

The Linguistic Act, Language Acquisition, & Phonetics

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LCD 102: Analyzing Language

SPEECHES

Good Public Speaking Skills

- Connect with you audience
 - Don't read your speech
 - Make eye contact
 - Respond to subtle feedback (e.g. a confused look or furrowed brow)

Good Public Speaking Skills

- Make the speech the focus of your presentation
 - Don't fidget
 - Don't play with the podium
 - Don't play with your note cards

Good Public Speaking Skills

- Deliver your speech in a conversational style
 - Avoid fillers : ummm, like, sooooo,
 - Don't read: Written English is very different than spoken English
 - Be a little repetitive: listening to a new topic can get really confusing quickly and they can't refer back to a previous section like in writing
 - Don't memorize: It sounds stilted

Practice

- The only way to get a good speech is to...
 - Practice
 - Practice
 - Practice
- Practice in front of
 - Alone or on the subway silently (at least once)
 - A mirror (at least once)
 - One or two people (at least once)
 - A group all at once (at least once)

Stalling

- Sometimes
 - You loose your place
 - Forget what you are saying
 - Get asked a confusing/hard question
- Don't
 - Panic
 - Apologize
- STALL

Stalling

- Just stop talking
 - People can't actually tell that you are freaking out unless you show them or say something
- Give yourself a minute
 - To find your place
 - To think of what you were saying
 - To think of a good answer
- Scribble notes or doodle
 - It makes you look like you are working or paying attention (even if you are just signing your name)
 - Lets you plan out what you will say next

Anxiety

- Anxiety is a natural part of public speaking
- Everyone is terrified of it
 - It is the no. 1 fear among men and the no. 2 fear among women (only topped by death)
 - More people consider public speaking a fear of theirs than anything else. More than death, financial troubles, and loneliness

Anxiety

- Tips shown to reduce anxiety
 - Visualization: visualize yourself giving the talk well.
Run through your talk silently
 - Deep breathing
 - Practice!
- You may never become less terrified of public speaking. It may always be frightening, but....
 - you will get better at it
 - You will sound more natural, and look natural even if it never feels natural

THE LINGUISTIC ACT

Freewrite

- What do you do when you use language?
 - List the steps that you go through when *speaking*
 - List the steps that you go through when *listening*

 - Can you break it up into units? If so, what are the units that you use/manipulate to speak.

The Process of Language Production

- You know what you want to say conceptually
 - Semantics
- You select the lexical items that mean what you want to say
 - Lexicon
- You combine them using rules and hierarchical relationships to express relationships between these words
 - Syntax

The Process of Language Production

- You drop in the lexical items from the enumerator into the syntax
 - Morphology
- Send it off to be externalized
 - Phonology
 - Phonetics

Language units

- Language is a system of units that combine with each other on many levels:
- Sounds: [ʌ n hæ p ɪ n ə s]
- <u n h a pp i n e ss>
- Syllables: ʌn hæ pi nəʃ
- Morphemes: un happi ness
- Words: unhappiness
- Phrases: My friend's unhappiness.....
- Sentences: My friend's unhappiness saddens me.

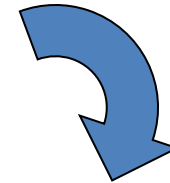
Language units

- Units of languages (sounds, syllables, words, etc.) don't just combine randomly.
- On every level, there are rules that govern which units can exist in this particular language and how they can combine with each other.
- Language processing is subconscious—we don't think about the rules of language when we communicate.

Modules

- Auditory processing
 - Module for general audition
 - Unaffected by language
- Linguistic processing
 - Module for speech processing
 - <http://www.haskins.yale.edu/featured/sws/swssentences/sentences.html#>
 - <http://ucalgary.ca/pip369/mod6/speech/principles>
 - Regulated by the languages you know
 - Possibly by the language mode you are in
 - Spanish versus English processing

THE LINGUISTIC ACT



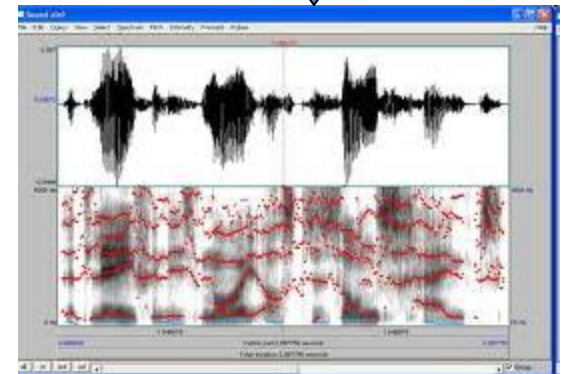
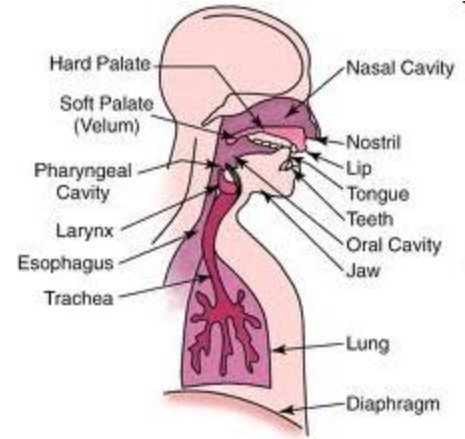
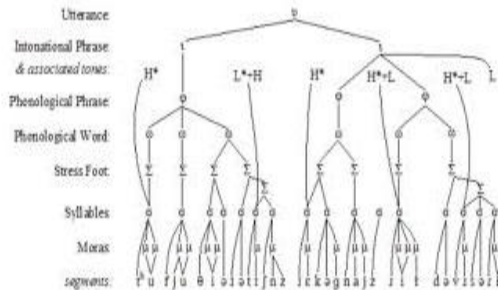
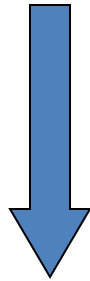
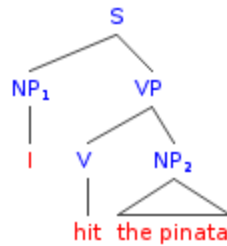
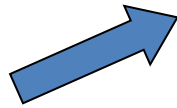
LEXICON

- I [+male, +animate, +human]
- Hit [+transitive, +action, +complete]
- PAST [-present]
- Piñata [MEXICAN, -animate, -human, -male]

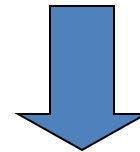
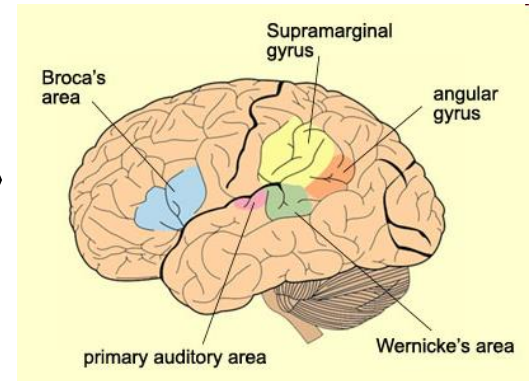
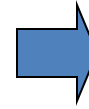
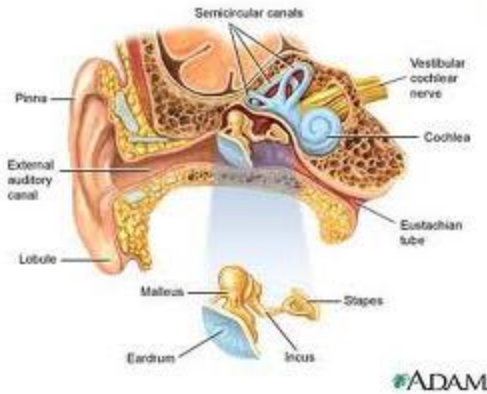
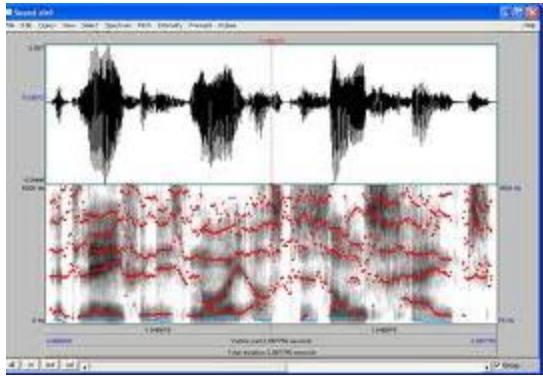


