SNL 2023
Society for the Neurobiology of Language
15th Annual Meeting, October 24–26
Palais du Pharo, Marseille, France
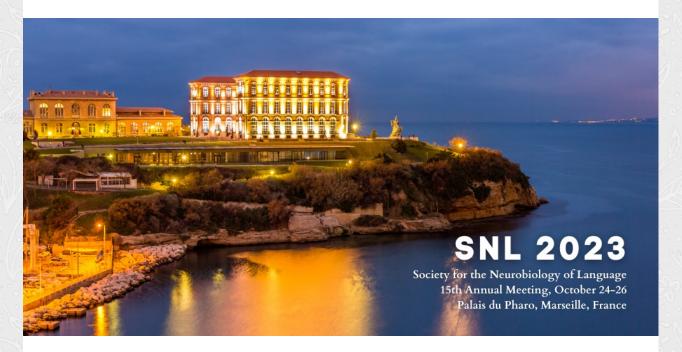
"To err is human" as the English writer Alexander Pope famously wrote in his poem "An Essay on Criticism" in 1711. In spontaneous speech this is quite literally true. Filler utterances such as "um", "err", or "you know" are a substantial and universal part - perhaps 5% or more - of the words that we produce in conversation. A range of evidence suggests that fillers don't just give the speaker additional time to plan their utterances, but also convey useful information to listeners (for example, by signalling speaker effort or uncertainty). Yet, despite their ubiquity, fillers are often overlooked in language research. Even studies of naturalistic story listening typically use carefully edited narratives that exclude fillers, hesitations and dysfluencies.

A study by Galit Agmon and colleagues just published in Neurobiology of Language therefore makes an important contribution to our understanding of natural listening by directly considering brain responses to fillers. They recorded EEG responses in twenty participants listening to a 6-minute spontaneous speech narrative. This narrative was marked up for the start and end of individual utterances, the speech rate in each utterance, and filled pauses ("um", "err") or filler discourse markers ("like", "well"). Using continuous regression, the authors measured brain responses that tracked the sounds of speech. Strikingly, they showed that fillers elicited significantly smaller auditory responses than those elicited by non-filler words in the narrative. Responses to fillers remained significantly smaller when they were compared to content or function words, to words that opened or closed utterances, and to words that were acoustically shorter or longer. This fascinating finding suggests that listeners process fillers in a different way to other, meaning-carrying elements of speech; perhaps by suppressing brain responses. This study opens up new opportunities to explore how we hear and understand spontaneous speech with all the fillers and disfluency that it contains.

[“Um…, It's Really Difficult to… Um… Speak Fluently”: Neural Tracking of Spontaneous Speech](#)
Galit Agmon, Manuela Jaeger, Reut Tsarfaty, Martin G. Bleichner, Elana Zion Golumbic
Neurobiology of Language (2023) 4 (3): 435–454

This paper, and others contained in Volume 4, Issue 3 of Neurobiology of Language can be

found here:

Other writers interested in generating accessible summaries of papers in Neurobiology of Language for the newsletter should get in touch with SNL Publications Officer **Matt Davis** (**matt.davis@mrc-cbu.cam.ac.uk**).

Neurobiology of Language is the open-access journal sponsored by the Society for the Neurobiology of Language and MIT Press. Launched in March 2019, the journal provides a new venue for articles across a range of disciplines addressing the neurobiological basis of speech and language. To learn more about Neurobiology of Language and how to submit articles, go to **https://www.mitpressjournals.org/nol.**

Neurobiology of Language

Job Postings and Announcements

If you have a job posting, general announcement, or conference that you would like to include in the SNL Newsletter, please send it to **newsletter@neurolang.org**

Job Postings

**Call for a Postdoctoral Researcher for collaborative project:
The course of cerebral lateralization in space and language
Johns Hopkins University and Georgetown University Medical School**

We seek an outstanding Postdoctoral Researcher for a newly-funded 4-year NSF grant, collaborative between Barbara Landau (**Johns Hopkins University)** and Elissa Newport (Georgetown University Medical School). The project aim is to understand the developmental course of cerebral lateralization for space and language among healthy children between ages 4 and 11 years.

Qualifications: The postdoctoral researcher will be hired full time to work on the project (3 years active), starting in the fall-winter of 2023. The successful candidate will hold a Ph.D. in Cognitive Science, Cognitive Neuroscience, and/or related fields, with theoretical and technical understanding of language and spatial representation and its development from birth through adulthood. The position is ideal for the candidate who values theoretical approaches to the development of brain and mind and is extremely well-trained in both behavioral and brain imaging (fMRI) approaches to cognition across domains. The researcher will work with PIs Landau and Newport, and Co-PI Anna Greenwald to adapt and use multiple existing imaging (fMRI) tasks to measure cortical lateralization over development and do the same for multiple behavioral tasks that will test for performance correlates as lateralization changes. The suite of tasks will be administered to child participants ranging from 4 to 11 years of age, with each child undergoing a set of imaging and behavioral tests that tap both spatial and language functions. Analytic techniques will include modeling development of lateralization over age across different tasks, and within-subject for the full range of tasks, to determine whether changes in lateralization are parallel across domains or vary by domain, and how these changes relate to behavioral performance. In addition to the central questions guiding the project, there will be room for intensely probing specific

questions about the relationships between tasks within the language system (e.g. syntax/prosody) and across language and space (e.g. words/faces).

Work environment: All testing of participants (both imaging and behavioral) will be carried out at Georgetown Medical School, in the Center for Brain Plasticity. More generally, however, the postdoctoral researcher will be expected to take advantage of the resources at both universities (JHU, Georgetown) as appropriate, including seminars and lab meetings held jointly on a regular basis as well as colloquia held at each location. The candidate should be one who values the opportunity to join a highly collaborative and interdisciplinary team and they should be prepared to lead in the research project as well as activities designated for NSF broader impacts. Salary and benefits are competitive.

Application: Please send a CV and cover letter detailing interests and accomplishments, as well as the names and contact information of three referees to **landau@jhu.edu** and/or **eln10@georgetown.edu**.

The Collaborative Research Centre CRC 1287
"Limits of Variability in Language: Cognitive, Computational, and Grammatical Aspects" in Potsdam, Germany, invites applications for short-term fellowships available in 2024.

The linguistic system exhibits a high degree of variability at all levels of linguistic description. This variability in language can be characterised as a range of different possible linguistic behaviours that are available to an individual language user, a group of language users, or in specific languages. The variability is limited by the constraints of the underlying linguistic system and shaped by cognitive and social or communicative factors. This variability is not just reducible to random noise but provides an important source of information to explain and predict linguistic behaviour. By modelling the factors influencing linguistic behaviours, the CRC (22 PIs in 15 scientific projects, one transfer project, and three service projects) contributes to a better understanding of the underlying mental representations and processing architectures in individual language users, as well as of the grammatical options available in individual languages and specific linguistic varieties, and options shared by particular subgroups of languages users.

The CRC provides a fantastic research infrastructure including a large interdisciplinary network of researchers and its own graduate school (the **MGK** - Integrated Research Training Group).

We are offering several three- to four-month fellowships to PhD candidates from non-German universities who would like to carry out a collaborative research project within one of the projects of the CRC. Please see the available projects here: **https://www.sfb1287.uni-potsdam.de/en/overview/.**.

The monthly fellowship is tax exempt and covers a basic amount (1365 EUR) plus direct costs (103 EUR) plus 400 EUR per child, if applicable. Holders of the grant need to cover health insurance on their own.

The University of Potsdam has a vibrant and interdisciplinary scientific community spanning many disciplines, including leading groups in the field of cognitive sciences (**https://www.uni-potsdam.de/en/cognitive-sciences/index**). The University is located in the city of Potsdam, which is connected to Berlin city centre via a quick 30-minute train ride. Potsdam is an attractive historical city and its palaces are a UNESCO World Heritage Site. Both cities are culturally vibrant and offer an unparalleled quality of life, as well as affordable cost of living.

The University of Potsdam values the diversity of its members and pursues the goals of equal opportunities regardless of gender, nationality, ethnic and social origin, religion/belief, disability, age, sexual orientation or identity. In the case of equal suitability, women in accordance with Section 7 (4) BbgHG and people with a severe disability will be given preferential consideration.

