI. In M. Schoenauer (Ed.), *Lecture Note in Computer Science* (Vol. 1917, pp. 17-26). Berlin: Springer.
- Talmy, L. (2000). *Toward a Cognitive Semantics: Concept Structuring Systems*. Cambridge MA: MIT Press.
- Tomasello, M. (1999). *The cultural origins of human cognition*. Boston, MA: Harvard University Press.
- Tomasello, M. (2003). *Constructing a language*. Boston, MA: Harvard University Press.
- Tomasello, M. (to appear). *The origins of human communication*. Cambridge, MA: MIT Press.
- Trudgill, P. (2001). Contact and simplification: Historical baggage and directionality in linguistic change. *Language Typology*, 5, 371-374.
- Trudgill, P. (2004). *New-dialect formation: the inevitability of colonial Englishes*. Edinburgh: Edinburgh University Press.
- Watts, D. J., & Strogatz, S. H. (1998). Collective dynamics of 'small-world' networks. *Nature*, 393, 440-442.
- Weinreich, U., Labov, W., & Herzog, M. I. (1968). Empirical foundations for a theory of language change. In W. P. Lehmann & Y. Malkiel (Eds.), *Directions for historical linguistics* (pp. 95-195). Austin: University of Texas Press.

Focus papers and Conference Schedule

Language as a Complex Adaptive System

An invited conference celebrating the 60th anniversary of *Language Learning*

Date November 8-9, 2008.
Venue: The Michigan League, University of Michigan
Attendees Speakers, members of the Board of *Language Learning*, interested UM staff and students from ELI, Education, Psychology, Center for the Study of Complex Systems, Linguistics.

Conference Program

1. The 5 Graces group
Language as a Complex Adaptive System - Position Paper
Presented by John Holland
2. Joan Bybee & Clay Beckner
Usage, Structure, Change
3. Bill Croft & Richard Blythe
SocioCognitive Linguistics
4. Adele Goldberg
Constructing an L1
5. Nick Ellis & Diane Larsen-Freeman
Constructing an L2
6. Morten Christiansen
Psycholinguistics and Probabilistic Language Learning
7. Tom Schoenemann
Evolution of Brain and Language
8. Simon Kirby
Modeling Language Evolution
9. Christian Matthiessen
Emergentist approaches to Language Education
10. Zöltan Dornyei
Individual differences: Interplay of learner characteristics and learning environment
11. Robert Mislevy
Emergentist approaches to Language Testing

Each presentation to be 45 minutes, each discussion to be 15 minutes. The 5 Graces group will circulate their position paper before the end of March 2008 to all speakers and discussants. *Speakers and discussants will be guided by this emergentist/CAS position paper in crafting their particular papers which focus upon their particular aspect of language.* Written focus papers to be submitted to discussants by July 2008.

The Conference will be organized by the English Language Institute at University of Michigan in collaboration with staff and students in the Department of Psychology, the School of Education, the Center for the Study of Complex Systems, and the Second Language Acquisition group.

These papers will then form a special issue of the journal *Language Learning*.

Proposal for the Special Issue

To be edited by Nick Ellis & Diane Larsen Freeman (both former editors of the journal) under the supervision of the acting Editor, Robert DeKeyser and the guidance of the 5 Graces group.

Target Length 180 pages = approximately 70,000 words

Position paper	10,000 words including references
Focus papers	6,000 words including references