Ling 151/Psych 156A: Acquisition of Language II

Lecture 8

Speech segmentation I

Announcements

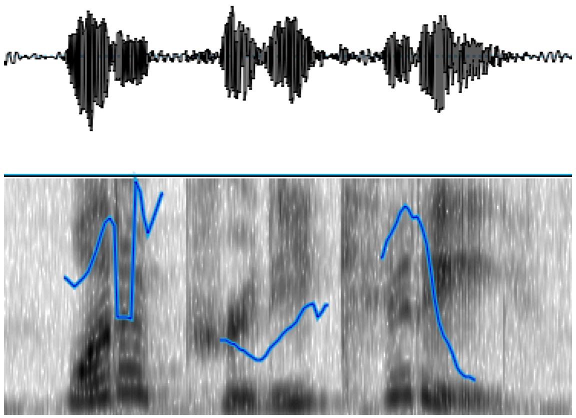
HW2 due today by the end of class

HW3 now available (due 1/31/18)

Review questions on speech segmentation now available

Acquisition task

Divide continuous (fluent) speech into individual units (typically words)



= wʌɾəpɹɪɾikɪɾi

wˈʌ ɾə pɹˈɪ ɾi kˈɪ ɾi

wʌɾ ə pɹɪɾi kɪɾi

what a pretty kitty!

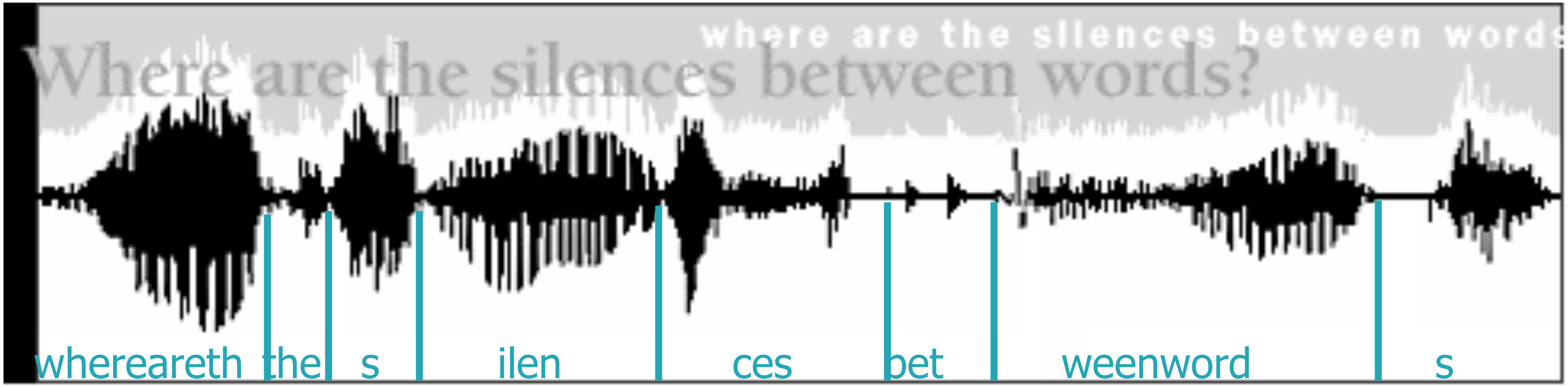
Speech segmentation

"One task faced by all language learners is the segmentation of fluent speech into words. This process is particularly difficult because word boundaries in fluent speech are marked inconsistently by discrete acoustic events such as pauses…it is not clear what information is used by infants to discover word boundaries…there is no invariant cue to word boundaries present in all languages."

- Saffran, Aslin, & Newport 1996

Pauses between words don't really happen

Word boundaries are not necessarily evident in the acoustic waveform



Pauses between words don’t really happen

It’s harder than you think when you don’t know the language!

http://sites.sinauer.com/languageinmind/wa04.01.html

Audio 7: Mandarin sentence

Audio 8: Mandarin words

Audio 9: Farsi sentence

Audio 10: Farsi words

Segmentation mistakes from children

"Two dults"
[Two adults]

"I don't want to go to your ami!"
[I don't want to go to Miami]

"I am being have!"
[I am behaving!] (in response to "Behave!")

"Oh say can you see by the donzerly light?"
[Oh say can you see by the dawn's early light?]

"Did she have the hiccups?"
"Yeah, she was hiccing-up."

"A B C D E F G, H I J K, elemenopi…"
[A B C D E F G, H I J K, L M N O P…

Segmentation mistakes from children

Oversegmentation errors:
Splitting apart when you shouldn't

"Two dults"
[Two adults]

"I don't want to go to your ami!"
[I don't want to go to Miami]

"I am being have!"
[I am behaving!]
(in response to "Behave!")

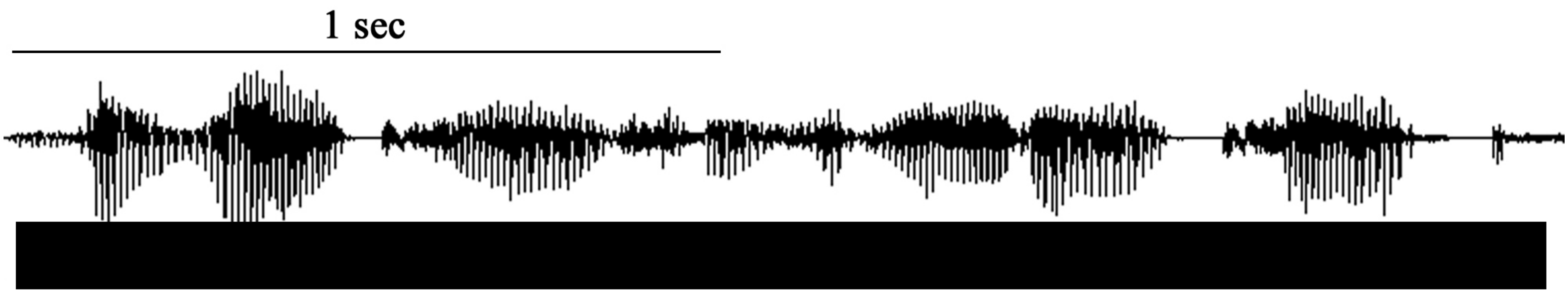
"Yeah, she was hiccing-up."
[hiccup = hicc + up]

