

Ling. 696B: Phonology/phonetics seminar  
Fall 2008

## Reduced Speech

**Time:** Monday 2-4:30

**Place:** Douglass 206, and possibly sometimes the Douglass Phonetics Lab (Rm. 316)

**Class website:** [d2l.arizona.edu](http://d2l.arizona.edu)

**Professor:** Natasha Warner

**Office hours:** 9:30-11:30 Tu., Douglass 320

Phone: 626-5591

Email: [nwarner@u.arizona.edu](mailto:nwarner@u.arizona.edu) (DO NOT USE d2l email to reach me, I don't read it.)

### Readings/Materials:

Recent research articles to be located and chosen by the class, plus also:

Barry, W. & Andreeva, B. (2001). Cross-language similarities and differences in spontaneous speech patterns. *Journal of the International Phonetic Association*, 31: 51-66.

Greenberg, S. (1999). Speaking in shorthand - A syllable-centric perspective for understanding pronunciation variation. *Speech Communication*, 29: 159-176.

Johnson, K. (2004). Massive reduction in conversational American English. In *Spontaneous Speech: Data and Analysis. Proceedings of the 1st Session of the 10th International Symposium*, ed. Yoneyama, K. & Maekawa, K. Tokyo, Japan: The National International Institute for Japanese Language. pp. 29-54.

Pluymaekers, M., Ernestus, M., & Baayen, R.H. (2005a). Lexical frequency and acoustic reduction in spoken Dutch. *Journal of the Acoustical Society of America*, 118: 2561-2569.

We can also use the narrative portion of my recently submitted grant proposal on reduced speech as a place to start. The program of the First Nijmegen Speech Reduction Workshop (June, 2008), which Mirjam Ernestus (U. Nijmegen) and I co-organized, will also serve as a starting point.

The articles above, as well as the grant proposal and its references section and the workshop program, are on the course d2l site.

### General organization of the course:

- Add to list of questions/topics about reduced speech
- Read articles, present them, and discuss
- Show-and-tell of recorded examples of reduction (can also serve as super-pilot perception experiments!)
- Make recordings in class and see what surprising realizations we can find
- Other demos? (E.g. test an ASR system on reduced vs. careful speech, ...)
- Other thoughts on activities other than read-and-discuss?

### Course requirements:

- Wakeful, interested, participatory attendance and evidence of keeping up with readings, except for medical reasons, family emergencies, conferences at which you are presenting,... (20%)

- Leading discussion on at least one article (20%)
- Contribution of articles as possible readings (**Week 3 (2<sup>nd</sup> week of class)**), speech files of reduced speech (various weeks), and possibly other items we decide to bring in (20%)
- Topic and methods proposal, orally in class plus short written version (**Oct. 13**) (10%)
- Presentation on your research near end of semester (10%)
- Term paper (20%) (**FRIDAY DEC. 12, NOON**). The term paper need not be specifically on reduced speech if you've got ongoing phonetic work on something else and would like to adapt your prelim/dissertation chapter to this class for the sake of progress toward degree. In this case, you should add a paragraph, or even just staple on a separate sheet for me, discussing how your topic might possibly relate to reduced speech, or give an example of reduced speech related to it. If your term paper for this class is going to be turned in (or substantially the same work will be) for some other requirement, do let me and the other instructor/committee know.

### **Some topics and questions:**

- What is reduced speech? What should we do with terms like connected, conversational, casual, sloppy, spontaneous; clear, careful; plain, normal speech? What does "natural speech" mean (to who)?
- What phenomena get referred to as "reduction," and which ones are we particularly interested in?
- How much of our time as listeners do we spend listening to what kinds of speech, and how much reduction do they have in them?
- Does reduction work the same way in various languages? (Barry article)
- L2/cross-dialect issues
- Reduced speech and special populations (dysarthria, elderly listeners with high-frequency hearing loss)
- The lexicon and speech reduction (word frequency; does the lexicon include reduced forms)
- Discourse and reduction
- Reduced speech and phonological theory: to what extent should formal phonology attempt to model reduced productions? Can it?
- Reduced speech and exemplar models of speech perception
- Reduced speech and Articulatory Phonology
- Reduced speech and speech technologies: synthesis of reduction?; ASR on reduced vs. clear speech
- L1 acquisition and reduction
- Historical sound change vs. reduced speech (e.g. is French just reduced Latin or Danish reduced German? Why not?)
- Methods for studying speech reduction (production and perception)
- Tools for using large connected speech corpora
- Other questions/topics you add....

**Schedule**, as partially filled in by the class (in progress, most article choices TBA):

Week, date	Discussion leader, preferred topic	Requirements or special items
1, 8/25	Introduction, terminology	
2, 9/1	No class: holiday	
3, 9/8	Choose articles as class, augment topic list and fill out schedule	<b>Bring in possible articles</b> , read/skim grant narrative and workshop program
4, 9/15	Overview of "massive" reduction, big corpus studies of production	Greenberg (1999), Johnson (2004) readings
5, 9/22	Lindblom H&H theory	Start bringing in sample recordings by here readings TBA
6, 9/29	Lexical issues, word frequency, etc.	Ernestus et al., Lennes et al., Pluymaekers et al.
7, 10/6		<b>Topic and methods proposal presentations</b>
8, 10/13	Speech Tech, with ASR demo	readings TBA
9, 10/20	Dysarthria and other special populations	Liss article(s)
10, 10/27	accommodation to interlocutor and familiarity	articles TBA
11, 11/3	crosslinguistic and L2 issues	Barry & Andreeva article, others?
12, 11/10	Formal phonology and Articulatory Phonology	articles TBA
13, 11/17		
14, 11/24		
15, 12/1		Student presentations on your work
16, 12/8		Student presentations on your work
12/12 (Friday)		<b>Papers due</b> , 12:00, to Ling. Dep't.

**Various statements (semi-required):**

Students with Disabilities:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic misconduct:

The university's policies about plagiarism, academic honesty, and academic conduct are at <http://dos.web.arizona.edu/uapolicies/>. The library's website also provides extensive help with learning what constitutes plagiarism and how to avoid it.

Potentially offensive/objectionable content:

The material in this course is primarily not political, but there may be some discussion of endangered languages, use of human subjects in research, dialects associated with various social groups, attitudes toward dialects, etc.

Conduct in class:

Please turn off cell phones and pagers when in class. Students are required to treat others in class with respect. Disruptive behavior is prohibited.