The fellowships require completed academic studies at an institute of higher learning (Master's degree or equivalent) **and enrollment in a PhD programme**. Furthermore, before submitting the application, **candidates must have approached the principal investigators in their project of interest with a developed proposal detailing (a) what they would do during their stay, and (b) how this relates to the aims of the CRC project.** Applications that do not meet these criteria will not be accepted.

Please send your application **as a single PDF file** to **mgk-sfb1287@uni-potsdam.de**. This must include:

1. a short letter of motivation (max. 1 page)
2. a research proposal and timeline for the duration of the stay (2-4 pages)
3. a full CV including academic transcripts, list of publications/talks/presentations, a web-link to a copy of the Master's thesis, and names and e-mail addresses of two referees.

Additionally, **the research proposal should have a title and state which project within the CRC the short-term researcher wants to be affiliated with (e.g., "B01")**.

The deadline for the application for a fellowship in 2024 is **September 30, 2023**. Late applications may be considered if positions are unfilled.

For more information: **https://www.sfb1287.uni-potsdam.de/en/vacancies/**. For further details please contact the MGK coordinator, Raúl Bendezú, at **mgk-sfb1287@uni-potsdam.de**.

Assistant/Associate/Full Professor - Speech-Language Pathology
University of Florida

The Department of Speech, Language, and Hearing Sciences (SLHS) at the University of Florida is seeking multiple applications for up to two (2) Speech-Language Pathology faculty positions at the rank of Assistant, Associate, or Full Professor. These are full-time (1.0 FTE), tenure-track, 12-month positions. Successful candidates will demonstrate a steadfast commitment to excellence in teaching, research, mentoring, and service in a dynamic academic health center environment. The department is committed to hiring and supporting candidates who will contribute both collaboratively and independently to externally funded research. The candidates will have clearly defined expertise in a relevant research area, teaching experience, and a record of publications in peer-reviewed journals. Areas of special interest include child language development and disorders, voice, motor speech and adult neurogenic language disorders. In addition, candidates will be expected to teach upper-division undergraduate and graduate levels and engage in a range of service activities including student mentorship, participation on department and college committees, and service to the department.

The Department of Speech, Language, and Hearing Sciences is one of eight departments in the College of Public Health and Health Professions (PHHP) and is well integrated within the UF Health Science Center, thereby offering faculty a wealth of opportunities for scholarly collaborations. The department offers three degrees: Doctor of Audiology (AuD), Master of Art's in Communication Sciences and Disorders (the degree program for speech-language pathology), and Bachelor of Health Science in Communication Sciences and Disorders. The College of PHHP also offers a PhD in Rehabilitation Sciences, which includes a concentration in Communication and Swallowing Sciences and Disorders. Faculty members have access to a college level instructional design team that provides them with expert support in course development and delivery.

The University of Florida is a Top 5 ranked comprehensive research-extensive public university that includes a full range of academic departments and programs. The College of Public Health and Health Professions is one of sixteen colleges at the

University of Florida and part of the UF Health System. The UF Health System and the flagship UF Health Science Center is comprised of six health-related colleges located on a single, contiguous campus that includes the colleges of Dentistry, Medicine, Nursing, Pharmacy, Public Health and Health Professions, and Veterinary Medicine.

For more information visit: **https://explore.jobs.ufl.edu/en-us/job/528089/assistantassociatefull-professor-speechlanguage-pathology**

Postdoctoral Positions at UCSF in the Department of Neurological Surgery

We are seeking postdoctoral candidates interested in speech, language, learning, intracranial neurophysiology, and neuromodulation.

These positions are part of a newly-funded project from the National Science Foundation (NSF) that seeks to understand how various types of brain states relate to individual differences in perceptual learning (**https://tinyurl.com/UCSF-NSF**).

Postdocs will be responsible for leading research projects focused on invasive neurophysiological (ECoG/SEEG) recordings combined with pupillometry in human participants. Responsibilities include experimental design, data collection, data analysis, scientific presentations in papers and talks, and close collaboration with scientists and engineers at all career levels.

