

LIGN215

VARIATION IN PHONETICS AND PHONOLOGY

Spring Quarter 2005

Instructor: Amalia Arvaniti

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Office hours: Thu-Fri 1-2 or by appointment

Class meetings

Monday-Wednesday

12:00-1:50 p.m. 5240 McGill Hall

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Brief course description

This seminar deals with the linguistic and sociolinguistic sources of variation in speech and their formal treatment in theories of phonetics and phonology. Variation is here broadly construed to encompass both low-level phonetic variation (often referred to as gradience) and sociolinguistically-related variation (such as the existence of alternant forms). Similarly, "formal treatment" should be broadly interpreted, since some of the models we will be discussing are more detailed than others. Finally, although production is going to be our main focus, we will also be discussing works that deal with variation and speech perception. Due to the vast literature of this topic (or, rather, group of topics) we will only be covering selected aspects of variation and a limited number of relevant phonetic and phonological models.

There are four parts to this seminar: (i) linguistic sources of variation (particularly prosody and its relation to pragmatics); (ii) sociolinguistic sources of variation (a review of classic variationist research and of more recent models of style and speaker identity); (iii) treatments of variation in phonetic theory; (iv) treatments of variation in phonological theory (particularly OT and usage-based models).

The seminar will be based on readings of primary literature and review papers, with a few lectures interspersed in between providing background information on the topics covered. Each student is expected to lead the discussion of course readings at least *twice* during the quarter (the exact number will depend on the number of students in the class).

Requirements and grading

- This seminar is based on readings of primary literature and review papers. It is essential that you read the assigned papers in time so that we can have fruitful discussions in class. Note: "reading" above should be understood as synonymous to "studying" not to "skimming."
- A large part of your grade will depend on your presentations in class and on your participation in class discussions. These tasks largely replace written assignments in this seminar.
- **Class papers:** the final class papers will be based on projects involving the collection of data on some aspect of variation discussed in class. These projects could be based on

an original idea or they could be a replication of an older study; it is also possible for the class paper to be a review paper on a particular theoretical topic dealing with treatments of variation in phonetics, phonology or both.

Grades

Class presentations:	35%	(the number of presentations will depend on the number of students)
Participation in class discussions	15%	
Class paper:	50%	
TOTAL	100%+	

A general note on collaboration, acknowledgements and plagiarism: you are encouraged to work in groups, and to discuss your class presentations with other students. However, all presentations and assignments should be your own work. Any help or contribution from others should be acknowledged in a special acknowledgments section of your written assignments, including any handouts of class presentations (such contribution could be an idea that changed your understanding of a paper or the course of your research paper, help with data collection or analysis, etc.). Please also note that any time you use the ideas or words of someone else you should explicitly acknowledge the source in a citation and in the references. This includes material you found on the web (in which case, you can provide the website in the references).

SYLLABUS

This schedule is subject to (small) changes depending on class interests and progress.

Week 1	3/28 Introduction to topics and practical details 3/30 Lecture on linguistic sources of variation: the scope of linguistic variability in speech
Week 2	4/4 Discussion of prosody readings 4/6 Discussion of readings on pragmatics and prosody
Week 3	4/11 Discussion of word frequency readings 4/13 Lecture on sociolinguistic sources of variation
Week 4	4/18 Discussion of readings on variationist sociolinguistics 4/20 Discussion of student-selected sociolinguistic readings
Week 5	4/25 Discussion of readings on domains of usage and language change 4/27 Discussion of student-selected sociolinguistic readings
Week 6	5/2 Discussion of readings on style and social identity 5/4 Discussion of readings on phonetic theories of variation
Week 7	5/9 Discussion of readings on probabilistic modeling 5/11 Discussion of readings on usage-based modeling
Week 8	5/16 Discussion of readings on exemplar models 5/18 Discussion of OT treatments of variation (i)
Week 9	5/23 Discussion of OT treatments of variation (ii) 5/25 Discussion of OT treatments of variation (iii) and the need for level separation
Week 10	5/30 <i>No class Memorial Day</i> 6/1 No readings; class presentations
Exam week	<u>Submission of papers</u> (incorporating comments given at presentation)

READINGS

WEEK 1

3/28: No reading

3/30: Introduction: the scope of variability in speech

Klatt, Dennis, H. 1976. Linguistic uses of segmental duration in English: acoustic and perceptual evidence. *JASA* 59(5): 1208-1221.

Docherty, Gerard and Paul Foulkes. 2000. Speaker, Speech and Knowledge of Sounds. In N. Burton-Roberts, P. Carr and G. Docherty (eds), *Phonological Knowledge: Conceptual and Empirical Issues*, pp. 105-129. Oxford: OUP.

WEEK 2

4/4: Prosody

Mary Beckman and Jan Edwards. 1994. Articulatory evidence for differentiating stress categories. In Patricia Keating (ed), *Papers in Laboratory Phonology III*, pp. 7-33. CUP.

Fougeron, Cécile and Patricia Keating. 1997. Articulatory strengthening at edges of prosodic constituents. *JASA* 101: 3728-3740

4/6: Pragmatics and prosody

Dahan, D., Tanenhaus, M. K., Chambers, C. G. 2002. Accent and reference resolution in spoken language comprehension. *Journal of Memory and Language* 47: 292-314.

