During sentence processing, comprehenders incrementally form syntactic structures and interpret the sentence without unequivocal evidence. I suggest that in doing so, comprehenders actively refrain from constructing marked sentential representations. A series of psycholinguistic experiments investigates the processing of temporary ambiguity in Hebrew VSO relative clauses like *ha-talmiš še-etmol hixlit ha-more le-ha’aniš*. The results exhibit that comprehenders do not predict the post-verbal subject in such cases, and are even willing to compromise subject-verb agreement to refrain from such (grammatical but) highly-marked structures. This suggests that comprehenders maintain uncertainty as to the fidelity of the input and prefer assuming an error occurred (a typo or misperception) over forming a marked sentence structure.

The talk will be held online via Zoom.

In spoken languages, individuals with specific impairments to a language component called the Phonological Output Buffer (POB) make phonological errors in production, repetition, and reading aloud of morphologically-simple words and nonwords, as well as stems of morphologically-complex words, whereas they make whole-unit errors (i.e., substitutions, omissions, and insertions of whole-units from the same category) with number words, function words, and morphological affixes (Dotan & Friedmann, 2015). Since phonology seems at first glance to be very different between spoken languages and sign languages, it is interesting to test whether the same type of phonological impairment may be present in signers as well.

I will present the first examination of how POB impairments are expressed in deaf native signers of Israeli Sign Language (ISL), by first addressing phonology of sign languages, as well as unique morphological structures of sign languages – such as classifier constructions, morphological facial expressions, and agreement verbs, and will show that despite the different
Prediction has been proposed to be a fundamental aspect of cognition. Some have proposed that language acquisition also happens through prediction (e.g., Chang, Dell, & Bock, 2006). Nevertheless, there is currently little direct evidence that children generate linguistic predictions rapidly enough to allow for learning through prediction, and no evidence that these expectations can guide the learning of novel linguistic information. I will present a series of studies conducted with children, which show that they do not only update their predictions about what speakers will say next, but also use their adapted predictions to learn novel information. I will also show my results from an experiment with infants, and discuss what these might tell us about the developmental time course of prediction in language acquisition.