Research seminar in Psycholinguistics

2019-2020 planning

(Update : 28.11.2019)

- Monday 30st 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; Tsimpli, 2003a; 2003b; Tsimpli & 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.

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• Monday 25th November 2019 (PA28_126): Julien Da Costa (University of Geneva, Department of Learning and Teaching Technologies)

Projet de recherche intégrant les technologies numériques - Discussion et retour d'expérience

Abstract: L'intégration des technologies numériques dans les pratiques professionnelles offre de nouvelles possibilités pour l'entrainement mobile et distant, l'accompagnement et le suivi des patients, la collecte de données de recherches ou encore la création d'activités de rééducation innovantes. Cependant le développement de ce type de technologies n'est pas simple a fortiori lorsqu'il s'articule avec un projet de recherche. Nous proposons ici un partage d'expérience sur les réussites et difficultés de différents projets impliquant des technologies à L'UNIGE. Nous aborderons notamment les phases de projets régulièrement sous-estimées ou les avantages et inconvénients de différentes possibilités de développement.

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

Domain-generality of serial order representations in short-term memory: comparisons between the verbal and musical domains

Abstract: Language and music both rely on strong serial ordering requirements. For instance, during speech production or when playing music, it is important to serially organize the to-be-produced information into a production plan. This ability is constraint by serial order short-term memory. The comparison of ordering phenomena characterizing verbal and musical short-term memory tasks thus represents an opportunity to better understand the nature of sequencing mechanisms for auditory information. In this talk, I will address the question of the domain-generality of short-term memory serial order processes. First, I will review the evidences suggesting that the representation of serial order information for musical and verbal materials in short-term memory tasks relies on shared, amodal mechanisms. I will also describe some studies showing differences between the two domains, suggesting the existence of domain-specific ordering mechanisms. Next, I will address the role of expertise to explain the differences existing between the order phenomena observed in the two domains. Finally, I will propose a theoretical framework that can account for both similarities and differences between verbal and musical short-term memory.

• Monday 9th December 2019 (PA28_126): Dr Hélène Lœvenbruck (Université Grenoble Alpes, Laboratoire de Psychologie et NeuroCognition)

The ConDialInt Model: a neurocognitive account of condensation, dialogality and intentionality in inner speech

Abstract:

“Woo-hoo, donuts! Marge, you’re awesome!”

“Mmm, Homer!? It was modelling clay...!”

When you silently read a comic strip, can you take different voices, different perspectives? Introspective descriptions and empirical data suggest that, because of the diversity of its uses, inner speech comes in many forms. Three main dimensions have been described.

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Along condensation, condensed inner speech forms are deprived of acoustic, phonological and even syntactic qualities, whereas expanded forms display articulatory and auditory properties. Along dialogality, inner speech can be monologal, when we engage in internal soliloquy, or dialogal, when we recall past dialogues or imagine future conversations. Along intentionality, it can be intentional (when we deliberately rehearse material in memory) or it can arise unintentionally (during mind wandering). To account for varieties of inner speech along these dimensions, we have introduced the ConDialInt Model, a neurocognitive sketch of inner speech, cast within a predictive control framework. Using fMRI, we probed varieties of inner speech along dialogality and intentionality, to examine the validity of the neuroanatomical correlates posited in ConDialInt. Condensation was also informally tackled. Our results provide neuroanatomical evidence compatible with the assumptions made in the ConDialInt Model.

- 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)

- Monday 11th May 2020 (PA28_126) : Assist. Prof. Julien Musolino (Rutgers University, Department of Psychology & Center for Cognitive Sciences)

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