

Linguistics 751: Topics in Phonology
Phonological Acquisition
Spring 2004, UMass, Amherst

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Objectives

Research relating phonological acquisition and phonological theory has flowered since the introduction of Optimality Theory. In this course, we will discuss current issues in phonological acquisition and learnability, and conduct our own empirical investigations. We will focus on production, since last year's Ling 830 covered perception in depth.

Requirements

Registered participants must:

1. Complete all required readings before class, and be prepared to critically discuss them
2. Present one of the readings to the class
3. Present a data study:
 - A small-scale corpus-based study of a phenomenon in first language acquisition
 - Topics should emerge from class discussion; the schedule below contains some ideas
4. Complete a term paper (and abstract, due March 25):
 - a. A larger-scale corpus-based study of a phenomenon in first language acquisition
 - b. A pilot experiment in first or second language acquisition
 - c. A learnability study
 - d. A reanalysis of some data from first or second language acquisition
5. Present the term paper

Non-credit participants are encouraged to do as much of 1-3 as they can

Schedule

This schedule is subject to change, depending on participants' interest, and how our discussion proceeds

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|-------------|---|
| January 29 | General Issues: Pater 1997, 2002, Hale and Reiss 1998, Boersma and Levelt 2004 |
| February 5 | Prosodic Structure I: Fikkert 1994 (ch. 6&7), Gerken 1996, Kehoe 1999 |
| February 12 | Prosodic Structure II: Ota 2001, Carpenter 2003, Lleó and Demuth 1999, Demuth and Johnson 2003, Demuth 2001
Data study 1: Emergence of complex prosody (could also be Feb. 19) |
| February 19 | Cluster Reduction: Gnanadesikan 2004, Goad and Rose 2004, Ohala 1999, van der Pas 2004, Pater and Barlow 2003, Revithiadou and Tzakosta 2004 |

- February 26 Cluster and Coda Acquisition: Barlow 2001, Fikkert 1994 (ch. 4&5), Rose 2000 (ch. 3), Kirk and Demuth 2004, Levelt and van de Vijver 2004, Goad and Brannen 2003, Chambless 2004, Jongstra 2003, Stites *et al.* 2003
 Data study 2: Cluster reduction in Smith, Fikkert/Levelt
 Data study 3: Special faithfulness and developmental sequence
- March 4 Consonant Harmony: Dinnsen, Barlow and Morrissette 2001, Pater and Werle 2001, in press, Pater 2002, Fikkert and Levelt, Rose 2000 ch. 4, Goad 2003, Fikkert 1994
 Data study 4: Cluster and coda acquisition
- March 11 More on child-specific constraints: Buckley in press, Drachman 1976, Kiparsky and Menn 1977, Vihman 1980, Velleman and Vihman 2003
 Data study 5: Stress and manner effects on English CH
 Data study 6: Cross-linguistic differences in CH
- March 18 - No class - Spring Break
- March 25 Perception/Production Issues: Pater 2004, Velleman 1988, Kirk and Seidl 2003, Boersma and Levelt 2004, Jongstra 2003
- April 1 Variation – Learnability and Acquisition: Curtin and Zuraw 2003, Boersma and Levelt 2000, Boersma and Hayes 2001, Pater and Werle 2001, Boersma 1997
 April 8 Alternations – Learnability and Acquisition: Hayes 2004a, Albright and Hayes to appear, Tesar and Prince to appear, Kazazis 1969, Kerkhoff 2004, Pater and Tessier 2003, Bernhardt and Stemberger 1998
- April 15 Exceptions – Learnability: Hayes 2004b, Zuraw 2000, Ota 2000
- April 22 - No class - Monday schedule
- April 29 The Initial State in L2 Acquisition: Transfer and the Emergence of the Unmarked
 Broselow *et al.* 1998, Davidson *et al.* 2004
- May 6 Beyond the Initial State in L2 Acquisition: The “Interlanguage”
 Broselow and Finer 1991, Eckman 1991, Eckman and Iverson 1993, Lee and Cho 2002, Pater 1997
- May 13 Presentations

Other possible topics:

Historical change and acquisition

Artificial language learning

Lexical avoidance (see Schwartz and Leonard)

Computational implementations of constraint ranking algorithms

Covert contrast (see Scobbie *et al.* 2000)

Metathesis (see Velleman 1996, Ingram 1974)

Frequency (see Boersma and colleagues, Demuth and colleagues, Zamuner 2003, Ingram 1988)

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