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Dr Andrea Krott MA, PhD

Senior Lecturer

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About

Andrea Krott is psycholinguist who is interested in language acquisition and brain responses to language processing. Many of her studies, carried out in various languages, have focused on how adults and children understand and produce compound words (e.g. “baby bottle”). Her current research concerns children’s word learning and language-related brain responses (EEG) in adults.

Qualifications

- M.A., University of Trier (Germany)
- Ph.D., University of Nijmegen (The Netherlands)

Biography

Andrea Krott studied Computational Linguistics and German Language and Literature at the University of Trier (Germany), and received her M.A. in 1995. From 1995 to 1998 she worked as a database manager (Max Planck Institute of Psycholinguistics, The Netherlands) and research assistant (Humboldt University of Berlin). In 2001 she obtained a Ph.D. at the Max Planck Institute for Psycholinguistics under the supervision of Harald Baayen and Robert Schreuder. She then worked for one year as a postdoctoral fellow in the Linguistics department at the University of Alberta (Canada), before taking up a position as a Lecturer at Birmingham University in 2002 and being promoted to Senior Lecturer in 2008.

Teaching

- Level 3 module ‘Language development and disorders in children’

Postgraduate supervision

If you are interested in exploring one of her research topics in a PhD or MRes project, or if you are interested in research experience (volunteer work or summer bursary), don't hesitate to contact her.

Research

Dr Krott is interested in how children acquire language in such a short time and in the brain processes that are involved in language comprehension and production in adults.

With regards to adult language processing, she often uses EEG to better understand the neural processes that underlie language comprehension or production. One of her projects focused on a language-related EEG effect, the left anterior negativity (LANs), and its occurrence during the processing of morphologically complex words. This project had been funded by the Wellcome Trust (2007-2010). Currently, she is investigating neural correlates of language production.

With regards to language acquisition, she studies how children acquire words. In collaboration with Elena Nicoladis and Christina Gagné (both University of Alberta, Canada) she has been studying children's understanding of compound words (such as chocolate cake or orange juice). This project aims to determine which type of knowledge children use when interpreting novel compound words such as 'chocolate truck' (truck for transporting chocolate or truck made of chocolate) and how their interpretations become adult like. This project had been financially supported by a British Academy Joint Activities Grant (2004-2007) and a British Academy Small Grant (2006-2007). Recently, she is focusing on how static and relational aspects of words affects children's word learning, especially their acquisition of compound words, and why it is difficult for children to acquire the relational part of a word’s meaning, for instance that a toothbrush is not simply an object that has the shape of a toothbrush, but that is used to brush teeth.

In a further recent collaborative project with colleagues at the Universities of Plymouth (Caroline Floccia and Allegra Catani) and Kent (Kirsten Abbot-Smith), she is exploring language assessment tools for bilingual children.

Related websites

The School's cognitive development group (/research/activity/psychology/cognitive-development/index.aspx)

IASCL - International Association for the Study of Child Language (http://iascl.talkbank.org/)

The Linguist List (http://www.linguistlist.org/)

CHILDES - Child Language Data Exchange System (http://childes.psy.cmu.edu/)

Publications

Cattani, A., Abbot-Smith, K., Farag, R., Krott, A., Arreckx, F., Denis, I., & Floccia, C. (in press). How much exposure to English is necessary for a bilingual toddler to perform like a monolingual peer in language tests? *International Journal of Language and Communication Disorders*.

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Krott, A. (2009). The role of analogy for compound words. In Blevins, J., & Blevins, J. (Eds.). Analogy in Grammar: Form and Acquisition (pp. 118-136). Oxford: Oxford University Press.

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Krott, A., Hagoort, P., & Baayen, H. (2004): Sublexical units and supralexical combinatorics in the processing of interfixed Dutch compounds. Language and Cognitive Processes, 19 (3), 453-471.

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Books

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