Phonological Research

LING , Fa , Reed C e e

Instructor: Sameer ud Dowla Khan (they/he), skhan@reed.edu
Time & place: Mon/Wed 1:25–2:45PM, in Eliot 126
Drop-in office hours: Mon 3:00–4:30PM and Wed 10:30–12:00PM in Eliot 101C
Virtual office hours: Wed 3:30–5:30PM on Zoom (make an appointment via email)
Distribution group: Group II
Learning goals: Analyze languages, structures, and processes
Think in sophisticated ways about causation and human cognition

Course description and learning outcomes

The way we understand the phonological grammar has changed as formal phonological theory and psycholinguistic research continue to evolve. Through engaging with both classic and current research, we will seek to answer the question: what do speakers need, in order to know about the sounds and sound patterns of their language? Topics to cover include: the role of phonetic naturalness, our sensitivity to the gradient nature of phonotactics, the role of lexical statistics, word frequency, and phonological neighborhood density, and our awareness of fine acoustic and non-acoustic details of how speech is produced. We will also cover how our phonology is affected by those we speak with, and how our attention to certain acoustic cues can result in perceptual stretching and illusions, especially in cases of producing and perceiving foreign languages, adapting loanwords into the native phonology, and even juggling multiple phonologies in one's own mind.

Requirements and grading breakdown

Prerequisites: Introduction to Linguistic Analysis (LING 211)

Discussion (15%): You must complete readings prior to each class, and be ready to discuss the premise, methods, findings, and significance of each study to our main questions. You will also bring your constructive criticisms and questions for the authors.

Discussion leading (15%): You

N

: Vitevitch & Luce 1999

Interlocutor: imitation across individual differences	**+J :** Yu et al. 2013

E

: Goldinger 1996, Ettlinger & Johnson 2009

Non-acoustic features: vision	**+J :** Johnson et al. 1999 **:**