

LING782
fall 2019
w 4:30-7:10
research 202
Bb: <https://mymasonportal.gmu.edu>

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and by appointment

Perception of foreign accents: listener ratings and production cues

course questions:

What is a foreign accent?
How can we measure foreign accents?
What affects this measurement?

This course serves as a continued exploration into adult second language. It focuses upon the judgement of a second sound system. The course will survey major questions, approaches, and research methods in the field. We will explore some of the literature dealing with just how listeners judge accented speech, with particular attention to speech characteristics and listener characteristics.

prerequisites: LING 582, or permission of instructor.

week	date	topic	readings
1	28 aug	course overview what is an accent ?	(Gut, 2007); (Flege, 1984); (Munro, Derwing, & Morton, 2006)
2	4 sep	the speaker I: overview and a computational approach	(Magen, 1998); (Wieling et al., 2014)
3	11 sep	no class	
4	18 sep	the speaker II: prosodic effects	(Ulbrich & Mennen, 2016); (Munro, Derwing, & Burgess, 2010)
5	25 sep	the speaker III: vowel formants and VOT	(Schoonmaker-Gates, 2015); (Chan, Hall, & Assgari, 2017)
6	2 oct	the listener I: language knowledge and phonetic cues	(Major, 2007); (Eger & Reinisch, 2019)
7	9 oct	the listener II: language knowledge	(Fleming, Giordano, Caldara, & Belin, 2014); (Huang & Jun, 2015)

8	16 oct	the listener III: rater bias	(Hayes-Harb & Hacking, 2015); (Reid, Trofimovich, & O'Brien, 2019)
9	23 oct	method (proposal due)	(Southwood & Flege, 1999); (Gibson, Piantadosi, & Fedorenko, 2011)
10	30 oct	children as raters	(Bent, 2018); (Kinzler & DeJesus, 2013)
11	6 nov	<i>dialect</i> identification and bias (outline due)	(Baker, Eddington, & Nay, 2009);(Preston, 1999)
12	13 nov	applied concerns	(Derwing, Rossiter, & Munro, 2002);(Ockey & French, 2016)
13	20 nov	wrap-up and/or extra reading	
14	27 nov	no class	
15	4 dec	presentations	

required readings (on Bb):

- Baker, W., Eddington, D., & Nay, L. (2009). DIALECT IDENTIFICATION: THE EFFECTS OF REGION OF ORIGIN AND AMOUNT OF EXPERIENCE. *American Speech*, 84(1), 48–71. <https://doi.org/10.1215/00031283-2009-004>
- Bent, T. (2018). Development of unfamiliar accent comprehension continues through adolescence. *Journal of Child Language*, 45(6), 1400–1411. <https://doi.org/10.1017/S0305000918000053>
- Chan, K. Y., Hall, M. D., & Assgari, A. A. (2017). The role of vowel formant frequencies and duration in the perception of foreign accent. *Journal of Cognitive Psychology*, 29(1), 23–34. <https://doi.org/10.1080/20445911.2016.1170746>
- Derwing, T., Rossiter, M., & Munro, M. (2002). Teaching Native Speakers to Listen to Foreign-accented Speech. *Journal of Multilingual and Multicultural Development*, 23(4), 245–259.
- Eger, N. A., & Reinisch, E. (2019). THE ROLE OF ACOUSTIC CUES AND LISTENER PROFICIENCY IN THE PERCEPTION OF ACCENT IN NONNATIVE SOUNDS. *Studies in Second Language Acquisition*, 41(1), 179–200. <https://doi.org/10.1017/S0272263117000377>
- Flege, J. E. (1984). The detection of French accent by American listeners. *The Journal of the Acoustical Society of America*, 76(3), 692–707. <https://doi.org/10.1121/1.391256>
- Fleming, D., Giordano, B. L., Caldara, R., & Belin, P. (2014). A language-familiarity effect for speaker discrimination without comprehension. *Proceedings of the National Academy of Sciences*, 201401383. <https://doi.org/10.1073/pnas.1401383111>
- Gibson, E., Piantadosi, S., & Fedorenko, K. (2011). Using Mechanical Turk to Obtain and Analyze English Acceptability Judgments. *Language and Linguistics Compass*, 5(8), 509–524. <https://doi.org/10.1111/j.1749-818X.2011.00295.x>

