



The Hebrew University of Jerusalem

Syllabus

field work: language acquisition and psycholinguistics - 51997

Last update 15-10-2016

HU Credits: 4

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: psychology

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Inbal Arnon

Coordinator Email: inbal.arnon@mail.huji.ac.il

Coordinator Office Hours: Monday 11-12

Teaching Staff:

Dr. Inbal Arnon

Course/Module description:

In our lab, we study the acquisition, processing and representation of language. We focus on two fundamental questions: what does it mean to know language and how is this knowledge acquired? We study the learning mechanisms used by children and adults in learning first and second languages; the mechanisms involved in language processing; and the way different cognitive abilities (statistical learning, memory) affect language learning and processing. Our research lies at the intersection of Linguistics, Psychology and Cognitive Science - it combines theoretical insights from the three fields, and applies experimental methods from the social sciences to the study of language. In this course, students will actively participate in researching these topics and will be involved in all the stages of scientific study - from the planning, through execution, data analysis and drawing conclusions. Students will spend 4 weekly hours in the lab and participate in a weekly lab meeting. During this meeting we will discuss theoretical and empirical articles and design new studies. Grades will be based on student's participation and contribution. Students can write a seminar paper.

Course/Module aims:

To learn about the research on psycholinguistics and language acquisition, to learn how to plan and conduct empirical research.

Learning outcomes - On successful completion of this module, students should be able to:

To plan, run, and analyse studies on language processing and learning

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Attending lab meetings. During the first two months - biweekly meetings where we will read and discuss paper, after that 4 hours a week of working in the lab

Course/Module Content:

first language learning, psycholinguistics

Required Reading:

- o Arnon, I. & Snider, N. (2010). More than words: Frequency effects for multi-word phrases. *Journal of Memory and Language*, 62, 67-82
- o Snider, N., & Arnon, I. (2012). A unified lexicon and grammar? Compositional and noncompositional phrases in the lexicon. In S. Gries & D. Divjak (Eds.) *Frequency effects in language*. Berlin: Mouton de Gruyter
- o Arnon, I. & Cohen Priva, U. (2013). More than words: the effect of multi-word frequency and constituency on phonetic duration. *Special Issue: Parsimony and Redundancy in Usage-Based Models of Linguistic Knowledge, Language and Speech*
- Meeting 2: learning multiword phrases, implications for first language learning
- o Arnon, I. & Clark, E. V. (2011). When 'on your feet' is better than 'feet': Children's word production is facilitated in familiar sentence-frames. *Language Learning and Development*, 7, 107-129
- o Arnon, I., McCauley, S. M., & Christiansen, M. H. (under review). Digging up the building blocks of language: AoA effects for multiword sequences
- o Arnon, I. & Christiansen, M. (2014). *Chunk-based Language Acquisition*. *Encyclopedia of Language Development*, SAGE publications (88-91).
- Meeting 3: learning from multiword units: L1-L2 implications
- o Arnon, I., & Ramscar, M. (2012). Granularity and the acquisition of grammatical gender: How order-of-acquisition affects what gets learned, *Cognition* 122, 292-305
- o Siegelman, N. & Arnon, I. (under review). The advantage of starting big: learning from unsegmented input facilitates mastery of grammatical gender in an artificial language

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 20 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 80 %
Quizzes 0 %
Other 0 %

Additional information: