Research seminar in Psycholinguistics

2019-2020 planning

(Update: 24.10.2019)

- Monday 30th September 2019 (PA28_126): Prof. Pascal Perrier (Université Grenoble-Alpes, Département Parole & Cognition)

  Bayesian GEPPETO: a model of speech motor planning using probabilistic descriptions of internal models and speech motor goals.

  Abstract: I will first present our Bayesian model of speech motor planning that uses representations of the link between motor commands and sensory outputs (also called internal models), and target based definitions of speech motor goals in the auditory and somatosensory domains. Then I will illustrate how such a model helps tackling some key issues of speech motor control and speech motor planning. I will show how our model accounts for anticipatory coarticulation by minimizing motor command changes along a sequence. I also will show how the basic principles of our model helps understanding and interpreting how speech motor learning interacts with the specification of the speech motor goals in the auditory domain, as demonstrated by experimental studies such as Shiller et al. (2009) or Lametti et al. (2014). Finally I will explain how our model proposes to integrate the phenomenon of individual sensory preference that has been evidenced by Lametti et al. (2012) and questions the hypothesis of a general hierarchical organization of the auditory versus somatosensory specifications of the speech goals.

- Monday 4th November 2019 (PA28_126): Assist. Prof. Despina Papadopoulou (Aristotle University of Thessaloniki, School of Philology)

  Discussing SLA theoretical models in the light of comprehension and production data on agreement and determiners

  Abstract: The aim of this talk is to discuss current theoretical approaches to Second Language Acquisition (SLA) in the light of corpus and experimental L2 data, with special emphasis on L2 Greek. I will focus on the Interpretability Hypothesis (Hawkins & Hattori, 2006; Tsimpili, 2003a; 2003b; Tsimpi & Dimitrakopoulou, 2007) and the Feature Reassembly Hypothesis (Lardiere, 2009). The Interpretability Hypothesis suggests that the L2 uninterpretable features, which are absent from the L1 grammatical system, are inaccessible to L2 learners and are expected to cause learnability problems. According to the Feature Reassembly Hypothesis, on the other hand, inaccuracies in the L2 output are attributed to erroneous mappings between the morphosyntactic features and the lexical items, especially in cases in which the L2 maps features differently than the L1. The predictions of the two theoretical models will be addressed by means of data on determiner and nominal agreement from adult and child learners of L2 Greek.

- Monday 2nd December 2019 (M3341): Dr Simon Gorin (University of Geneva, Developmental Cognitive Psychology)

  PA28_126: room 126, 1st floor building 28 boulevard du Pont d’Arve.
- Monday 9th December 2019 (PA28_126) : Dr Hélène Lœvenbruck (Université Grenoble Alpes, Laboratoire de Psychologie et NeuroCognition)

- Monday 16th December 2019 (PA28_126) : Dr Maria Vender (University of Verona, Department of Cultures and Civilizations)

- Monday 20th January 2020 (PA28_126) : Prof Silvia Brem (University of Zürich, Department of Child and Adolescent Psychiatry and Psychotherapy)

- Monday 3rd February 2020 (PA28_126) : Dr Barbara Tillmann (National Centre of Scientific Research, Lyon Centre of Research in Neurosciences)

- Monday 2nd March 2020 (M3341) : Prof Marco Hessels (University of Geneva, Metacognition-Dynamic Evaluation of Learning- Socio-Adaptive Skills and Inclusion)

- Monday 30th March 2020 (PA28_126) : Assist. Prof. Kathrin Rothermich (East Carolina University, Department of Communication Sciences and Disorders)