Undersegmentation errors:
Putting together when you shouldn't

"Oh say can you see by the donzerly light?"
[Oh say can you see by the dawn's early light?]

"A B C D E F G, H I J K, elemenopi…"
[A B C D E F G, H I J K, L M N O P…

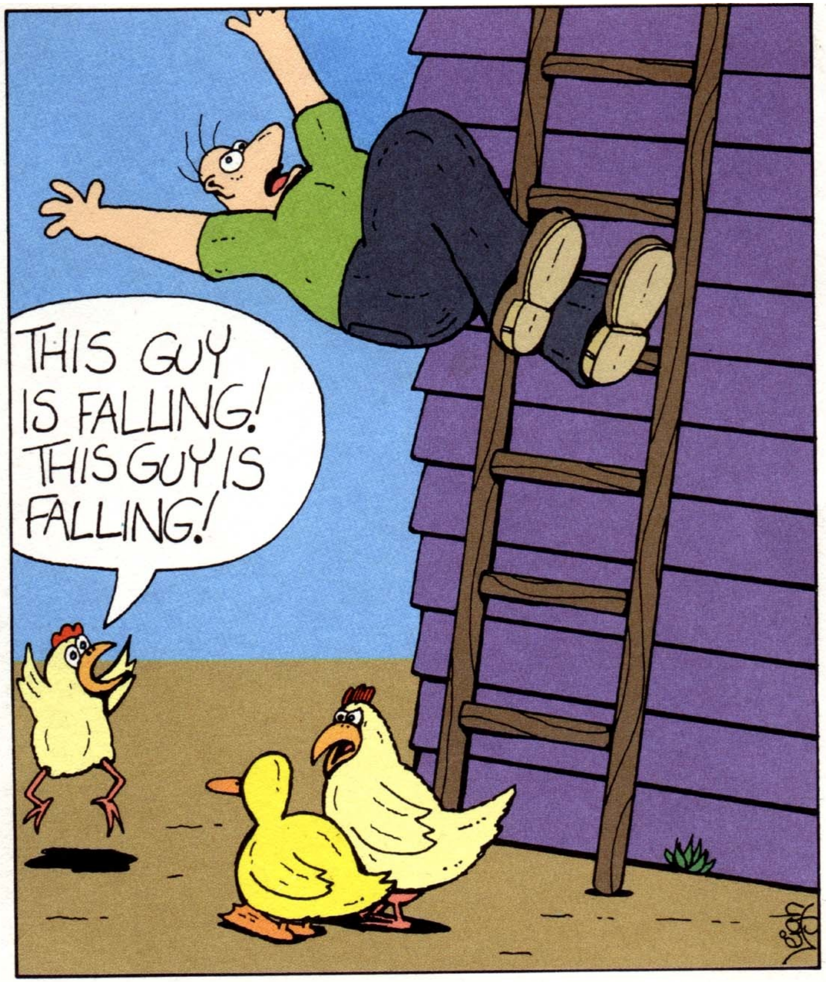
Top-down influence



The white house is under a tack.

The White House is under attack.

Top-down influence



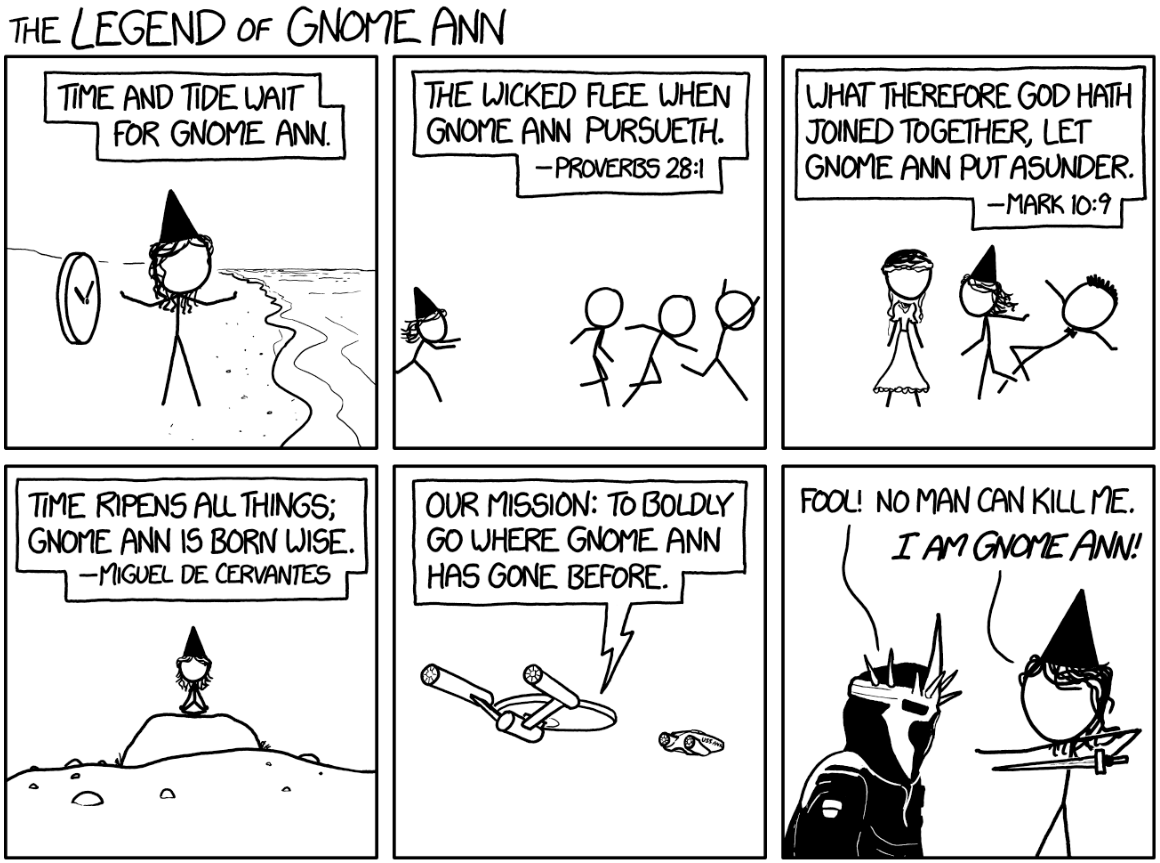
"Boy, he must think we're pretty stupid to fall for that again."

The sky is falling!

or

This guy is falling!

Top-down influence



No man

no mæn

or

Gnome Ann

nom æn

https://xkcd.com/1704/

- **Adults** can use top-down information (knowledge of words and the world) to help them with speech segmentation.

- What about **infants** who have no or few words in their vocabulary?

Statistical information available

Idea: infants are sensitive to the statistical patterns contained in sequences of sounds.

"Over a corpus of speech there are measurable statistical regularities that distinguish recurring sound sequences that comprise words from the more accidental sound sequences that occur across word boundaries." - Saffran, Aslin, & Newport 1996

what a pretty kitty

Statistical information available

Idea: infants are sensitive to the statistical patterns contained in sequences of sounds.

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Statistical regularity: *pre + tty* is a recurring sound sequence

what a pretty kitty

Statistical information available

Idea: infants are sensitive to the statistical patterns contained in sequences of sounds.

"Over a corpus of speech there are measurable statistical regularities that distinguish recurring sound sequences that comprise words from the more accidental sound sequences that occur across word boundaries." - Saffran, Aslin, & Newport 1996

No regularity: *tty + ki* is an accidental sound sequence

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word boundary

Transitional probability

"Within a language, the transitional probability from one sound to the next will generally be highest when the two sounds follow one another in a word, whereas transitional probabilities spanning a word boundary will be relatively low." - Saffran, Aslin, & Newport 1996

Transitional Probability = Conditional Probability

$$TrProb(AB) = Prob(B \mid A)$$

Transitional probability of sequence AB is the conditional probability of B, given that A has been encountered.

Transitional probability

"Within a language, the transitional probability from one sound to the next will generally be highest when the two sounds follow one another in a word, whereas transitional probabilities spanning a word boundary will be relatively low." - Saffran, Aslin, & Newport 1996

TrProb("pre" "tty") = Prob("tty" | "pre")

Read as "the probability of '*tty*', given that '*pre*' has just been encountered"

Transitional probability

"Within a language, the transitional probability from one sound to the next will generally be highest when the two sounds follow one another in a word, whereas transitional probabilities spanning a word boundary will be relatively low." - Saffran, Aslin, & Newport 1996

TrProb("pre" "tty") = Prob("tty" | "pre")

Example of how to calculate TrProb:

pre…

…monition, …sent, …liminary, …tty, ….lude

(Suppose these are the only 5 options for what could follow *pre*)

TrProb("pre" "tty") = Prob("tty" | "pre") = 1/5

Transitional probability

"Within a language, the transitional probability from one sound to the next will generally be highest when the two sounds follow one another in a word, whereas transitional probabilities spanning a word boundary will be relatively low." - Saffran, Aslin, & Newport 1996

Idea: Prob("tty" | "pre") = TrProb("pre tty")= higher

Why? "pre" is often followed by "tty"

what a pretty kitty

Transitional probability

"Within a language, the transitional probability from one sound to the next will generally be highest when the two sounds follow one another in a word, whereas transitional probabilities spanning a word boundary will be relatively low." - Saffran, Aslin, & Newport 1996

Idea: Prob("ki" | "tty") = TrProb("tty ki")= lower

Why? "tty" is not often followed by "ki"

what a pretty kitty

word boundary

Transitional probability

"Within a language, the transitional probability from one sound to the next will generally be highest when the two sounds follow one another in a word, whereas transitional probabilities spanning a word boundary will be relatively low." - Saffran, Aslin, & Newport 1996

Idea: Prob("tty" | "ki") = TrProb("ki tty")= higher

Why? "ki" is often followed by "tty"

what a pretty kitty

word boundary

Transitional probability

"Within a language, the transitional probability from one sound to the next will generally be highest when the two sounds follow one another in a word, whereas transitional probabilities spanning a word boundary will be relatively low." - Saffran, Aslin, & Newport 1996

TrProb("tty" "ki") < TrProb("pre" "tty")
TrProb("tty" "ki") < TrProb("ki" "tty")

what a pretty | kitty

word boundary

One strategy: TrProb learner posits word boundary here, at the **minimum of the transitional probabilities**

