

## 2<sup>nd</sup> NetWordS Summer School:

Words: structure, meaning, acquisition, processing  
Trondheim, Norway, 4–9 August, 2014

The European Network on Word Structures (NetWordS) is a European Science Foundation Research Networking Programme with a running period of four years (May 2011 to April 2015). The main goal of the Programme is to promote an interdisciplinary approach to exploring theoretical, typological, psycholinguistic, computational and neuropsychological aspects of word structure and processing by bringing together experts of different theoretical inclinations and from various research fields (from linguistics and cognition to computing and brain sciences). The Programme activities include scientific partnerships, scientific meetings and workshops, as well as the training of young scientists through exchange grants and summer schools.

The summer schools are aimed at bringing up a new generation of PhD students and post-doctoral researchers with an interdisciplinary background, thus encouraging new ways of thinking that could lead to cross-disciplinary breakthroughs. In 2012, the 1<sup>st</sup> NetWordS Summer School *Interdisciplinary Approaches to Exploring the Mental Lexicon* was organised in Dubrovnik, Croatia.

The 2<sup>nd</sup> NetWordS Summer School *Words: structure, meaning, acquisition, processing* took place in Trondheim, Norway from 4–9 August, 2014. It was jointly organised by NetWordS and the Norwegian Graduate Researcher School in Linguistics and Philology. In addition to the organising committee, the organisation was coordinated by Mila Vulchanova as the main local organiser. For a full week, around a hundred participants from 25 European and non-European countries, including PhD students and young researchers from Croatia, attended courses and lectures on interdisciplinary approaches to the study of word structure, meaning, acquisition and processing, focusing on either thematic or methodological issues. The intensive programme consisted of two plenary lectures, a set of thematic courses, a set of methodological courses and two tutorials.

In the first plenary lecture, Milena Žić Fuchs (University of Zagreb, Croatia) exemplified the role of pragmatics in the interpretation of grammatical structures, emphasising that language, apart from being a cognitive ability, is also a socially and culturally determined phenomenon, thus urging young scientists not to lose the wider perspective. The second plenary lecture given by R. Harald Baayen (Tuebingen University, Germany) provided an overview

of naïve discrimination learning (NDL), a computational approach to implicit language learning. He stressed that NDL models have proven to be useful in accounting for a whole range of phenomena in language processing, such as lexical acquisition and aging, modelling response latencies in lexical decisions and the like.

The thematic set of courses consisted of non-specialist and specialist courses running concurrently. The non-specialist courses were geared at participants not specialising in particular areas, but wishing to broaden their knowledge beyond their respective specialisations, whereas the specialist courses were aimed at those with some first-hand experience in the areas covered and interested in discussing advanced research issues.

Antonio Fábregas (University of Tromsø, Norway) provided an introduction to fundamental issues in theoretical morphology, in particular to the current debate between Lexicalism and Neoconstructionism. Carita Paradis (Lund University, Sweden) presented major issues dealt with in lexical semantics, where language is seen as a highly dynamic entity with no absolute boundaries between the traditional areas of syntax, semantics and pragmatics. The course offered by Francesco Gardani (Vienna University of Economics and Business, Austria) focused on contact-induced morphological changes, including mat-borrowing vs. pat-borrowing, borrowing inflection vs. derivation, types of morphological non-integration and the like. The last non-specialist course by Martina Penke (Heinrich-Heine Universität, Germany) was devoted to key topics in morphological processing, mostly to the so-called Dual-Mechanism Debate on the status of inflectional affixes and to how complex words and bound morphemes are represented in the mental lexicon.

The first specialist course taught by Ingo Plag (University of Düsseldorf, Germany) looked more closely at several current issues in morpho-phonology, in particular at empirical research that challenges established theories of morpho-phonology interaction, the distinction between lexical and postlexical phonology and some theories of speech production. Paolo Acquaviva (School of Languages and Literature, University College Dublin, Ireland) addressed the complex relation between lexical semantics and the structure of derived words. Particular attention was paid to issues of word-internal compositionality and to alternative views of lexical decomposition. Dorit Ravid (Tel Aviv University, Israel) presented current topics in the acquisition of morphonology from a psycholinguistic perspective: elicitation of morphological forms and meanings in child language experimentation, as well as morphology in child-directed speech and child discourse. In the course on aspects of bilingual lexical processing, Hélène Giraudo (Laboratoire Cognition, Langues, Langage, Ergonomie, Toulouse 2 le Mirail University, France) and Madeline Voga (Université Paul-Valéry, France) focused on the cognate effect and the different circumstances under which it is observed, as well as on L2-L2 direction of priming in advanced learners.

The thematic set of courses was followed by methodological courses divided into basic courses, advanced courses and two tutorials. The three basic courses were intended for those with little experience in the domains address-

sed, while the three advanced courses were aimed at participants who needed expert tutoring on more complex methodological issues.

Melanie Bell (Anglia Ruskin University, United Kingdom) provided a basic introduction to statistical principles and methods. All the examples were presented using the statistical software R. A large number of participants seized the opportunity to take statistics tutorials in order to revisit the examples presented in class and to gain hands-on instruction in using R. Gábor Prószéky (Pázmány Péter Catholic University, Hungary) introduced and exemplified some of the most frequently used approaches in computational morphology. The third basic course taught by Emmanuel Keuleers (Ghent University, Belgium) focused firstly on several common experimental methods in psycholinguistic research, secondly on how to set up methodologically sound experiments, and finally on how to make use of the existing behavioural resources.

The course on naïve discriminative learning taught by Harald Baayen (Tuebingen University, Germany) addressed the advantages of the NDL methods in comparison to other computational techniques currently employed in psycholinguistics. Claudia Marzi and Marcello Fero from the Institute for Computational Linguistics, CNR (Italy) reviewed how connectionist architecture is used in lexical modelling. The third advanced methodological course offered by Mila Vulchanova (Norwegian University of Science and Technology, Norway) and Vito Pirrelli (Institute for Computational Linguistics, CNR, Italy) explored the role of the perisylvian network in language processing and storage.

Overall, the summer school was carefully-planned and well-organised. The course descriptions, reading materials and presentations were available online in advance. All participants and lecturers stayed in the same hotel, which enabled an intensive exchange of ideas not only among the participants themselves, but also among participants and lecturers, who repeatedly encouraged participants to approach them after the courses if they needed additional clarifications or wanted to discuss certain issues in more detail. The summer school provided an excellent opportunity for PhD students and young researchers to broaden their knowledge, acquire new methodological skills, discuss current and future research projects, as well as establish future collaborations. Many of them are planning to present their posters and papers at the final NetWordS conference *Word Knowledge and Word Usage: Representations and Processes in the Mental Lexicon* that will be held in Pisa in 2015, from March 30 to April 1.

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