THE LINGUISTIC ACT

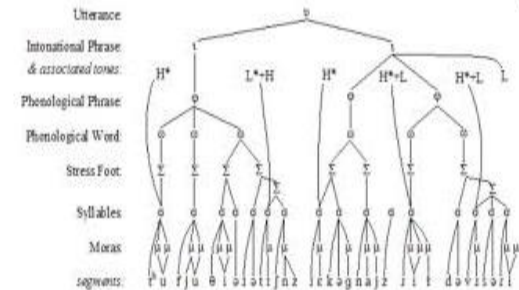
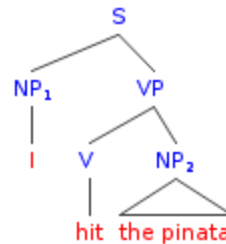
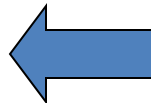
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THE LINGUISTIC ACT



- I [+male, +animate, +human]
- Hit [+transitive, +action, +complete]
- PAST [-present]
- Piñata [MEXICAN, -animate, -human, -male]



FINAL MESSAGE

- You come to the meaning and shortly after forget exactly what was said, just the meaning.



LANGUAGE ACQUISITION

Freewrite

- How do you learn your first language? How does a baby learn their first language?
- How do you learn another language?
- Are the processes *different*? In what way.
- Are the processes *the same*? In what way.

Acquisition

- Possible ways that we learn language
 - Memorization
 - Analogy
 - Mimicry

Acquisition

- Learning is an active process
- We ACQUIRE language
 - We can't help it
 - All neurotypical individuals will acquire language

Chomsky vs. Skinner vs. Cognitive Statistics

- Noam Chomsky
 - Innate Universal Grammar
 - We acquire language by setting innate language-specific parameters given the dearth of input
- B.F. Skinner
 - Behavioralist
 - We learn language like we learn any other behavioral trait without the benefit of pre-existing language specific structures in the mind/brain through conditioning
- Cognitive Statistics
 - Domain-General Statistics
 - Given the rich input we utilize domain-general cognitive processes and make connections by closely examining the resulting corpus and looking for statistical patterns and making violable, testable rules out of the statistical generalizations

Acquisition

- We are born pre-programmed to learn language
 - There are certain domain-specific and domain-general cognitive processes that are innate
 - We use these pre-existing processes to learn language
 - Either by using innate language-specific processes
 - Or by domain-general cognitive processes and statistics

Evidence for acquisition

- Input
 - Poverty of Stimulus
 - Put forward by Chomsky as evidence for Universal Grammar
 - Not empirically founded
 - Children exposed to language beginning three months before birth.

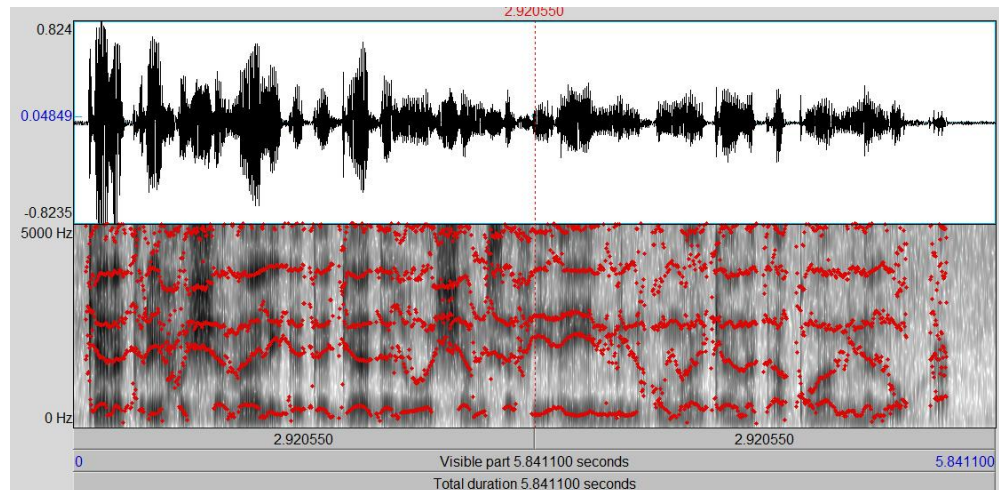
Everyone can learn language except for...

- Victor
 - (early 1800s)
 - The wild boy of Aveyron. Found in the woods at about 11 or 12. He was probably partially mentally retarded. He never learned to use language.
- Genie
 - (1970)
 - 13 year old girl had lived whole life in total isolation in her home. She may or may not have been of normal intelligence but never able to acquire language.
- Isabell
 - (1947).
 - Found at 6. In two months she was combining words. Within a year she had similar language to other 7 year olds.

