Ben Ambridge
Academic (Teaching & Research) Professor
Division of Psychology Communication and Human Neuroscience (L5)

## Overview

All papers can be downloaded from my personal website: www.benambridge.com
My research focuses on how children learn the grammar of their language; in particular on how they avoid errors with syntax (e.g., "*He giggled me" rather than "He made my giggle") and morphology (e.g., "*I sitted down" rather than "I sat down"). Recently, I've been branching out from English and studying these phenomena in Hebrew, Hindi, Japanese, K'iche' Mayan, Indonesian, Balinese, Mandarin, Finnish, Polish, Estonian, German, Spanish and Lithuanian. I'm also interested in Open Science (I set up the journal *Language Development Research*) and pop-psychology: I've written two books – *Psy-Q* and *Are You Smarter Than a Chimpanzee* - and teach "Psychology in the Real World" on the Psychology BSc programme.

## Research outputs

**Large language models are better than theoretical linguists at theoretical linguistics**
Ambridge, B. & Blything, L., 1 Jun 2024, In: Theoretical Linguistics. 50, 1-2, p. 33-48 16 p.


**Uninversion error in English-speaking children's wh-questions: Blame it on the bigrams?**
Ambridge, B., McCauley, S. M., Bannard, C., Davis, M., Cameron-Faulkner, T., Gummery, A. & Theakston, A., 3 May 2023, In: Language Development Research.


**He was run-over by a bus: Passive – but not pseudo-passive – sentences are rated as more acceptable when the subject is highly affected. New data from Hebrew, and a meta-analytic synthesis across English, Balinese, Hebrew, Indonesian and Mandarin**
Ambridge, B., Arnon, I. & Bekman, D., 20 Jan 2023, In: Glossa Psycholinguistics. 2, 1


**Testing a computational model of causative overgeneralizations: Child judgment and production data from English, Hebrew, Hindi, Japanese and K'iche'**
Ambridge, B., Doherty, L., Maitreyee, R., Tatsumi, T., Zicherman, S., Mateo Pedro, P., Kawakami, A., Bidgood, A., Pye, C., Narasimhan, B., Arnon, I., Bekman, D., Efrati, A., Fabiola Can Pixabaj, S., Marroquín Pelíz, M., Julajuj Mendoza, M., Samanta, S., Campbell, S., McCauley, S. & Berman, R. & 3 others, Misra Sharma, D., Bhaya Nair, R. & Fukumura, K., 2022, In: Open research Europe. 1, 1.


**Testable theories of core first language acquisition**
Ambridge, B. & Wagner, L., 28 Sept 2021, In: Journal of Child Language. 48, 5, p. 859-861 3 p.


**A computational simulation of children's language acquisition**
Ambridge, B., 1 Aug 2021, *OpenAccess Series in Informatics.* Schloss Dagstuhl- Leibniz-Zentrum fur Informatik GmbH, Dagstuhl Publishing, (OpenAccess Series in Informatics; vol. 93).


**Disentangling syntactic, semantic and pragmatic impairments in ASD: Elicited production of passives**
Ambridge, B., Bidgood, A. & Thomas, K., 2021, In: J Child Lang. 48, 1, p. 184-201 18 p.


**Abstractions made of exemplars or 'You're all right, and I've changed my mind': Response to commentators**
Ambridge, B., 1 Oct 2020, In: First Language. 40, 5-6, p. 640-659 20 p.


**Against stored abstractions: A radical exemplar model of language acquisition**
Ambridge, B., 1 Oct 2020, In: First Language. 40, 5-6, p. 509-559 51 p.


**Teaching the unlearnable: A training study of complex yes/no questions**
Ambridge, B., Rowland, C. F. & Gummery, A., 1 Jun 2020, In: Language and Cognition. 12, 2, p. 385-410 26 p.

**The retreat from transitive-causative overgeneralization errors: A review and diary study**
Ambridge, B. & Ambridge, C., 3 Mar 2020, *Current Perspectives on Child Language Acquisition: How children use their environment to learn.* Rowland, C. F., Theakston, A. L., Ambridge, B. & Twomey, K. E. (eds.). p. 113-130 18 p. (Trends in Language Acquisition Research; vol. 27).

**Analogical structure mapping and the formation of abstract constructions: A novel construction learning study**
Ambridge, B., Goldwater, M. B. & Lieven, E. V. M., 2018, *Semantics in Language Acquisition.* Syrett, K. & Arunachalam, S. (eds.). John Benjamins Publishing Company and Unesco Publishing, p. 178-196 19 p. (Trends in Language Acquisition Research; no. 24).

**Syntactic categories in child language acquisition: Innate, induced, or illusory?**
Ambridge, B., 1 Jan 2017, *Handbook of Categorization in Cognitive Science.* Cohen, H. & Lefebvre, C. (eds.). Elsevier Australia, p. 567-580 14 p.

**Horses for courses: When acceptability judgments are more suitable than structural priming (and vice versa)**
Ambridge, B., 2017, In: Behavioral and Brain Sciences. 40, p. e284

**A connectionist model of the retreat from verb argument structure overgeneralization**
Ambridge, B. & Blything, R. P., 2016, In: J Child Lang. 43, 6, p. 1245-1276 32 p.

**Is Passive Syntax Semantically Constrained? Evidence From Adult Grammaticality Judgment and Comprehension Studies**
Ambridge, B., Bidgood, A., Pine, J. M., Rowland, C. F. & Freudenthal, D., 2016, In: Cognitive Science. 40, 6, p. 1435-1459 25 p.

**Is grammar spared in autism spectrum disorder? Data from Judgments of Verb Argument Structure Overgeneralization Errors**
Ambridge, B., Bannard, C. & Jackson, G. H., 22 Oct 2015, In: Journal of Autism and Developmental Disorders. 45, 10, p. 3288-3296 9 p.

**Island constraints and overgeneralization in language acquisition**
Ambridge, B., 1 May 2015, In: Cognitive Linguistics. 26, 2, p. 361-370 10 p.

**The ubiquity of frequency effects in first language acquisition.**
Ambridge, B., Kidd, E., Rowland, C. F. & Theakston, A. L., 2015, In: Journal of Child Language. 42, 2, p. 239-273 35 p.

**Psy-Q: You know your IQ - now test your psychological intelligence**
Ambridge, B., 2014, London: Profile Books Ltd.

**Lisa filled water into the cup: The roles of entrenchment, pre-emption and verb semantics in German speakers' L2 acquisition of English locatives**
Ambridge, B. & Brandt, S., Jul 2013, In: Zeitschrift fur Anglistik und Amerikanistik. 61, 3, p. 245-263 19 p.

**Just who didn't eat what, exactly? Negation and universal quantification in the real world**
Ambridge, B., 1 Jan 2013, In: Linguistic Approaches to Bilingualism. 3, 3, p. 287-288 2 p.

**Experimental methods in studying child language acquisition**
Ambridge, B. & Rowland, C. F., 2013, In: Wiley Interdiscip Rev Cogn Sci. 4, 2, p. 149-168 20 p.

**How do children restrict their linguistic generalizations? An (un-)grammaticality judgment study**
Ambridge, B., 2013, In: Cognitive Science. 37, 3, p. 508-543 36 p.

**The retreat from overgeneralizasation in child language acquisition: word learning, morphology, and verb argument structure**
Ambridge, B., Pine, J. M., Rowland, C. F., Chang, F. & Bidgood, A., 2013, In: Wiley Interdiscip Rev Cogn Sci. 4, 1, p. 47-62 16 p.

**Avoiding dative overgeneralisation errors: Semantics, statistics or both?**
Ambridge, B., Pine, J. M., Rowland, C. F., Freudenthal, D. & Chang, F., 12 Nov 2012, In: Language, Cognition and Neuroscience. 29, 2, p. 218-243 26 p.

**Assessing Grammatical Knowledge (with Special Reference to the Graded Grammaticality Judgment Paradigm)**
Ambridge, B., 19 Aug 2012, *Research Methods in Child Language: A Practical Guide.* Hoff, E. (ed.). John Wiley & Sons Ltd, p. 113-132 20 p.

**The roles of verb semantics, entrenchment,and morphophonology in the retreat from dative argument-structure overgeneralization errors**
Ambridge, B., Pine, J. M., Rowland, C. F. & Chang, F., Mar 2012, In: Language. 88, 1, p. 45-81 37 p.

**Semantics versus statistics in the retreat from locative overgeneralization errors**
Ambridge, B., Pine, J. M. & Rowland, C. F., 2012, In: Cognition. 123, 2, p. 260-279 20 p.

**Children use verb semantics to retreat from overgeneralization errors: A novel verb grammaticality judgment study**
Ambridge, B., Pine, J. M. & Rowland, C. F., May 2011, In: Cognitive Linguistics. 22, 2, p. 303-323 21 p.

**Child language acquisition: Contrasting theoretical approaches**
Ambridge, B. & Lieven, E. V. M., 1 Jan 2011, Cambridge University Press. 448 p.

**Children's judgments of regular and irregular novel past-tense forms: new data on the English past-tense debate**
Ambridge, B., 2010, In: Developmental psychology. 46, 6, p. 1497-1504 8 p.

**Predicting children's errors with negative questions: Testing a schema-combination account**
Ambridge, B. & Rowland, C. F., May 2009, In: Cognitive Linguistics. 20, 2, p. 225-266 42 p.

**A semantics-based approach to the "no negative evidence" problem**
Ambridge, B., Pine, J. M., Rowland, C. F., Jones, R. L. & Clark, V., 2009, In: Cognitive Science. 33, 7, p. 1301-1316 16 p.

**Un-learning Un-prefixation Errors**
Ambridge, B., Freudenthal, D., Pine, J. M., Mills, R., Clark, V. & Rowland, C. F., 2009, p. 158-163. 6 p.

**The island status of clausal complements: Evidence in favor of an information structure explanation**
Ambridge, B. & Goldberg, A. E., Aug 2008, In: Cognitive Linguistics. 19, 3, p. 357-389 33 p.

**Is Structure Dependence an Innate Constraint? New Experimental Evidence From Children's Complex-Question Production**
Ambridge, B., Rowland, C. F. & Pine, J. M., 2008, In: Cognitive Science. 32, 1, p. 222-255 34 p.

**The effect of verb semantic class and verb frequency (entrenchment) on children's and adults' graded judgements of argument-structure overgeneralization errors**
Ambridge, B., Pine, J. M., Rowland, C. F. & Young, C. R., 2008, In: Cognition. 106, 1, p. 87-129 43 p.

**Comparing different accounts of inversion errors in children's non-subject wh-questions: 'What experimental data can tell us?'**
Ambridge, B., Rowland, C. F., Theakston, A. L. & Tomasello, M., Aug 2006, In: Journal of Child Language. 33, 3, p. 519-557 39 p.

**Testing the agreement/tense omission model using an elicited imitation paradigm**
Ambridge, B. & Pine, J. M., 2006, In: J Child Lang. 33, 4, p. 879-898 20 p.

**Experimental investigations of the formation and restriction of abstract grammatical constructions in young children**
Ambridge, B. & The University of Manchester . Department of, P., 2004, Ann Arbor: ProQuest Dissertations & Theses.