

LISBON SUMMER SCHOOL IN LINGUISTICS

PhD Programme

Lisboa, July 4-8, 2022

Venue
Faculdade de Ciências Sociais e Humanas – NOVA
Avenida de Berna, 26-C
1069-061 Lisboa – Portugal

AREA 1: FORMAL AND EXPERIMENTAL LINGUISTICS

Course 1: Bilingual children’s syntactic knowledge: Ways of assessing its multifaceted dimensions – Jacopo Torregrossa (Goethe University Frankfurt, Germany)

COURSE DESCRIPTION

Across the literature, several attempts have been made to assess bilingual children’s syntactic knowledge in one or the other language. The aim of this class is to discuss a number of methodological issues concerning the design and analysis of different types of assessment tasks, taking into account that syntactic knowledge is a complex construct that encompasses several components. For instance, it may vary along a continuum of implicit and explicit knowledge.

We will introduce several instruments for the assessment of bilingual children’s syntactic knowledge. At the implicit end of the continuum, we will refer to spontaneous and elicited production by using narrative tasks and sentence repetition tasks, respectively. At the explicit end of the continuum, we will reflect on the use of timed and untimed grammaticality judgement tasks (with grammatical and ungrammatical sentences), involving both correcting and explaining errors.

By using data drawn from previous studies on bilingual children’s syntactic abilities, we will investigate to what extent implicit and explicit knowledge correlate and interact with each other. Furthermore, we will show how they are affected by general measures of language proficiency and indexes related to language and literacy exposure.

Course 2: L2 speech learning: The effects of phonetic training – Anabela Rato
(University of Toronto, Canada)

COURSE DESCRIPTION

This course overviews the main research questions and theoretical models in L2 speech learning with an emphasis on phonetic training. It focuses on the central research questions of whether and how the speech perception and production modalities are interconnected and whether L2 learners can be trained to listen better and/or to produce speech more accurately by surveying empirical studies on L2 speech phonetic training. The course will include a laboratory component in which students will gain practical experience in designing a training study.

This is a preliminary programme.

Session 1: In this session, the key research questions and theoretical models of L2 speech learning will be overviewed, as well as the distinction between segmental and suprasegmental learning. The methods applied in phonetic training studies will also be introduced.

Session 2: This session will focus on experimental research methods in perception training studies: study design, stimuli selection and preparation, participant profile and recruitment. It will also discuss the measures used to assess the efficacy of training, viz. generalization and retention of learning.

Session 3: This session will survey segmental perception training studies and discuss the canonical training results on L2 vowels and L2 consonants, alongside methodological issues in the study of L2 acquisition of segmental features of speech. Moreover, a practical approach to segmental perception training study will be introduced in this session.

Session 4: This session will overview suprasegmental perception training studies and identify general trends in the literature. We will also discuss methodological issues in the study of L2 acquisition of suprasegmental features of speech.

Session 5: The course will end with a hands-on activity, in which students will design their own L2 perception training experiment.

Course 3: Experimental and computational approaches to lexicon and morphology
– João Veríssimo (University of Lisbon, Portugal)

COURSE DESCRIPTION

The ‘classical’ approach to lexicon and morphology makes a sharp distinction between storage of lexical units and the application of rules: categorical, context-free operations that combine morphemes into larger structured representations. Alternatively, within analogical, connectionist, and stochastic approaches, it has been proposed that the mechanisms that generalise and process word are inherently graded, as well as frequency- and similarity-sensitive. In this course, we will get acquainted with some of the experimental and computational work that has been used to adjudicate between these two broad theoretical positions.

More specifically, we will: (a) review the results obtained with a variety of experimental techniques (e.g., elicited production, masked and cross-modal priming with lexical decision, EEG/ERP) to discover the general principles by which lexicon and morphology are organised psycholinguistically; (b) cover a number of computational approaches that implement lexical and morphological learning and processing (including rule-based learning, interactive activation modelling, and gradient symbolic computation); and (c) examine the variability and consistency of empirical results and models, both across languages (with a focus on Romance and Semitic languages) and populations (native and non-native speakers).

SCHEDULE

| July 4-8 | Formal and Experimental Linguistics | Terminology and Lexicography | Grammar & Text |
|------------------|--|---|---------------------------|
| 9:30am – 12:30pm | Jacopo Torregrossa | Laurent Romary | Dominique Maingueneau |
| 2:00pm – 5:00pm | Anabela Rato | Diana Santos | Álvaro Octavio de Toledo |
| 5:30pm – 8:30pm | João Veríssimo | Federica Vezzani, Giorgio Maria Di Nunzio, Rute Costa | Ines Garcia Azkoaga |