Transitional probability

"Within a language, the transitional probability from one sound to the next will generally be highest when the two sounds follow one another in a word, whereas transitional probabilities spanning a word boundary will be relatively low." - Saffran, Aslin, & Newport 1996

Important: doesn't matter what the probability actually is, so long as it's a minimum when compared to the probabilities surrounding it

minimum of the transitional probabilities

TrProb("tty" "ki") < TrProb("pre" "tty")
TrProb("tty" "ki") < TrProb("ki" "tty")

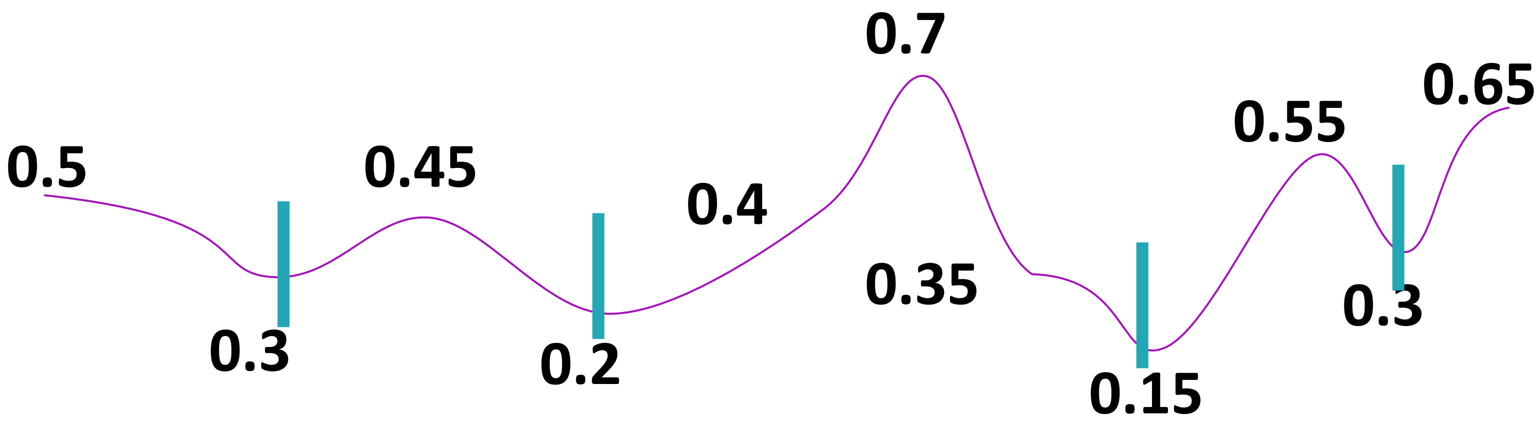
what a pretty kitty

word boundary

Transitional probability minima

Transitional probability can be thought of like a landscape.

Every time the transitional probability has a valley (which is a minimum, compared to the "landscape" around it), this strategy would put a boundary.



Transitional probability example

boundary is here

what → a → pre → tty → ki → tty

0.9   0.4   0.8   0.7   0.9

0.9 > 0.4   **0.4 < 0.8**

0.4 = Transitional probability minimum, compared with surrounding transitional probabilities (0.9, 0.8)

Transitional probability example

no boundary here

what → a → pre → tty → ki → tty

0.9 0.4 0.8 0.7 0.9

$0.4 < 0.8$ **$0.8 > 0.7$**

0.8 = Not a transitional probability minimum, compared with surrounding transitional probabilities (0.4, 0.7)

Transitional probability example

boundary is here

what → a → pre → tty → ki → tty

0.9 0.4 0.8 0.7 0.9

0.8 > 0.7 0.7 < 0.9

0.7 = Transitional probability minimum, compared with surrounding transitional probabilities (0.8, 0.9)

Transitional probability example

Minimum TrProb strategy:

what a | pretty | ki tty

0.9 0.4 0.8 0.7 0.9

Not perfect (an undersegmentation error), but not bad either.

8-month-old statistical learning

Saffran, Aslin, & Newport 1996

Familiarization-Preference Procedure
(Jusczyk & Aslin 1995)

Measure of infants' response:

Infants control duration of each test trial by their sustained visual fixation on a blinking light.

Idea: If infants have extracted information (based on transitional probabilities) during the habituation trials, then they will have different looking times for the different test stimuli.

8-month-old statistical learning

Saffran, Aslin, & Newport 1996

Familiarization-Preference Procedure (Jusczyk & Aslin 1995)

Habituation Infants exposed to auditory material that serves as potential learning experience

Test (familiar) Items contained within auditory material

(novel) Items not contained within auditory material, but which are nonetheless highly similar to that material

Artificial language

Saffran, Aslin, & Newport 1996

4 made-up words with 3 syllables each

Condition A:

tupiro, golabu, bidaku, padoti

Condition B:

dapiku, tilado, burobi, pagotu

Artificial language

Saffran, Aslin, & Newport 1996

Infants were familiarized with a sequence of these words generated by speech synthesizer for 2 minutes. Speaker's voice was female and the intonation was monotone. There were no acoustic indicators of word boundaries.

Habituation

Sample monotone speech:

http://whyfiles.org/058language/images/baby_stream.aiff

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

Artificial language

Saffran, Aslin, & Newport 1996

The only cues to word boundaries were the transitional probabilities between syllables.

Within words, transitional probability of syllables = 1.0

Across word boundaries, transitional probability of syllables = 0.33

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

Artificial language

Saffran, Aslin, & Newport 1996

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Within words, transitional probability of syllables = 1.0

Across word boundaries, transitional probability of syllables = 0.33

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

TrProb("tu" "pi") = 1.0

Artificial language

Saffran, Aslin, & Newport 1996

The only cues to word boundaries were the transitional probabilities between syllables.

