

NAP-dag 2017, Friday, 17th November

Location: BG2 Room 0.08, Turfdraagsterpad 15-17, 1012 XT, Amsterdam

Programme

13:15 room open

13:30 opening of NAP-dag, introduction of the jury

Session 1 (Chair: Dunja Wackers)

13:45-14:15 **Mirjam de Jonge:** *Representing French vowel height: interpreting Mismatch Negativity patterns*

The Mismatch Negativity (MMN) is an automatic brain response to an auditory change that is modulated by the level of perceived distinctiveness of the stimuli. We recorded the EEG of 24 native speakers of French in response to the vowels [i, e, ε, a] arranged in a multi-deviant oddball paradigm in order to determine the influence of acoustic distance, direction in formant space and phonological specification on the MMN. Contrary to earlier findings, we find that larger MMNs typically occur with a decrease rather than an increase in F1. Interpreting the current results according to the Featurally Underspecified Lexicon (FUL) model leads to the postulation of feature specifications that are not in line with the literature on French phonology.

14:20-14:50 **Imme Lammertink:** *Statistical learning and its relation to grammar and literacy acquisition in children with SLI*

Most children acquire language without explicit or formal instruction to the rules by picking up regularities that govern the rules of their language. Children's sensitivity and ability to use

these regularities in their language is referred to as statistical learning and is claimed to be fundamental for language acquisition [1]. Deficits in statistical learning have been observed in children with specific language impairment (SLI) [2,3]. However, the extent to which statistical learning contributes to the problems in grammar and literacy acquisition as seen in SLI is still unknown. Therefore, my PhD-project focuses on the relation between statistical learning, grammar and literacy acquisition across different modalities (auditory, visual) and domains (verbal, non-verbal) in SLI. Furthermore, my project aims to develop more sensitive, online measures of statistical learning that do not only provide information on the learning outcome, but on the learning trajectory as well [4]. As data collection is still ongoing, my talk focuses on the development of online measures of statistical learning. I will, however, end with a sneak preview of the preliminary results so far.

References:

- [1] Evans, J.L., Saffran, J.R., & Robbe-Torres, K. (2009). Statistical learning in children with specific language impairment. *Journal of Speech, Language and Hearing Research*. 52(2), 321–335. [https://doi.org/10.1044/1092-4388\(2009/07-0189\)](https://doi.org/10.1044/1092-4388(2009/07-0189))
- [2] Ullman, M.T., & Pierpont, E.I. (2005). Specific language impairment is not specific to language: The procedural deficit hypothesis. *Cortex*, 41, 399-433.
- [3] Lammertink, I., Boersma, P., Wijnen, F., & Rispens, J. (2017). Statistical learning in Specific Language Impairment: A Meta-Analysis. *Journal of Speech, Language and Hearing Research*.
- [4] Siegelman, N., Bogaerts, L., Kronefeld, O., & Frost, R. (2017). Redefining “Learning” in Statistical Learning: What Does an Online Measure Reveal About the Assimilation of Visual Regularities? *Cognitive Science*, 1-36. DOI: 10.1111/cogs.12556

14:50-15:10

Coffee / Tea Break

Session 2 (Chair: Thom Westveer)

15:10-15:40 **Jelke Bloem:** *Learned borrowing or contact-induced change: Verb cluster word order in Early-Modern Frisian*

In West Frisian, when there are two verbs in a cluster (an auxiliary verb and a main verb) the order of verbs in two-verb clusters is typically considered to be fixed, but in practise, multiple verb cluster orders are now being used, due to language contact with Dutch. However, in older Middle Frisian texts the 'ungrammatical' auxiliary-first order also appears. This raises a question: is the modern use of this word order really a new development taken from Dutch, or something older? To study this, I have extracted verb clusters from a corpus of Early-Modern Frisian texts.

Results show that auxiliary-first clusters are much more frequent in poetry than in prose. Furthermore, no effect of clause length or morphological complexity was found, unlike in modern Dutch. It appears that the auxiliary-first order is mainly a stylistic device used by these authors in the written modality, rather than a construction with the function of decreasing language processing load as in Dutch. Therefore, I conclude that these auxiliary-first word orders are a learned borrowing: they may have come from Dutch, but do not have the same function as in Dutch.

15:45-16:15 **Lotte van Poppel:** *Modeling resistance to metaphor in argumentative discourse*

In this presentation, I will introduce my postdoc project which is part of the NWO-funded research program Resistance to metaphor. Until now, not much attention has been paid to the possible argumentative roles of metaphors; nor has Steen's (2008) distinction between deliberate and non-deliberate metaphors been taken into account. The aim of this project is to develop a theoretical framework for analyzing the functions of metaphor and resistance to metaphor in argumentative discourse. It will be investigated how metaphors can contribute to a discussion and what kinds of resistance they may trigger, such as UK's Prime Minister

Theresa May's reaction to the divorce metaphor: "I prefer not to use the term of divorce from the European Union because very often when people get divorced they don't have a very good relationship afterwards" (The Guardian, 7 April 2017). We will do so by integrating insights from argumentation theory (e.g. Van Eemeren & Grootendorst 1984; Van Eemeren 2010) and metaphor theory (Lakoff & Johnson 1980; Steen 2008), resulting in an encompassing model of the relations between metaphor and argumentative discourse.

References:

Eemeren, F.H. van (2010). *Strategic Maneuvering in Argumentative Discourse: Extending the Pragma-dialectical Theory of Argumentation*. Amsterdam: John Benjamins.

Eemeren, F.H. van, and Grootendorst, R. (1984). *Speech Acts in Argumentative Discussions: A Theoretical Model for the Analysis of Discussions Directed towards Solving Conflicts of Opinion*. Berlin / Dordrecht: De Gruyter / Floris.

Lakoff, G. & Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press, Chicago.

Steen, G.J. (2008). The paradox of metaphor: Why we need a three-dimensional model for metaphor. *Metaphor & Symbol* 23(4): 213-241.

16:15-16:35 **Short Break**

Session 3 (Chair: Jie Fu)

16:35-17:00 **Introduction of New PhD Candidates:**

Iris Broedelet

Lois Kemp

Dunja Wackers

Thom Westveer

17:00-18:00

Jury Report

Borrel