The overall project involves a highly collaborative, multi-disciplinary team with expertise in perceptual learning, behavioral modeling, human neurophysiology, pupillometry, and neuromodulation (both invasive and non-invasive).

In addition, there is an animal model that will investigate learning using single neuron neurophysiology (Neuropixels), pupillometry, two-photon GCaMP imaging, and pathway-specific optogenetics. For candidates with interest and sufficient skill sets, there will be opportunities to work with all types of data and collaborate closely with experts in all of these domains. There will also be ample opportunities to interact with the broader human neuroscience community at UCSF and surrounding institutions (UC Berkeley, Stanford).

Candidates should have a PhD in cognitive or systems neuroscience, or related fields. Strong coding skills (Python or Matlab) are required.

To apply, please send a CV, very brief cover letter, and 3 references to Matt Leonard (**Matthew.Leonard@ucsf.edu**).

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status.

Postdoctoral Fellowships Available in the
Georgetown University Neuroscience of Language Training Program
neurolang.georgetown.edu

The Neuroscience of Language program provides postdoctoral fellowship training in the brain basis of language, as well as sensory, motor, and cognitive systems as they pertain to language, speech, concept representation and communication. Fellows will conduct research with one or more of our many faculty members focused on Neuroscience of Language research, ranging from basic work on auditory or language processing (spoken, signed, and written language), plasticity and development of language systems, to clinical trials in adults and children with brain injuries affecting language. Interactions with Georgetown's highly

regarded Linguistics Department, as well as Children's National Hospital and MedStar National Rehabilitation Hospital, provide us with access to additional faculty and research populations and further enrich the training environment.

Fellows will have an individualized development plan designed to advance their career goals. In addition to conducting research in the broad field of the Neuroscience of Language, fellows will have opportunities to take coursework and participate in a regular journal club and seminar series, clinical experiences, community engagement activities, and professional development activities. The overall goal of the program is to develop well-rounded scientists who have a broad perspective on basic and clinical Neuroscience of Language research.

Appointments are funded at standard NIH NRSA stipend rates, with an initial one-year term, which will be renewed for a second year assuming fellows are in good standing.

Individuals with doctoral degrees from any field related to Neuroscience of Language (Neuroscience, Cognitive Science, Linguistics, Psychology, Communication Science and Disorders, etc.) are encouraged to apply.

U.S. citizens or permanent residents who currently hold a doctoral degree or will have met all doctoral program requirements before enrolling are eligible to apply. Admissions are rolling and applicants are encouraged to inquire about available slots early. Individuals from groups recognized to be underrepresented in the sciences are encouraged to apply.

Please submit the following application materials via the application form.
- CV
- Personal statement describing career goals, prior research, goals for postdoctoral training,
- and lab(s) of interest (3 pages)
- Names and contact information for three references
- Writing sample (manuscript or dissertation)

Contact Dr. Peter Turkeltaub (**peter.turkeltaub@georgetown.edu**) with any questions.

Assistant Professor (Tenure Track)
Louisiana State University, Baton Rouge

The Department of Communication Sciences and Disorders at Louisiana State University, Baton Rouge, invites applications for **one tenure-track Assistant Professor** position to begin Fall 2024. Preference will be given to candidates with expertise in **augmentative and alternative communication (AAC), fluency, and adult neurogenic speech/language.** The ideal candidate will have a Ph.D. or equivalent in Communication Disorders or a related field and a demonstrated commitment to scholarly research. The ASHA Certificate of Clinical Competency is preferred but not required. Successful applicants will be expected to conduct research in their area of expertise, seek extramural funding for research activities, teach undergraduate and/or graduate courses, mentor undergraduate and graduate students in research, and participate in related scholarly activities.