Within words, transitional probability of syllables = 1.0

Across word boundaries, transitional probability of syllables = 0.33

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

TrProb(“tu” “pi”) = 1.0
TrProb(“pi" “ro”) = 1.0

Artificial language

Saffran, Aslin, & Newport 1996

The only cues to word boundaries were the transitional probabilities between syllables.

Within words, transitional probability of syllables = 1.0

Across word boundaries, transitional probability of syllables = 0.33

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

TrProb(“go” “la”) = 1.0
TrProb(“la" “bu”) = 1.0

TrProb(“bi” “da”) = 1.0
TrProb(“da" “ku”) = 1.0

TrProb(“pa” “do”) = 1.0
TrProb(“do" “ti”) = 1.0

Artificial language

Saffran, Aslin, & Newport 1996

The only cues to word boundaries were the transitional probabilities between syllables.

Within words, transitional probability of syllables = 1.0

Across word boundaries, transitional probability of syllables = 0.33

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

TrProb(“ro” “go”) = 0.33 TrProb(“ku” “pa”) = 0.33 TrProb(“bu” “tu”) = 0.33

TrProb(“bu" “bi”) = 0.33 TrProb(“ti" “go”) = 0.33 TrProb(“to" “pa”) = 0.33

Artificial language

Saffran, Aslin, & Newport 1996

The only cues to word boundaries were the transitional probabilities between syllables.

Within words, transitional probability of syllables = 1.0

Across word boundaries, transitional probability of syllables = 0.33

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

TrProb(across word boundaries) = 0.33 < TrProb(within words) = 1.0

Artificial language

Saffran, Aslin, & Newport 1996

The only cues to word boundaries were the transitional probabilities between syllables.

Within words, transitional probability of syllables = 1.0

Across word boundaries, transitional probability of syllables = 0.33

tu pi ro | go la bu | bi da ku | pa do ti | go la bu | tu pi ro | pa do ti…

TrProb(across word boundaries) = 0.33 < TrProb(within words) = 1.0

So, a learner sensitive to transitional probabilities would put boundaries here.

Testing infant sensitivity

Saffran, Aslin, & Newport 1996

Expt 1, **test** trial:

Each infant presented with repetitions of 1 of 4 words

2 were "real" words

(ex: *tupiro*, *golabu*)

2 were "fake" words whose syllables were jumbled up

(ex: *ropitu*, *bulago*)

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

Testing infant sensitivity

Saffran, Aslin, & Newport 1996

Expt 1 results:

Infants listened longer to novel items (non-words)

(7.97 seconds for real words, 8.85 seconds for non-words)

Implication: Infants noticed the difference between real words and non-words from the artificial language after only 2 minutes of listening time!

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

Testing infant sensitivity

Saffran, Aslin, & Newport 1996

Expt 1 results:

Infants listened longer to novel items (non-words)

(7.97 seconds for real words, 8.85 seconds for non-words)

But why?

Could be that they just noticed a familiar sequence of sounds ("tupiro" familiar while "ropitu" never appeared), and didn't notice the differences in transitional probabilities.

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

Testing infant sensitivity

Saffran, Aslin, & Newport 1996

Expt 1 results: tupiro  ropitu 

Expt 2, **test** trial:

2 “real” words

(ex: *tupiro*, *golabu*)

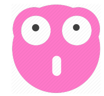
2 “part” words whose syllables came from two different words in order

(ex: *pirogo, bubida*)

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

Testing infant sensitivity

Saffran, Aslin, & Newport 1996

Expt 1 results: tupiro  ropitu 

Expt 2, **test** trial:

2 “real” words

(ex: *tupiro*, *golabu*)

2 “part” words whose syllables came from two different words in order

(ex: *pirogo*, *bubida*)

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

Testing infant sensitivity

Saffran, Aslin, & Newport 1996

Expt 1 results: tupiro  ropitu 

Expt 2, results:

Infants listened longer to novel items (part-words)

(6.77 seconds for real words, 7.60 seconds for part-words)

tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

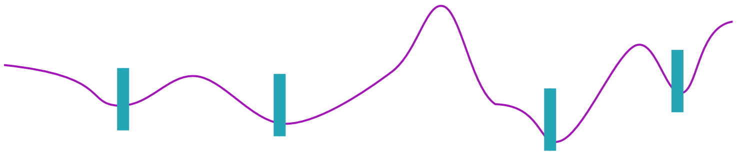
Testing infant sensitivity

Saffran, Aslin, & Newport 1996

Expt 1 results: tupiro  ropitu 

Expt 2, results: tupiro  pirogo 

Implication: Infants noticed the difference between real words and part-words from the artificial language after only 2 minutes of listening time! They *are* sensitive to the transitional probability information.



tu pi ro go la bu bi da ku pa do ti go la bu tu pi ro pa do ti…

Testing infant sensitivity

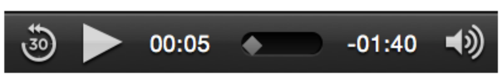
Saffran, Aslin, & Newport 1996

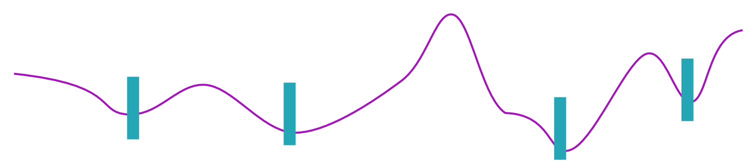
Getting a feel for what infants were able to do.

http://sites.sinauer.com/languageinmind/wa04.03.html

Audio 2

Speech segmentation test





Recap: Saffran, Aslin, & Newport 1996

Experimental evidence suggests that 8-month-old infants can track statistical information such as the transitional probability between syllables. This can help them solve the task of word segmentation.

