

Psych 56L/ Ling 51:
Acquisition of Language

Lecture 7
Phonological Development II

Announcements

Be preparing for the midterm on 2/06/14 (review questions, HW1, first part of HW2)

Midterm review 2/04/14 in class

HW2 due 2/20/14

Prelinguistic “speech” production



Stages of prespeech vocal development

Newborns make biologically-related sounds: reflexive crying, burping, breathing, sucking

Helpful: infants' **vocal cords vibrate** & **airflow through the vocal apparatus** is stopped and started



Stages of prespeech vocal development

Around 6-8 weeks: infants start **cooing** (sounds that result from being happy).

First coos sound like one long vowel - but over many months, they acquire a variety of different vowel sounds.



Stages of prespeech vocal development

Around 16-30 weeks: **vocal play**. Infants use a variety of different consonant-like and vowel-like sounds. At the end of this stage, infants form long combinations of the sounds (**marginal babbling**).

Recognizable vowel sounds heard at the beginning, while recognizable consonant sounds (usually velars like k/g) are usually heard around 2-3 months. Recognizable consonant sounds occurring near the front of the mouth (n/m/p/b/d) come in around 6 months of age.



Stages of prespeech vocal development

Around 6-9 months: **canonical/reduplicated babbling**, with actual syllables in the sounds produced (ex: [dadada]). These syllables are often repeated in a row.

Social aspect: **babies don't give any indication that they're babbling to communicate (no intentionality at this point) even though sometimes it may look like it.** They babble in the car and their crib, showing no sign that they expect any reply.

<http://www.youtube.com/watch?v= JmA2CIUvUY>

Note: even deaf infants babble, but they tend to produce marginal babbling instead of canonical babbling.

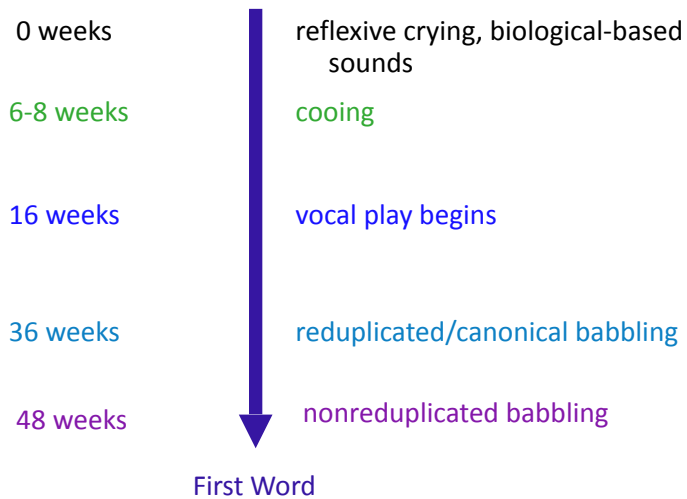


Stages of prespeech vocal development

After canonical babbling: **nonreduplicated/variegated babbling**, with non-repetitive syllables and more variety in consonant and vowel sounds. Infants also incorporate prosody (the rhythm of the language) into their babbling, which makes it sound much more like they're trying to talk. However, the "words" in this kind of babbling are usually only 1 or 2 syllables.



Stages of prespeech vocal development



Language-specific effects

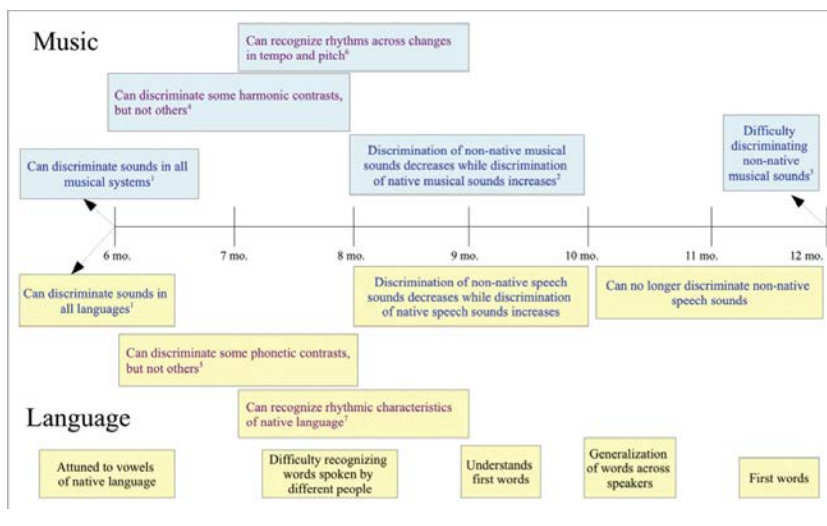
“From the moment of birth, babies cry in the accent of their mother's native language...” – Annie Murphy Paul, 2011 *Ted Talk: What We Learn Before We're Born*



Language- and culture-specific effects:

Language and music

from Brandt, Gebrian, & Slevc 2012



Is all babbling the same?

Besides the differences between the vocal babbling of deaf children and non-deaf children, babies' babbling is also influenced by the language they hear.

How do we know?

(1) Test competent native speakers.

Record the babbling of babies who are learning to speak different languages (ex: French, Arabic, Chinese). See if native speakers can identify which baby's babble is from their language (ex: asking French mothers to choose between Arabic babble and French babble as French.)

De Boysson-Bardies, Sagart, and Durand (1984): recordings of 8-month-olds can be recognized by language.

Is all babbling the same?

Besides the differences between the vocal babbling of deaf children and non-deaf children, babies' babbling is also influenced by the language they hear.

How do we know?

(2) See if babbling features accord with language features

Determine which vowels and consonants appear in babbling, and how frequently they appear. Compare to target language's vowels and consonants. (Can be subtle, though.)

Ex: Japanese & French words contain more nasal sounds than Swedish & English words; Japanese & French babbles contain more nasal sounds than Swedish & English babbles.

Is all babbling the same?

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Ex: Mandarin Chinese uses tone-like pitches to distinguish meaning, and Mandarin babbles also use these tone-like pitches while English babbles do not (Meltzoff et al. 2009).

Processes underlying speech sound development

Three main factors

Physical growth & development of the vocal tract

Development of brain & other neurological structures responsible for vocalization

Experience

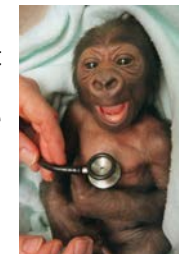
Processes underlying speech sound development

Physical growth & development of the vocal tract

A newborn's vocal tract is smaller & shaped differently from an adult's. (Ex: The tongue fills the entire mouth, limiting range of motion.)



"A newborn has a vocal tract like a nonhuman mammal. The larynx comes up like a periscope and engages the nasal passage, forcing the infant to breathe through the nose and making it anatomically possible to drink and breathe at the same time." – Steven Pinker, *The Language Instinct*



Processes underlying speech sound development

Physical growth & development of the vocal tract

“By three months the larynx has descended deep into the throat, opening up the cavity behind the tongue (the pharynx) that allows the tongue to move forwards and backwards and produce the variety of vowel sounds used by adults.”

– Steven Pinker, *The Language Instinct*



As the facial skeleton grows, the tongue gets more room. This happens during the **vocal play** stage, and the exploration of this new vocal freedom may be the cause of the vocal play itself.

Processes underlying speech sound development

Development of brain & other neurological structures responsible for vocalization

Later neurological developments in higher brain structures correlate with developments in vocalization.

Ex: Onset of cooing at 6-8 weeks coincides with development of limbic system (associated with expression of emotion in both humans and other animals).

Maturation of areas in the motor cortex may be required for the onset of canonical babbling.

Processes underlying speech sound development

Experience

Experience 1: Hearing the speech adults produce (influences the sounds children choose to babble and prosodic character of later babbling)

Important: There appears to be a social component involved.

- Infants increase the complexity of their vocal output when mother provides immediate social feedback (Goldstein, King, & West 2003).
- Infants learn foreign sounds (ex: American infants learning Mandarin phonemes) only when the input comes from a live speaker interacting with them (and not from a television broadcast of that same speaker, for example.) (Kuhl, Tsao, & Liu 2003)

Processes underlying speech sound development

Experience

Experience 2: Hearing their own vocal output (allows for calibration - matching what they produce to what they hear). Absence of auditory feedback may explain why deaf infants produce less elaborate vocal play than hearing infants, and reach the canonical babbling stage later.

Prelinguistic speech perception



Infant hearing

Infant hearing is not quite as sensitive as adult hearing - but they *can* hear quite well and remember what they hear.

Ex 1: Fetuses 38 weeks old

A loudspeaker was placed 10cm away from the mother's abdomen. The heart rate of the fetus went up in response to hearing a recording of the mother's voice, as compared to hearing a recording of a stranger's voice.



Infant hearing

Infant hearing is not quite as sensitive as adult hearing - but they *can* hear quite well and remember what they hear.

Ex 2: Newborns

Pregnant women read a passage out loud every day for the last 6 weeks of their pregnancy. Their newborns showed a preference for that passage over other passages read by their mothers.



Infant hearing

Infant hearing is not quite as sensitive as adult hearing - but they *can* hear quite well and remember what they hear.

Ex 3: Newborns (Moon, Lagercrantz, & Kuhl 2012)

Swedish and English newborns heard different ambient languages while in the womb (Swedish and English, respectively), and were surprised when they heard non-native vowels only hours after birth.



Studying infant speech perception

Researchers use indirect measurement techniques.

High Amplitude Sucking (HAS)



video ~4 minutes long

Studying infant speech perception

Researchers use indirect measurement techniques.

High Amplitude Sucking (HAS)

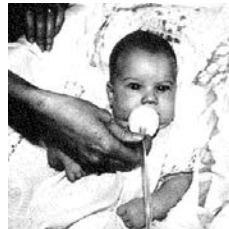


Infants are awake and in a quietly alert state. They are placed in a comfortable reclined chair and offered a sterilized pacifier that is connected to a pressure transducer and a computer via a piece of rubber tubing. Once the infant has begun sucking, the computer **measures** the infant's average sucking amplitude (**strength of the sucks**).

Studying infant speech perception

Researchers use indirect measurement techniques.

High Amplitude Sucking (HAS)

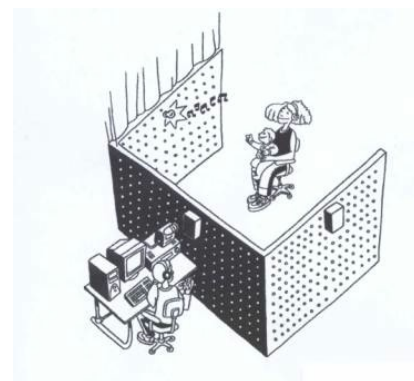
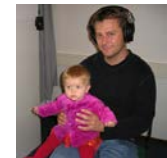


A sound is presented to the infant every time a strong or "high amplitude" suck occurs. Infants quickly learn that their sucking controls the sounds, and **they will suck more strongly and more often to hear sounds they like the most**. The sucking rate can also be measured to see if an infant notices when new sounds are played.

Studying infant speech perception

Researchers use indirect measurement techniques.

Head-Turn Preference Procedure

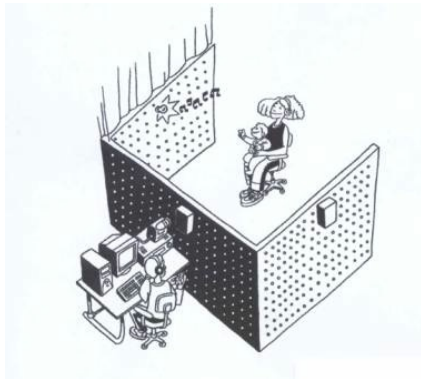


Infant sits on caretaker's lap. The wall in front of the infant has a green light mounted in the center of it. The walls on the sides of the infant have red lights mounted in the center of them, and there are speakers hidden behind the red lights.

Studying infant speech perception

Researchers use indirect measurement techniques.