PHONETICS

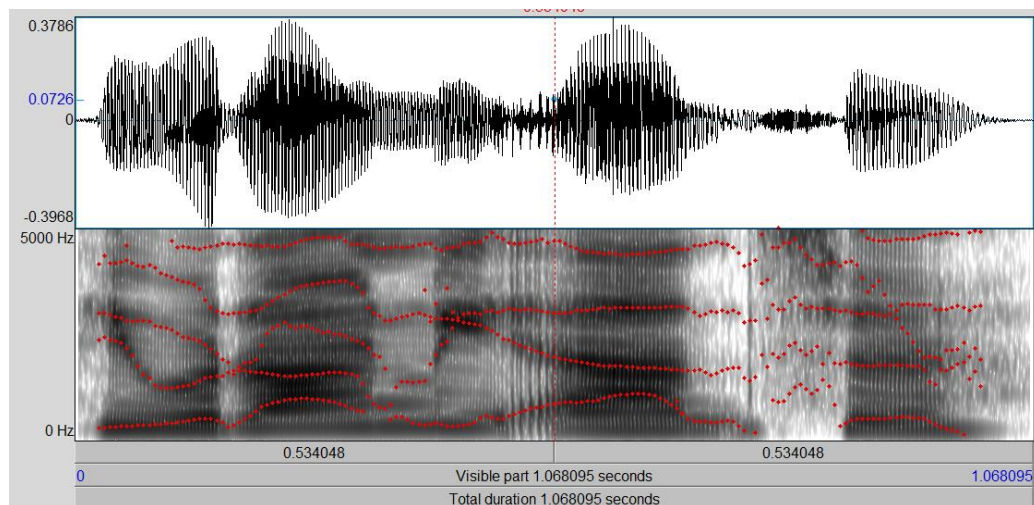
Phonetics

- The study of the sounds of speech
 - The physical wave
- Speech is a continuous wave
 - Unfamiliar language are perceived as continuous
 - Cannot segment them



Phonetics

- The continuous wave is perceived as discrete
 - Much more obvious when the language is your native language
 - Can you point out any discrete units?



- Discrete units
 - Segments
- How to we represent the discrete elements?
 - Traditional Orthography....
 - Latin-based
 - Cyrillic
 - Devanagari
 - Logographic
 - Syllabic
- Very many ways to represent the same sounds!!!

International Phonetic Alphabet

- Standard way of representing sound
 - Anyone can read and pronounce any language
- Developed in 1887
- One-to-one
 - One character/symbol per sound
 - One sound per character/symbol
- Based on Latin/Greek alphabets

International Phonetic Alphabet

- Organized by:
 - Consonant v. Vowel
 - Manner
 - Place
 - Voicing
 - Airstream
 - Tongue Side
- Analogous to how the periodic table of elements is organized according to number of sub-atomic particles, physical state, etc

International Phonetic Alphabet

- Consonants described in terms of 3 articulatory properties
 - Voicing – Place – Manner
- Vowels described in terms of 3 articulatory properties
 - Height – Backness – Rounding
- Always avoid redundant/superfluous information

IPA - PRACTICE

Practice - Consonants

1. Provide the phonetic symbols for the following sounds

- Glottal stop
- Voiced velar fricative
- Palatal lateral approximant
- Alveolar implosive
- Uvular ejective
- Alveo-lateral click
- Bilabial nasal
- Labiodental flap
- Voiced alveolar lateral fricative

Practice - Consonants

1. Provide the phonetic symbols for the following sounds

- Retroflex approximant
- Voiceless velar stop
- voiceless alveolar stop
- voiced dental fricative
- voiced labial-velar glide
- voiceless velar stop
- voiced alveolar nasal (stop)

Practice - Consonants

2. Describe each of the following symbols in words. (i.e. Voicing place (lateral) (nasal) manner) Example: [d] = voiced alveolar stop.

- [b]
- [m]
- [v]
- [dʒ]
- [ɹ]
- [β]
- [ϕ]
- [t]

Practice - Consonants

2. Describe each of the following symbols in words. (i.e. Voicing place (lateral) (nasal) manner) Example: [d] = voiced alveolar stop.

- [ŋ]
- [ʃ]
- [t]
- [n]
- [r]
- [j]
- [pʰ]
- [g]

Practice - Vowels

5. Indicate the symbol representing the sound described by each of the following:

- High back unrounded vowel
- Low front tense vowel
- High front unrounded vowel
- High-mid front unrounded vowel
- Low-mid back rounded vowel
- high front short vowel
- mid central unstressed vowel
- high back long vowel