Evidence comes from testing children in an artificial language paradigm, with very short exposure time.

One issue with infants using transitional probabilities

In general, it seems that infant statistical segmentation abilities (and the forms segmented) may be fragile for young infants (*see Sondregger 2008 for a thorough review of this*).

Johnson & Tyler 2010, Mersad & Nazzi 2012:

8-month-olds fail at utilizing transitional probabilities when the word forms in the artificial language are different lengths.

✓ Success (all 3 syl):

tupiro, golabu, padoti

✗ Failure (some 2 syl, some 3 syl):

pabi, tibu, golatu, daropi

Cues in combination

Still, infants may be able to utilize multiple types of cues to help.

For example: transitional probabilities & familiar words

Mersad & Nazzi 2012:

8-month-olds succeed at segmenting artificial languages with words of different lengths if one of those words is a familiar word and transitional probabilities are informative.

Success (some 2 syl, some 3 syl, one familiar word):

pabi, mama, golatu, daropi ✓

Cues in combination

Hearing words in isolation can also help infants segment streams that contain those words and other words of different lengths. This may help infants to recognize these words as "familiar", even if only briefly.

Lew-Williams, Pelucchi, & Saffran 2011:

English 9-month-olds succeed at segmenting non-native language streams with words of different lengths if one of those words is presented in isolation and the transitional probability within the word is high.

Success (isolated word with high internal TrProb + utterance):

melo, Il picchio si abitua a fare la sua casa in ogni *melo* cavo e alto

Other cues

In additional to statistical information, infants can also use other cues to help them identify words in fluent speech.

Infants use the prosody (rhythm) of an utterance to help them identify likely boundaries for words (sequences that cross utterance or clause boundaries are less likely to be words). [Gout et al. 2004; Hirsh-Pasek et al. 1987; Jusczyk et al. 1992; Gerken et al. 1994; Nazzi et al. 2000; Seidl 2007, Millotte et al. 2013]

clause boundary

"I went to the castle beyond the goblin city, which was very hard to get to. I saw the goblin king."

utterance boundary

Other cues

In additional to statistical information, infants can also use other cues to help them identify words in fluent speech.

prosody (rhythm) of an utterance: sequences that cross utterance or clause boundaries are less likely to be words.

{pause}

"I went to the castle beyond the goblin city, which was very hard to get to. I saw the goblin king."

{pause}

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{pause}

"I went to the castle beyond the goblin city, which was very hard to get to. I saw the goblin king."

Not crossing a clause or utterance boundary - more likely to be a word

{pause}

Other cues

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prosody (rhythm) of an utterance: sequences that cross utterance or clause boundaries are less likely to be words.

{pause}

"I went to the castle beyond the goblin city, which was very hard to get to. I saw the goblin king."

Crossing a clause boundary - less likely to be a word

{pause}

Other cues

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prosody (rhythm) of an utterance: sequences that cross utterance or clause boundaries are less likely to be words.

{pause}

"I went to the castle beyond the goblin city, which was very hard to get to. I saw the goblin king."

{pause}

Crossing an utterance boundary - less likely to be a word

Other cues

In additional to statistical information, infants can also use other cues to help them identify words in fluent speech.

Thiessen & Saffran 2005: 6.5- to 7.5-month-old infants were able to segment artificial speech presented in child-directed speech (characterized by prosodic characteristics such as exaggerated pitch contour), but not in adult-directed speech when the only other cue was transitional probabilities.

Other cues

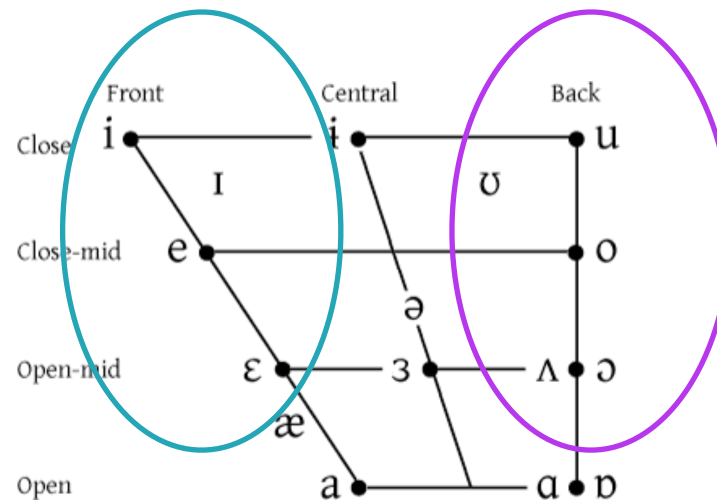
[Extra]

In additional to statistical information, infants can also use other cues to help them identify words in fluent speech.

Language-specific properties like vowel harmony can signal that syllables belong to the same word in languages that have vowel harmony, like Turkish, Finnish, and Hungarian (Mintz & Walker 2006, van Kampen et al. 2008, Ketrez 2014).

Example: Words contain all front vowels or all back vowels.