- Gut, U. (2007). Foreign Accent. In C. Muller (Ed.), *Speaker Classification: Vol. I* (pp. 75–87). Berlin: Springer-Verlag.
- Hayes-Harb, R., & Hacking, J. F. (2015). Beyond rating data: What do listeners believe underlies their accentedness judgments? *Journal of Second Language Pronunciation*, 1(1), 43–64. <https://doi.org/10.1075/jslp.1.1.02hay>
- Huang, B. H., & Jun, S.-A. (2015). AGE MATTERS, AND SO MAY RATERS. *Studies in Second Language Acquisition*, 37(04), 623–650. <https://doi.org/10.1017/S0272263114000576>
- Kinzler, K. D., & DeJesus, J. M. (2013). Children’s sociolinguistic evaluations of nice foreigners and mean Americans. *Developmental Psychology*, 49(4), 655–664. <https://doi.org/10.1037/a0028740>
- Magen, H. S. (1998). The perception of foreign-accented speech. *Journal of Phonetics*, 26(4), 381–400. <https://doi.org/06/jpho.1998.0081>
- Major, R. C. (2007). Identifying a Foreign Accent in an Unfamiliar Language. *Studies in Second Language Acquisition*, 29(04), 539–556. <https://doi.org/10.1017/S0272263107070428>
- Munro, M., Derwing, T., & Morton, S. (2006). The Mutual Intelligibility of L2 Speech. *Studies in Second Language Acquisition*, 28, 111–131.
- Munro, M. J., Derwing, T. M., & Burgess, C. S. (2010). Detection of nonnative speaker status from content-masked speech. *Speech Communication*, 52(7), 626–637. <https://doi.org/10.1016/j.specom.2010.02.013>
- Ockey, G. J., & French, R. (2016). From One to Multiple Accents on a Test of L2 Listening Comprehension. *Applied Linguistics*, 37(5), 693–715. <https://doi.org/10.1093/applin/amu060>
- Preston, D. (1999). A Language Attitude Analysis of Regional US Speech: Is Northern US English Not Friendly Enough? *Cuadernos de Filología Inglesa*, 8, 129–146.
- Reid, K. T., Trofimovich, P., & O’Brien, M. G. (2019). SOCIAL ATTITUDES AND SPEECH RATINGS: EFFECTS OF POSITIVE AND NEGATIVE BIAS ON MULTIAGE LISTENERS’ JUDGMENTS OF SECOND LANGUAGE SPEECH. *Studies in Second Language Acquisition*, 41(2), 419–442. <https://doi.org/10.1017/S0272263118000244>
- Schoonmaker-Gates, E. (2015). Measuring Foreign Accent in Spanish: How Much Does VOT Really Matter? In E. Willis (Ed.), *Selected Proceedings of the 6th Conference on Laboratory Approaches to Romance Phonology* (pp. 95–105). Somerville, MA: Cascadilla Press.
- Southwood MH, & Flege JE. (1999). Scaling foreign accent: direct magnitude estimation versus interval scaling. *Clinical Linguistics & Phonetics*, 13(5), 335–349.
- Ulbrich, C., & Mennen, I. (2016). When prosody kicks in: The intricate interplay between segments and prosody in perceptions of foreign accent. *International Journal of Bilingualism*, 20(5), 522–549. <https://doi.org/10.1177/1367006915572383>
- Wieling, M., Nerbonne, J., Bloem, J., Gooskens, C., Heeringa, W., & Baayen, R. H. (2014). A Cognitively Grounded Measure of Pronunciation Distance. *PLOS ONE*, 9(1), e75734. <https://doi.org/10.1371/journal.pone.0075734>

course expectations:

- Students must complete all assigned readings. Before each class a clarification question or a substantive comment must be submitted for each reading via blackboard.
- Students will be responsible for leading the class discussion of one article including preparation of a short ppt.
- Students will produce a research paper (15-20 pages) on any topic within accent perception. A proposal, and outline will be completed on the way to a finished product. All students will give a 15-minute presentation of their project to the class.
- We will be using APA style for all bibliographies

evaluation:

- participation 20% (Includes Bb reading responses and class discussions)
- project proposal 10%
- project outline 5%
- project presentation 15%
- final paper 50%

project proposal:

Project proposals will consist of approximately one paragraph depicting an extremely focused and narrow issue in speech accent theory that you want to pursue. It may be useful to put it in the form of a question that you will attempt to answer. You should be prepared to formulate some method of addressing your question. You are encouraged to utilize the speech accent archive for stimuli material. A tentative bibliography is required. the total length of the proposal + bibliography will not exceed 1 page.

project outline:

The outline will demonstrate that skeletal construction of your project. It will consist of descriptive headings with some degree of nesting. Outlines will be no longer than one page.

late assignment policy:

All work must be completed on time unless some reasonable excuse is given (e.g. illness), in which case appropriate extensions will be granted on a case-by-case basis. No credit is given for late work. If you miss a class, you must get the assignment information from a classmate.

disability statement:

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office.

honor code:

George Mason University has an honor code that states the following:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Any violations will be reported to the Honor Code Committee, and the instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation.

important dates:

Proposals due	(on Bb)	23 october
Outlines due	(on Bb)	6 november
Final projects due	(on Bb)	11 december by 5:00 pm