Head-Turn Preference Procedure

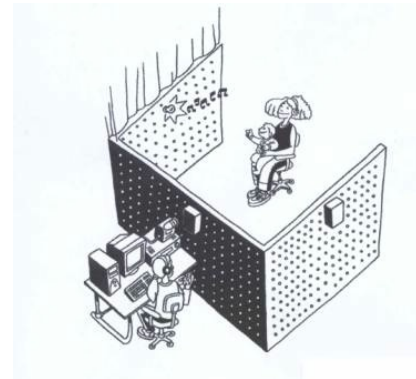


Sounds are played from the two speakers mounted at eye-level to the left and right of the infant. The sounds start when the infant looks towards the blinking side light, and end when the infant looks away for more than two seconds.

Studying infant speech perception

Researchers use indirect measurement techniques.

Head-Turn Preference Procedure



Thus, the **infant essentially controls how long s/he hears the sounds**. Differential preference for one type of sound over the other is used as evidence that infants can detect a difference between the types of sounds.

Studying infant speech perception

Researchers use indirect measurement techniques.

Head-Turn Technique

<http://www.youtube.com/watch?v=dAU5CAI1U6M>

Especially 1:54-4:02



Studying infant speech perception

Researchers use indirect measurement techniques.

Head-Turn Technique



Babies tend to be interested in moving toys. Using the presentation of a moving toy as a reward, **babies are trained to turn their heads when they hear a change in the sound being presented**.

Studying infant speech perception

Researchers use indirect measurement techniques.

Head-Turn Technique



A sound is played over and over, and then the sound is changed followed immediately by the presentation of the moving toy. After several trials, **babies turn their heads when the sounds change even before the moving toy is activated.**



Categorical perception

One feature of infants' speech perception: categorical perception. Categorical perception occurs when a range of stimuli that differ continuously are perceived as belonging to only a few categories with no degrees of difference within those categories.

Actual stimuli

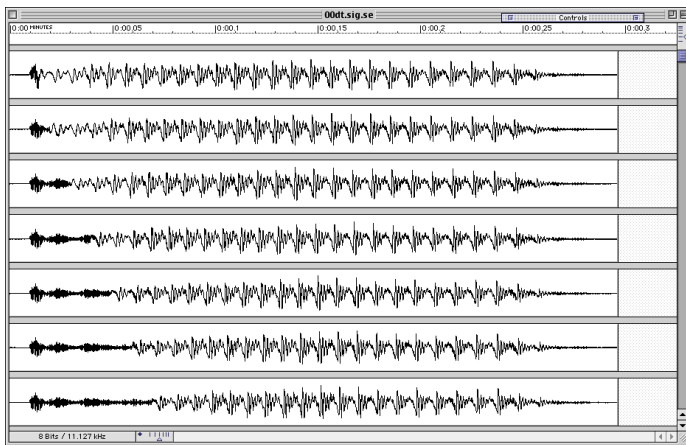


Perception of stimuli



Categorical perception

Adult categorical perception: **Voice Onset Time (VOT)**

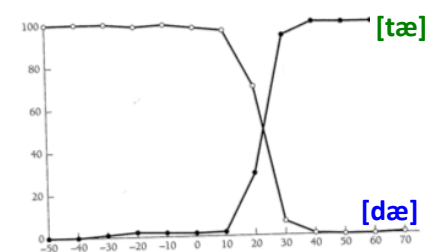


60 ms

Categorical perception

Adult categorical perception: Voice Onset Time (VOT)

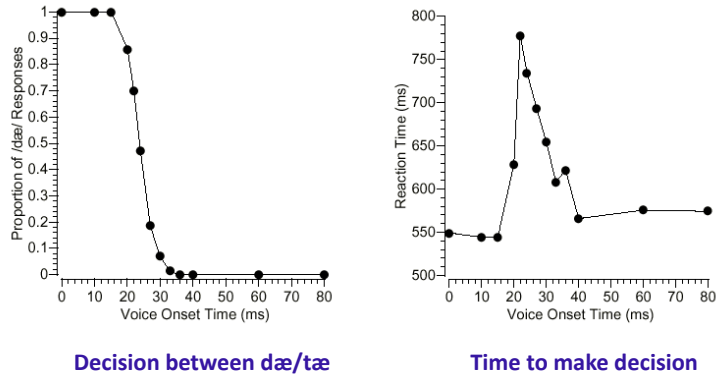
% of responses as either [tæ] or [dæ]