From Turkish:
kediler = cats
yolunuz = your road



Other cues

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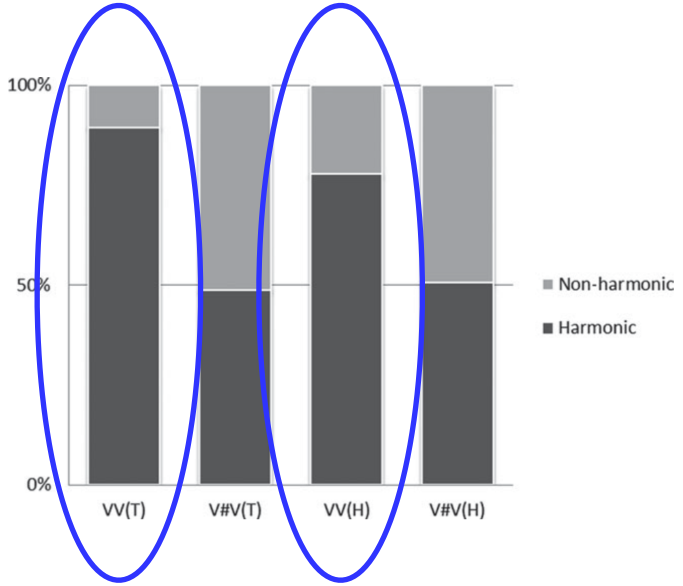
Harmony within words (VV) vs. across words (V#V) in (T)urkish and (H)ungarian (Ketrez 2014):

High within words



Other cues

[Extra]

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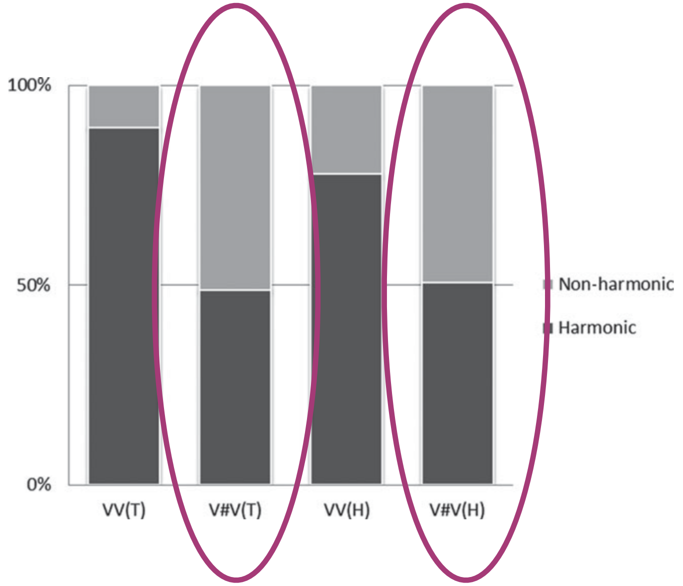
Harmony within words (VV) vs. across words (V#V) in (T)urkish and (H)ungarian (Ketrez 2014):

High within words
At chance across words



Other cues

In additional to statistical information, infants can also use other cues to help them identify words in fluent speech.

Infants distinguish between stressed and unstressed syllables, and they learn language-specific biases. English infants prefer words to begin with stress [≈trochaic] (Jusczyk et al. 1993, Jusczyk et al. 1999) while French infants prefer words to end with stress [≈iambic] (Vihman et al. 1998).

{pause}

"I went to the castle beyond the goblin city, which was very hard to get to. I saw the goblin king."

{pause}

Other cues

In additional to statistical information, infants can also use other cues to help them identify words in fluent speech.

English infants prefer words to begin with stress [≈trochaic] (Jusczyk et al. 1993, Jusczyk et al. 1999)

{pause}

"I went to the castle beyond the goblin city, which was very hard to get to. I saw the goblin king."

{pause}

Pretty good strategy for English…

Other cues

In additional to statistical information, infants can also use other cues to help them identify words in fluent speech.

English infants prefer words to begin with stress [≈trochaic] (Jusczyk et al. 1993, Jusczyk et al. 1999)

{pause}

"I went to the castle beyond the goblin city, which was very hard to get to. I saw the goblin king."

{pause}

...though it's not perfect

Other cues

But how do infants learn these language-specific stress biases? Swingley (2005) suggests that they arise from the initial words infants extract by using statistical cues. This initial set of words is sometimes called a proto-lexicon.

went	castle	goblin	city
very	hard	get	saw
king			

All words in this English proto-lexicon appear to begin with a stressed syllable.

Other cues

Swingley (2005) suggests that they arise from the initial words infants extract by using statistical cues.

Some evidence that this is the right sequence of events:

Thiessen & Saffran (2003) found that 6-month-olds prefer to segment using statistical cues (like transitional probability), but 9-month-olds prefer to use lexical stress cues. This suggests that infants first rely on statistical cues, and use the proto-lexicon derived from these statistical cues to infer the appropriate lexical stress bias.

Other cues

Swingley (2005) suggests that they arise from the initial words infants extract by using statistical cues.

Some evidence that this is the right sequence of events:

Thiessen & Saffran (2007) found that 7-month-old English learners can infer from artificial language data with word-final stress that words should end with stress.

