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Title: Explicit vs. implicit learning of phonology and morphology

Abstract: Recent years have seen a proliferation of adult phonological-learning studies (“artificial-language” experiments) employing a wide array of experimental tasks, instructions, and materials (reviewed in Moreton & Pater 2012a,b), in the hope of gaining experimental access to the inductive processes underlying first- or second-language acquisition. But there has been little investigation into what is actually going on in these experiments. Do different experimental situations engage different learning processes? If so, do those processes have different inductive biases? How are they related to the processes involved in L1 and L2 acquisition? In this talk I will address these questions by presenting artificial-language learning experiments done in our lab showing that two different learning mechanisms, explicit and implicit, are involved in lab-learning under different conditions and that these different mechanisms may be associated with different inductive biases.