LSU is a research-intensive university rated RU/VH by the Carnegie Foundation, with outstanding research facilities and funding support. Louisiana Board of Regents offers a substantial grant program that supports research of new faculty; such funding opportunities contribute to LSU's position among the top 30 public universities in total research awards. Our department also has close ties with related units/centers in and around the campus, facilitating interdisciplinary research collaborations. These include LSU's MIND Institute, Life Course and Aging Center, Interdepartmental Linguistics Program, LSU Early Childhood Education Institute (ECEI), Pennington Biomedical Research Center, LSUHSC's Department of Otorhinolaryngology, and the Cleft & Craniofacial Clinic at Our Lady of the Lake Regional Medical Center. Not only does the university provide excellent research opportunities, but Baton Rouge, the capital of the state of Louisiana, provides many cultural opportunities with a revival in its downtown area, famous restaurants, and rich music scene. Baton Rouge also boasts a below average cost of living and welcomes individuals from diverse and international

backgrounds.

Minimum Qualifications:

- A doctorate in Communication Sciences and Disorders or a related field with teaching experience and evidence of an emerging or developed line of research by the start date of the position.
- Experience sufficient to support an independent line of research and teaching graduate or undergraduate courses in speech and language pathology.

Preferred Qualifications:

- Certificate of Clinical Competence (CCC-SLP) licensure from ASHA
- Candidates whose research areas complement or build upon those of our current faculty.
- Priority areas of expertise include AAC, fluency, adult language disorders and related fields. Other domains of expertise will also be considered.
- Demonstrated experience with external funding processes and have a plan or track record in applying for external funding.

Application review will begin on November 1, 2023 and continue until the position is filled. Please use the following link to complete the application: **https://lsu.wd1.myworkdayjobs.com/LSU** (**job number: R00086771**)

Please include the following in the application: 1) letter of intent summarizing research and teaching experience as well as a list of three individuals (including their contact information) who can be contacted for a letter of recommendation, 2) curriculum vitae, 3) 5-year research plan, 4) diversity, equity, and inclusion statement, and 5) up to three samples of scholarly writing.

Questions can be directed to: Eileen Haebig, Ph.D., and Melda Kunduk, Ph.D., Search Committee co-Chairs at **ehaebig1@lsu.edu** and **mkunduk@lsu.edu**.

Applicants for this position should articulate in their letter of application how they will help LSU attain its goals as stated in LSU 2025 Strategic Plan:

- **Discovery**: Expand discovery through transformative research and creative activities addressingcontemporary and enduring issues that shape the way we live in the world.

- **Learning**: Enhance a faculty-led and student-centered learning environment that develops engaged citizens and enlightened leaders.

- **Diversity**: Strengthen the intellectual environment by broadening the cultural diversity of the LSU community.

- **Engagement**: Promote engagement of faculty, staff, and students in the transformation of communities.
- **With additional strategic challenges focused on:**
- Fostering Research and Catalyzing Economic Development
- Improving Health and Wellbeing
- Transforming Education
- Developing Leaders
- Advancing Arts and Culture
- Bridging the Coast, Energy, and Environment

LSU is an Equal Opportunity Employer:

LSU believes diversity, equity, and inclusion enrich the educational experience of our students, faculty, and staff, and are necessary to prepare all people to thrive personally and professionally in a global society. We celebrate diversity and are committed to the principles of diversity and inclusion. We actively seek and encourage qualified applications from persons with diverse backgrounds, cultures and experiences. To learn more about how LSU is committed to diversity and inclusivity, please see LSU's **Diversity Statement** and **Roadmap**. Persons needing accommodations or assistance with the accessibility of materials related to this search are encouraged to contact the Office of Human Resource Management (**hr@lsu.edu**).

HCM Contact Information:
For questions or concerns related to updating your application with attachments (e.g., resumes, RS:17 documents), date of birth, or reactivating applications, please contact the LSU Human Resources Management Office at 225-578-8200 or email **HR@lsu.edu**. For questions or concerns regarding the status of your application or salary ranges, please contact the department using the information provided in the Special Instructions section of this job posting.

Research Assistant Professor (3 years) at The Chinese University of Hong Kong

Applications are invited for a Research Assistant Professor post in the area of "multimodal prediction and intervention of dyslexia". The department is particularly keen to hire a candidate with advanced computational skills. The candidate should have research experience in the area of dyslexia in projects including behavioural, neuroscience, or genetic methods, and have an interest in dyslexia intervention. The successful candidate is expected to identify dyslexia-relevant factors based on an existing, large multimodal dataset, and make use of this knowledge to help develop a multi-faceted dyslexia intervention program.