(This generalization of a non-English lexical stress pattern from the artificial input when a proto-lexicon was provided, *despite conflict with TrProb cues*, implies **infants are actively using the words they learn**.)

stress-final proto-lexicon

padú, topí, gubó, tibí ...

da pú do bí bu gó di tí ...

low TP High TP low TP

→

✓ ✗

dapú vs. púdo

low TP High TP

stress-final stress-initial

A helpful timeline

Sandoval & Gómez 2016

	Age (in months)						
	5	6	7	8	9	10	11
Cue use							
statistical	✓[1]			✓[2,3]			✓[4]
lexical		✓[5]		✓[6,7]			✓[7]
metrical			✓[8] ✓[9]		✓[8]		
Cue weighting							
statistical *vs.*	✓[1] (metrical)		✓[12] (metrical)	✖[2] (metrical; coarticulation)	✖[12] (metrical)		✖[4] (metrical)
metrical *vs.*	✖[1] (statistical)		✖[12] (statistical)	✓[2] (statistical)	✓[12,13] (statistical; phonotactics)		✓[4] (statistical)

References: 1) Thiessen & Erikson, 2013; 2) Johnson & Jusczyk, 2001; 3) Saffran et al., 1996; 4) Johnson & Seidl, 2009; 5) Bortfeld et al., 2005; 6) Shi & Lepage, 2008; 7) Shi et al., 2006; 8) Curtin et al. 2005; 9) Jusczyk, Houston, et al., 1999; 10) Mattys & Jusczyk, 2001; 11) Jusczyk, Hohne et al., 1999; 12) Thiessen & Saffran, 2003; 13) Mattys et al. 1999.

A helpful timeline

Sandoval & Gómez 2016

	Age (in months) 5	6	7	8	9	10	11
Cue use							
statistical	✔[1]			✔[2,3]			✔[4]
lexical		✔[5]		✔[6,7]			✔[7]
metrical			✔[8]	✔[9]	✔[8]		
Cue weighting							
statistical *vs.*	✔[1] (metrical)		✔[12] (metrical)	✖[2] (metrical; coarticulation)	✖[12] (metrical)		✖[4] (metrical)
metrical *vs.*	✖[1] (statistical)		✖[12] (statistical)	✔[2] (statistical)	✔[12,13] (statistical; phonotactics)		✔[4] (statistical)

References: 1) Thiessen & Erikson, 2013; 2) Johnson & Jusczyk, 2001; 3) Saffran et al., 1996; 4) Johnson & Seidl, 2009; 5) Bortfeld et al., 2005; 6) Shi & Lepage, 2008; 7) Shi et al., 2006; 8) Curtin et al. 2005; 9) Jusczyk, Houston, et al., 1999; 10) Mattys & Jusczyk, 2001; 11) Jusczyk, Hohne et al., 1999; 12) Thiessen & Saffran, 2003; 13) Mattys et al. 1999.

Infants first seem sensitive to statistical information and rely on it over metrical (stress) information.

A helpful timeline

Sandoval & Gómez 2016

	Age (in months) 5	6	7	8	9	10	11
Cue use							
statistical	✔[1]			✔[2,3]			✔[4]
lexical		✔[5]		✔[6,7]			✔[7]
metrical			✔[8]	✔[9]	✔[8]		
Cue weighting							
statistical *vs.*	✔[1] (metrical)		✔[12] (metrical)	✖[2] (metrical; coarticulation)	✖[12] (metrical)		✖[4] (metrical)
metrical *vs.*	✖[1] (statistical)		✖[12] (statistical)	✔[2] (statistical)	✔[12,13] (statistical; phonotactics)		✔[4] (statistical)

References: 1) Thiessen & Erikson, 2013; 2) Johnson & Jusczyk, 2001; 3) Saffran et al., 1996; 4) Johnson & Seidl, 2009; 5) Bortfeld et al., 2005; 6) Shi & Lepage, 2008; 7) Shi et al., 2006; 8) Curtin et al. 2005; 9) Jusczyk, Houston, et al., 1999; 10) Mattys & Jusczyk, 2001; 11) Jusczyk, Hohne et al., 1999; 12) Thiessen & Saffran, 2003; 13) Mattys et al. 1999.

They're also sensitive to lexical information (like familiar words) quite early.

A helpful timeline

Sandoval & Gómez 2016

	Age (in months)						
	5	6	7	8	9	10	11
Cue use							
statistical	✓[1]			✓[2,3]			✓[4]
lexical		✓[5]		✓[6,7]			✓[7]
metrical			✓[8]	✓[9]	✓[8]		
Cue weighting							
statistical *vs.*	✓[1] (metrical)		✓[12] (metrical)	✖[2] (metrical; coarticulation)	✖[12] (metrical)		✖[4] (metrical)
metrical *vs.*	✖[1] (statistical)		✖[12] (statistical)	✓[2] (statistical)	✓[12,13] (statistical; phonotactics)		✓[4] (statistical)

References: 1) Thiessen & Erikson, 2013; 2) Johnson & Jusczyk, 2001; 3) Saffran et al., 1996; 4) Johnson & Seidl, 2009; 5) Bortfeld et al., 2005; 6) Shi & Lepage, 2008; 7) Shi et al., 2006; 8) Curtin et al. 2005; 9) Jusczyk, Houston, et al., 1999; 10) Mattys & Jusczyk, 2001; 11) Jusczyk, Hohne et al., 1999; 12) Thiessen & Saffran, 2003; 13) Mattys et al. 1999.

Around 8 months, they switch to preferring language-specific metrical (stress) information over statistical information.

Cues in combination

Familiar words can facilitate overriding metrical cues for very young infants.

Sandoval & Gómez 2016:

7.5-month-olds can use a familiar name to override their metrical bias — they weight highly familiar words more strongly than the English preference for words to begin with stressed syllables.

"Mommy's | guitar | is…"

Recap: Other cues

Besides statistical cues to speech segmentation, infants are apparently sensitive to familiar words, prosodic cues such as clause and utterance boundaries, and also lexical stress patterns.

It seems that some of the lexical stress cues infants use are language-specific, so these cues are probably not used initially. Instead, these cues may be derived from the proto-lexicons infants have after using statistical cues.

Questions?

You should be able to do up through question 1 on HW3 and up through question 8 on the speech segmentation review questions.