Voice onset time in msec

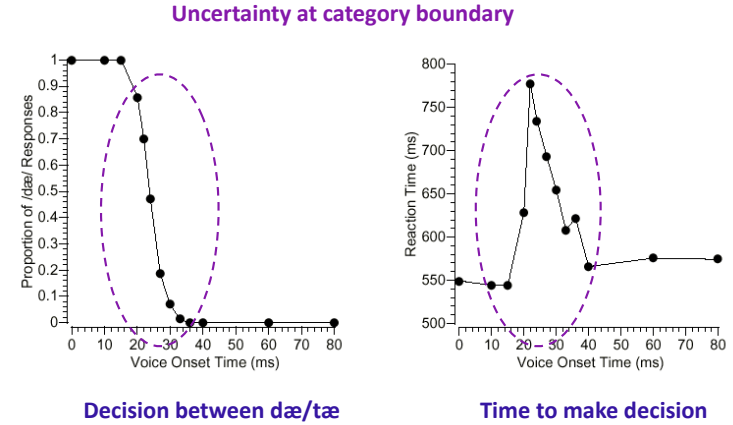
Categorical perception

Adult categorical perception: Voice Onset Time (VOT)



Categorical perception

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Categorical perception

Adult categorical perception: Voice Onset Time (VOT)

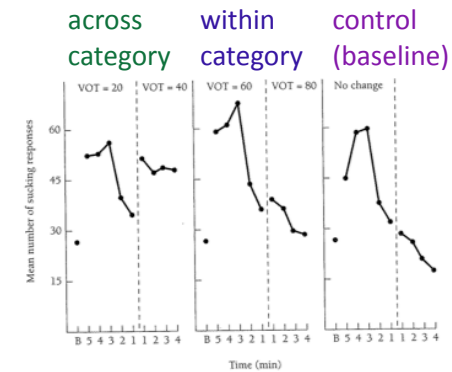
Within-category discrimination is hard, across-category discrimination is easy

D	0ms	20ms	D
D	20ms	40ms	T
T	40ms	60ms	T

Categorical perception

Infant categorical perception: Voice Onset Time (VOT)

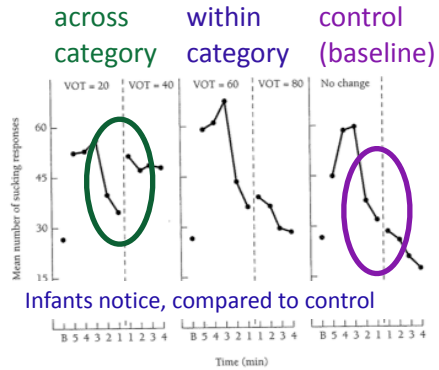
Eimas et al. 1971: HAS technique



Categorical perception

Infant categorical perception: Voice Onset Time (VOT)

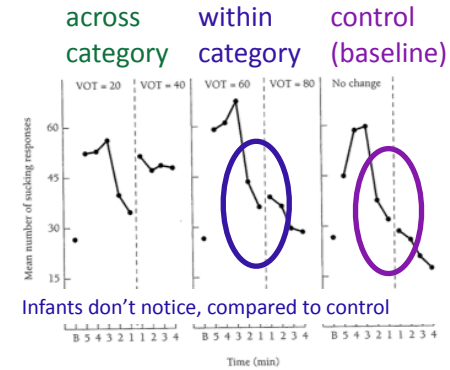
Eimas et al. 1971: HAS technique



Categorical perception

Infant categorical perception: Voice Onset Time (VOT)

Eimas et al. 1971: HAS technique



Categorical perception

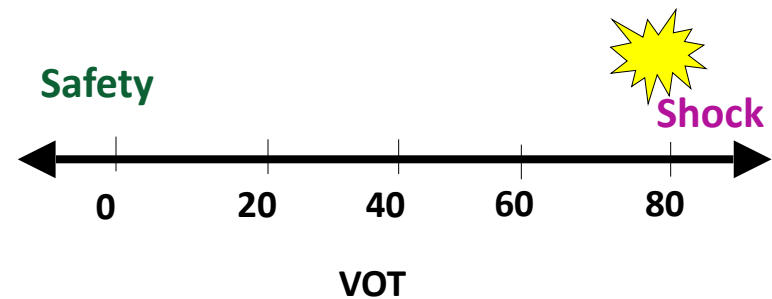
Categorical perception: a special human ability?