Applicants should have (i) a relevant PhD degree in the area of psychology, neuroscience, genetics or a related field; (ii) strong international publication and funding records; (iii) strong commitment to excellence in research and teaching; (iv) the ability to supervise mentees for research activities; and (v) a strong sense of responsibility and team spirit.

Apart from conducting research and acquire funding, the appointee(s) will (a) teach undergraduate and/or postgraduate course(s), (b) supervise students' projects and theses, and (c) assist in administrative duties.

Salary will be highly competitive, commensurate with qualifications and experience. Appointment will be made on a contract basis for three years commencing as soon as possible, renewable subject to good performance and availability of funding. Current CUHK employees or recent CUHK graduates are not eligible.

Application: **https://cuhk.taleo.net/careersection/cu_career_teach/jobdetail.ftl?job=230002KP&tz=GMT%2B08%3A00&tzname=Asia%2FShanghai**

Application deadline: Until post is filled (first announced on: **11. Sep. 2023**)
Inquiries: Urs Maurer, umaurer@cuhk.edu.hk

Faculty Position
Cognition and Cognitive Neuroscience Program
Department of Psychological and Brain Sciences
University of Massachusetts, Amherst

Job Description
The Department of Psychological and Brain Sciences at the **University of Massachusetts, Amhers**t (http://www.umass.edu/pbs/) is inviting applications for a tenure track, academic year, faculty position at the **Assistant Professor level in its Cognition and Cognitive Neuroscience Psychology program**, **starting in Fall 2024**.

We are seeking outstanding applicants with expertise in any area of cognitive psychology or cognitive neuroscience, including interdisciplinary fields connected to cognitive psychology, whose work complements and broadens existing strengths in our program.

We are known for interdisciplinary and cross-area collaborations and innovation. The program has current strengths in attention, decision-making, psycholinguistics, and mathematical modeling, with connections to our Behavioral Neuroscience, Clinical Psychology, Developmental Science, and Social Psychology programs. Across the university, our faculty have strong connections to Linguistics, Information and Computer Sciences, and Speech, Language, and Hearing Sciences, as well as the Initiative in Cognitive Science, the Computational and Social Science Institute, the Institute for Diversity Sciences, and the Institute for Applied Life Sciences.

The Department is interested in candidates who have demonstrated the ability to contribute to the inclusive excellence and diversity mission of the department, college, and university in research, teaching, and/or outreach.

Requirements
- Applicants must have a Ph.D. in Cognitive Psychology or a closely related field at the time of appointment.
- A developing record of demonstrated excellence in research consistent with an early career stage.
- Strong methodological skills and a theoretically-based research program.
- Demonstrated ability or strong promise of extramural funding.
- A strong commitment to undergraduate education, graduate training and mentoring, and diversity and inclusion.

About UMass Amherst
UMass Amherst, the Commonwealth's flagship campus, is a nationally ranked public research university offering a full range of undergraduate, graduate and professional degrees. The University sits on nearly 1,450-acres in the scenic Pioneer Valley of Western Massachusetts and offers a rich cultural environment in a bucolic setting close to major urban centers. In addition, the University is part of the Five Colleges (including Amherst College, Hampshire College, Mount Holyoke College, and Smith College), which adds to the intellectual energy of the region.

Application Instructions
Along with the application, please submit a cover letter, curriculum vitae, statement of research interests, statement of teaching philosophy, statement of contributions and future plans to diversity, equity and inclusion (see below), samples of representative research papers, and contact information for three (3) professional references. We will begin to review applications on October 1, 2023, and will continue to accept applications until the position is filled. Please submit materials online to: **http://careers.massachusetts.edu/cw/en-us/job/520191?lApplicationSubSourceID=**

 As part of our commitment to supporting our multicultural community, we seek an individual with a demonstrated commitment to diversity and one who will understand and embrace university initiatives and aspirations. The statement of contributions to diversity, equity, and inclusion should identify past experiences and future goals. These contributions may result from lived experiences, scholarships, and/or mentoring, teaching, and outreach activities. (**https://www.cns.umass.edu/diversity-equity-inclusion**)

