

MAY 27-28
2009 ENS LSH

workshop

Complexity, Typology and Acquisition

www.collegium-lyon.fr

Workshop
Room F 106 / May 27-28 2009
8h30/18h00

THEME DESCRIPTION

A young child can learn any language it hears and an adult speaker can say whatever they need to say, except in some pathological cases. But languages seem to vary in complexity: some languages use more complex sounds than others, some have irregular morphology, some pack information into a single word that would need a sentence in others.

This workshop will address some of the questions that emerge from such observations. How can complexity be measured?

Do languages maintain an equilibrium in their complexity? Is there a relationship between frequency of occurrence and complexity? How does a child learning a language cope with the types of complexity it meets? These questions will be discussed in the light of data from adult and child speech, from experiments, from typological investigations, from computational modeling and language statistics.

Public lecture (In French)
Room Amphithéâtre / May 27 2009
18h00/19h00

APPRENDRE TOUS LES SONS DE SA LANGUE : DU BABILLAGE
AU SYSTÈME PHONOLOGIQUE ADULTE
(LEARNING ALL THE SOUNDS OF YOUR LANGUAGE: FROM
BABBLING TO MASTERING A COMPLETE PHONOLOGICAL SYSTEM)

SPEAKERS: Sophie Wauquier / Université Paris 8
Bart de Boer / University of Amsterdam
Sharon Peperkamp, Katrin Skoruppa / Laboratoire de Sciences Cognitives
et Psycholinguistique; Université Paris 8
Claartje Levelt, Marijn van't Veer / Leiden University Centre for Linguistics
Nicole Altvater-Mackensen, Paula Fikkert / Radboud University Nijmegen
Maria João Freitas, Leticia Almeida, Teresa Costa / Universidade de Lisboa
Angela Ullrich / University of Cologne
B. May Bernhardt, Joe Stemberger / University of British Columbia
Michael Cysouw / Max Plank Institute for Evolutionary Anthropology
Dirk Janssen / University of Kent
Gertraud Fenk-Oczlon / University of Klagenfurt

Learning all the sounds of your language: from babbling to mastering a complete phonological system. Most children easily master the phonological system of their mother tongue in the first three years of life as part of the process of learning a language. Nonetheless, this is a complex task that is beset with pitfalls and involves many near-misses, false starts and back-tracking. We will explore the principal stages of this process starting from the earliest forms of babbling and will show how the 'complexity' in both quantitative and qualitative terms of the language which is the child's target to learn leads him or her over time to select from among a range of possible sounds those which will become the ones they habitually employ.

ORGANISÉ PAR LE COLLEGIUM DE LYON ET EN PARTENARIAT AVEC :



UNIVERSITÉ
LUMIÈRE
LYON 2
UNIVERSITÉ DE LYON



École normale supérieure Lettres et sciences humaines
15 parvis René Descartes, 69342 Lyon Cedex 07
Métro B, station Debourg-Bus n° 17 et 32