Categorical perception is not specific to the human ear, though - it's a feature shared with other mammals like chinchillas (tested with an Avoidance Conditioning Procedure)!



Avoidance conditioning procedure

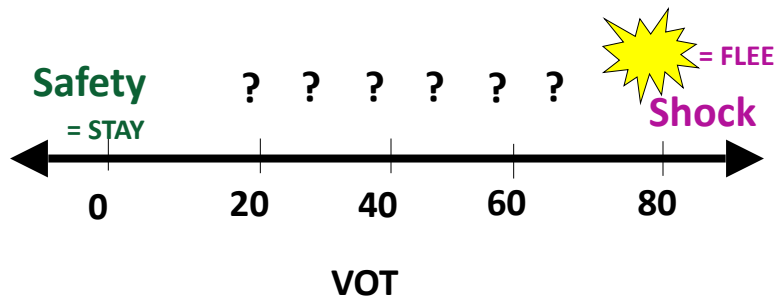
- Speech sound at one end of the continuum paired with shock
- Other end paired with safety



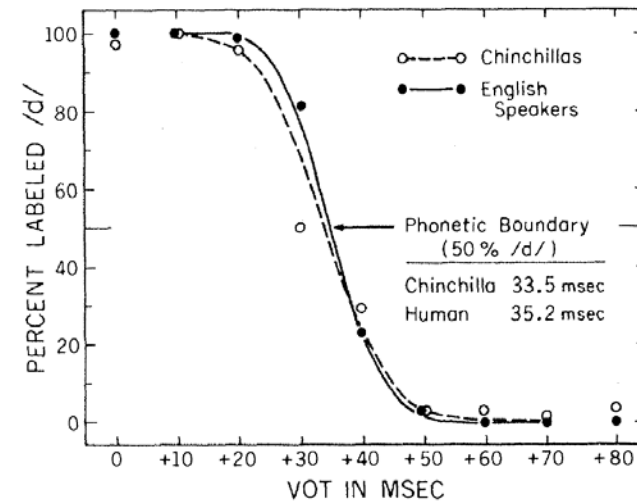
Avoidance conditioning procedure

Animals learn to “avoid” shock.

What will they do for between cases?



Kuhl & Miller (1978)



Infant-directed speech



The nature of infant-directed speech

Motherese/infant-directed speech/child-directed speech

Intonational contour is greatly exaggerated:

- higher-pitched voice, wider range of pitches, longer pauses, shorter phrases, slower tempo (vowels are prolonged)



Motherese could be helpful for language learning: likely to highlight important features of speech, and provide more prototypical examples of a language's speech sounds

How motherese helps

Greater discriminability of phonemes (contrasting sounds in a language) in child-directed speech may help children establish phonemic categories (that signal meaning contrasts)

[b] and [p] are distinct phonemic categories in English.
We know because “big” is a different word from “pig”.

Support: Mothers who produce more discriminable vowels in their infant-directed speech have infants who demonstrate better speech perception skills in laboratory tests.

How motherese helps...adults?

Golinkoff & Alioto 1995: adults learned words in a foreign language better if the words were presented in infant-directed rather than adult-directed speech



But not motherese for everyone...

While motherese may be very useful, it can't be *required* for language acquisition (even if it's really helpful) since not all cultures use it. Some cultures (ex: Samoans, Papua New Guineans, Mayans, US African Americans in the rural south) do not address speech to prelinguistic children at all - so those children must learn some other way.



Recap: Speech sound development

Infants go through different stages of pre-speech production, which allows them to develop the motor skills to produce the speech sounds in their native language.

There are several experimental techniques that can be used to examine infant speech perception. One useful ability infants seem to have is categorical perception.

Infant-directed speech (motherese) tends to have several properties that make it helpful for learning the sounds of the language.

Questions?



You should be able to do up through question 12 on the phonological review questions and up through question 4 on HW2.