The University is committed to active recruitment of a diverse faculty and student body. The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans, and individuals with disabilities and encourages applications from these and other protected group members. Because broad diversity is essential to an inclusive climate and critical to the University's goals of achieving excellence in all areas, we will holistically assess the many qualifications of each applicant and favorably consider an individual's record working with students and colleagues with broadly diverse perspectives, experiences, and backgrounds in educational, research or other work activities. We will also favorably consider experience overcoming or helping others overcome barriers to an academic career and degree.

Post-doctoral position (24 months) on Brain and Language Research at the LPL (Aix-Marseille University & CNRS, France) with Dr. Kristof Strijkers and Prof. Liina Pylkkänen

We are looking for a motivated post-doctoral researcher for a period of 24 months to work on the ANR funded project 'The Spatiotemporal Dynamics of Syntax across the Language Modalities (DynSyn),' with Dr. Kristof Strijkers of AMU-France as PI and with Prof. Liina Pylkkänen of NYU-USA as an external collaborator. In this project, we investigate whether our brains compute syntax similarly in language production and language perception.

As a post-doctoral researcher, you would have two principal roles:
(1) be the lead in a research project investigating syntactic processing in production and perception with fMRI and/or EEG/MEG (we offer flexibility in paradigm, technique, etc.)
(2) collaborate on M/EEG studies on the same topic with a PhD candidate in the team (Bissera Ivanova).

Applicants should hold a PhD in a relevant discipline (e.g., cognitive science, linguistics, psychology, neuroscience, biology), and have prior experience with neuroimaging techniques like EEG, MEG and/or fMRI. A strong background in psycho-/neuro-linguistic theory will be considered a significant plus.

Start: January-February 2024
Duration: 24 months
Monthly salary: ~2200€ net/month *(dependent on experience)*

A complete application (via email; see below) should contain:
1. up to date CV
2. Letter of motivation (max. 2 pages)
3. One or two reference letters

All documents should be sent via email to **kristof.strijkers@univ-amu.fr**
Deadline: 15 October, 2023

Other

Special issue: 'Origins of variability in acquiring and using linguistic knowledge' // Call for papers at Brain Research

Dear colleagues,

We would like to draw your attention to this call for papers. The newly established research group 'Variability in Language Use' at the University of Marburg (GER), headed by Florian Hintz, is coordinating a special issue at Brain Research.

The special issue is concerned with the 'Origins of variability in acquiring and using linguistic knowledge' (see below for a more extensive summary). Deadline for the first submission is December 31, 2023.

Interested authors are encouraged to contact Florian Hintz (**Florian.Hintz@uni-marburg.de**) or Johanna Funk (**Johanna.Funk@uni-marburg.de**) for questions concerning thematic fit or issues concerning the submission process.

Submissions can be made at
https://www.editorialmanager.com/brainres/default2.aspx. The short name of the special issue in the submission portal is 'VSI: Linguistic knowledge'.

Origins of variability in acquiring and using linguistic knowledge

In order to use language – to comprehend, produce, read, write or sign – users rely on stored linguistic knowledge at, among others, phonological, orthographic, lexical and semantic levels of representation. Acquiring stable representations during language development is key for successful use in later years. Research has shown that language users continue to acquire linguistic knowledge throughout the lifespan and that stored mental representations dynamically adjust in response to external pressures. The special issue is concerned with origins of variability in acquiring and using linguistic knowledge at any level of representation. We aim to bring together research on this topic, including empirical work as well as reviews and opinion pieces. We welcome behavioral and neurobiological work concerned with the representation and function of linguistic knowledge in individuals at any age, with a main focus on native language acquisition/processing. The overarching goal is to address the massive variability at each level of linguistic representation that exists between language users. Questions of interest are: 'What are the contexts and factors that promote the acquisition of linguistic knowledge?', 'How does variability in linguistic knowledge impact language processing?', 'What is the link between neuronal representation and behavioral variability?'.

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Society for the Neurobiology of Language |**www.neurolang.org**