WEEK 3

4/11: On word frequency effects

Jurasky, Dan, Alan Bell and C. Girard. 2002. The role of the lemma in form variation. In Carlos Gussenhoven and Natasha Warner (eds), *Laboratory Phonology 7*, pp. 3-34. Mouton de Gruyter.

4/13: Lecture on sociolinguistics sources of variation

Labov, W. 2003. Some sociolinguistic principles. In C. Bratt Paulston and G. R. Tucker (eds), *Sociolinguistics: The Essential Readings*, pp. 234-250. Oxford: Blackwell.

WEEK 4

4/18: Variationist sociolinguistics

Bayley, Robert. 2002. The quantitative paradigm. In J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds), *The Handbook of Language Variation and Change*, pp. 117-141. Oxford: Blackwell.

Daly, Nicola and Paul Warren. 2001. Pitching it differently in New Zealand English: Speaker sex and intonation patterns. *Journal of Sociolinguistics* 5: 85-96.

4/20: Discussion of student-selected sociolinguistic readings

WEEK 5

4/25: Domains of usage and language change

Milroy, Lesley. 2002. Introduction: Mobility, contact and language change – Working with contemporary speech communities. *Journal of Sociolinguistics* 6:3-15.

Meyerhoff, Miriam. 2002. Communities of Practice. In J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds), *The Handbook of Language Variation and Change*, pp. 526-548. Oxford: Blackwell.

4/27: Discussion of student-selected sociolinguistic readings

WEEK 6

5/2: Style and social identity

Schilling-Estes, Natalie. 2002. Investigating Stylistic Variation. In J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds), *The Handbook of Language Variation and Change*, pp. 375-401. Oxford: Blackwell.

Mendoza-Denton, Norma. 2002. Language and Identity. In J. K. Chambers, Peter Trudgill and Natalie Schilling-Estes (eds), *The Handbook of Language Variation and Change*, pp. 475-499. Oxford: Blackwell.

Hay, Jennifer, Stefanie Jannedy, and Norma Mendoza-Denton. 1999. Oprah and /ay/: lexical frequency, referee design and style. *Proceedings of the 14th International Congress of Phonetic Sciences*, San Francisco.

Pierrehumbert, Janet, Tessa Bent, Benjamin Munson, Ann R. Bradlow, J. Michael Bailey. 2004. The influence of sexual orientation on vowel production. *JASA* 116(4): 1905-1908.

5/4: Phonetic theories of variation

Lindblom, Bjorn. 1990. Explaining phonetic variation: a sketch of the H&H theory. In William J. Hardcastle and A. Marchal (eds), *Speech Production and Speech Modelling*, pp. 403-439. Kluwer.

Hawkins, Sarah. 2003. Roles and representations of systematic fine phonetic detail in speech understanding. *Journal of Phonetics* 31(3-4): 373-406.

WEEK 7

5/9: Probabilistic modeling

Pierrehumbert, Janet. 2001. Stochastic phonology. *Glott* 5(6): 1-13.

Jurafsky, Dan. 2003. Probabilistic Modeling in Psycholinguistics: Linguistic Comprehension and Production. In Rens Bod, Jennifer Hay and Stefanie Jannedy (eds), *Probabilistic Linguistics*, pp. 39-95. The MIT Press.

5/11: Usage-based models

Bybee, Joan L. 2000. The phonology of the lexicon: Evidence from lexical diffusion. In Michael Barlow and Suzanne Kemmer (eds), *Usage Based Models of Language*, pp. 65-85. Stanford, CA: CSLI Publications.

WEEK 8

5/16: Exemplar theories

Pierrehumbert, Janet. 2001. Exemplar dynamics: Word frequency, lenition and contrast. In Joan Bybee and Paul Hopper (eds), *Frequency and the Emergence of Linguistic Structure*, pp.137-157. John Benjamins Publishing Company.

Coleman, John, 2003. Discovering the acoustic correlates of phonological contrasts. *Journal of Phonetics* 31L 351-372.

5/18: OT treatments of variation (i)

Anttila, Arto. 2002. Morphologically conditioned phonological alternations. *NLLT* 20: 1-42.

Flemming, Edward. 2001. Scalar and categorical phenomena in a unified model of phonetics and phonology. *Phonology* 18(1): 7-44.

WEEK 9

5/23: OT treatments of variation (ii)

Hayes, Bruce. 2000. Gradient well-formedness in Optimality Theory. In Joost Dekers, Frank van der Leeuw and Jeroen van de Weijer (eds), *Optimality Theory: Phonology, Syntax and Acquisition*, pp. 88-120. Oxford: OUP.

5/25: Is phonetics separate from phonology?

Beckman, M. E., Benjamin Munson, Jan Edwards. (to appear). Vocabulary growth and the developmental expansion of types of phonological knowledge. Submitted to *Laboratory Phonology 9*.

McCarthy, John J. 2003. OT constraints are categorical. *Phonology* 20(1): 75-138.

WEEK 10

5/30: MEMORIAL DAY – NO CLASS

6/1: No readings; class presentations

EXAM WEEK: SUBMISSION OF PAPERS

(should incorporate comments given at presentation)