1. Description

In this seminar, we will investigate theoretical issues that are brought into sharp focus by the learning of phonology by infants and adults, and the effects of learning on speech perception. These issues include:

What is learned and when is it learned during the first two years of life?

How is learning different during those first two years than later in life, particularly in adulthood?

How does what is learned early in life influence or even interfere with later learning or the accurate recognition of novel sounds?

How is receptive phonological development best assessed?

What is the relationship between language-specific perception and the development of the phonological lexicon?

2. Your responsibilities

Read the papers listed for each session, participate in the discussion, present papers to the class, and carry out an experiment studying learning or its effects on speech perception.

3. Academic calendar

Noteworthy dates from the academic calendar for the Fall 2002 semester are listed below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday February 10</td>
<td>Last day to Add or Drop with no record - Undergraduate,</td>
</tr>
<tr>
<td></td>
<td>Graduate, Stockbridge, Continuing Education</td>
</tr>
<tr>
<td>Monday February 17</td>
<td>Holiday - Presidents' Day</td>
</tr>
<tr>
<td>Tuesday February 18</td>
<td>Monday class schedule will be followed</td>
</tr>
<tr>
<td>Monday March 10</td>
<td>Last day to Drop with &quot;DR&quot; - Graduate</td>
</tr>
<tr>
<td>Saturday March 15</td>
<td>Spring recess begins after last class</td>
</tr>
<tr>
<td>Wednesday May 28</td>
<td>Final grades due 12:00 noon</td>
</tr>
</tbody>
</table>
Linguistics 830: Developmental phonology and speech perception

4. Schedule

Below is the day-by-day schedule for this course (section numbers refer to the reading that is to be done for that day). On the right are listed the person who will lead the discussion on a particular day and the readings that will be discussed on that day.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 Jan</td>
<td>Introduction and organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 Jan</td>
<td>Infant and adult learning; project ideas</td>
<td>Kingston</td>
</tr>
<tr>
<td>2</td>
<td>4 Feb</td>
<td>Phonological development and speech perception; project ideas</td>
<td>Pater</td>
</tr>
<tr>
<td></td>
<td>6 Feb</td>
<td>Chronology 1: Prosody</td>
<td>Kingston</td>
</tr>
<tr>
<td>3</td>
<td>11 Feb</td>
<td>Chronology 2: Segmentation</td>
<td>Kingston</td>
</tr>
<tr>
<td></td>
<td>13 Feb</td>
<td>Chronology 3: Inventory</td>
<td>Pater</td>
</tr>
<tr>
<td>4</td>
<td>18 Feb</td>
<td>No class, Monday schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 Feb</td>
<td>Chronology 4: Word segmentation</td>
<td>Pater</td>
</tr>
<tr>
<td>5</td>
<td>25 Feb</td>
<td>Student presentation day</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>27 Feb</td>
<td>Perception of assimilated consonants</td>
<td>Isabelle Darcy</td>
</tr>
<tr>
<td>7</td>
<td>4 Mar</td>
<td>Chronology 5: Phonotactic preferences</td>
<td>Pater</td>
</tr>
<tr>
<td></td>
<td>6 Mar</td>
<td>Chronology 6: Word-meaning pairs</td>
<td>Pater</td>
</tr>
<tr>
<td>8</td>
<td>11 Mar</td>
<td>Statistical vs algebraic learning</td>
<td>Kingston</td>
</tr>
<tr>
<td></td>
<td>13 Mar</td>
<td>Distributional learning of contrasts</td>
<td>Jessica Maye</td>
</tr>
<tr>
<td>9</td>
<td>18 Mar</td>
<td>Spring break!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 Mar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>25 Mar</td>
<td>Student presentation day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>27 Mar</td>
<td>Task differences and phonetic detail</td>
<td>Pater</td>
</tr>
<tr>
<td>11</td>
<td>1 Apr</td>
<td>Models of native language interference</td>
<td>Kingston</td>
</tr>
<tr>
<td></td>
<td>3 Apr</td>
<td>Inventory interference with segment recognition</td>
<td>Kingston</td>
</tr>
<tr>
<td>12</td>
<td>8 Apr</td>
<td>‘Perceptual Illusions’</td>
<td>Pater</td>
</tr>
<tr>
<td></td>
<td>10 Apr</td>
<td>‘Stress Deafness’</td>
<td>Pater</td>
</tr>
<tr>
<td>13</td>
<td>15 Apr</td>
<td>Student presentation day</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Apr</td>
<td>Student presentation day</td>
<td></td>
</tr>
<tr>
<td>22 Apr</td>
<td>Exemplars vs prototypes</td>
<td>Kingston</td>
</tr>
<tr>
<td>24 Apr</td>
<td>Exemplars vs prototypes</td>
<td>Kingston</td>
</tr>
<tr>
<td>29 Apr</td>
<td>Artificial language learning</td>
<td>Pater</td>
</tr>
<tr>
<td>1 May</td>
<td>Artificial language learning</td>
<td>Pater</td>
</tr>
<tr>
<td>6 May</td>
<td>Student presentation day</td>
<td></td>
</tr>
<tr>
<td>8 May</td>
<td>Student presentation day</td>
<td></td>
</tr>
<tr>
<td>13 May</td>
<td>Room to expand</td>
<td></td>
</tr>
<tr>
<td>23 May</td>
<td>Last day of final exams</td>
<td>Projects due</td>
</tr>
</tbody>
</table>

5. Reading list

'Must reads' are indicated with an asterisk - if you are interested in a particular topic, you will want to read the others.

**Overview: Infant and adult perception**


**Overview: Phonological development and speech perception**

Hayes, Bruce. To appear. Phonological acquisition in Optimality Theory: the Early Stages. . In Kager et al. eds. Constraints and Phonological Acquisition. CUP. [First half only].


**Chronology 1: Prosody**


**Chronology 2: Segmentation**


**Chronology 3: Segmental Inventory**


**Chronology 4: Word Segmentation**

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Chronology 5: Phonotactic Preferences


Chronology 6: Sound-meaning pairing

Fennell, C. T., & Werker, J. F. (under review). Early word learners' ability to access phonetic detail in well-known words. Language and Speech.

Pater, J., C. Stager, and J. Werker. (under revision). The Lexical Acquisition of Phonological Contrasts. Language.


Statistical learning


**Distributional learning of contrasts**


**Task differences in phonetic detail**


**Models of native language interference**


Inventory interference with segment recognition


Perceptual illusions


Stress deafness


Exemplars vs prototypes


Artificial language learning


(*) Pater, J. and A.-M. Tessier (in prep.) Phonotactic knowledge and the acquisition of alternations. Proceedings, ICPPhS.

