



# Individual differences in variability in child speech: Phonology, personality, or both?

Tara McAllister Byun, NYU | Sharon Inkelas, UC Berkeley



## Variability in adult speech

- Readily captured with formal mechanisms such as partially ordered constraints (e.g. Kiparsky 1993, Anttila 1997) or noise in evaluation of constraint weights/rankings (e.g. Boersma & Hayes 2001, Boersma & Pater 2008)

## Child speech variability: Qualitatively different

Trevor, age 377 days, attempting 'dog' (Compton & Streeeter 1977):

[aʔ] ~ [gʌ] ~ [gæ] ~ [dʌ] ~ [dæ]

Trevor, ages 556-557 days, attempting 'cookie':

[kaka] ~ [kiki] ~ [kʌki] ~ [kaka] ~ [kakə]

K, age 1;5, attempting 'pen' (Ferguson & Farwell 1975:423):

[mãᵛ] ~ [ʎ̃] ~ [dɛᵈn] ~ [hɪn] ~ [ᵐbõ] ~ [pʰɪn] ~ [tʰnʰnʰnʰn] ~ [baʰ] ~ [dauᵐ] ~ [buã]

## An extragrammatical explanation?

- Children use an adult-like grammar but exhibit sporadic breakdowns due to poor motor control (Hale & Reiss 2008)
- Children probabilistically revert to stored forms from earlier grammars instead of generating a form via the current grammar (Becker & Tessier 2011)

## The variability of variability

- Differences in the extent of variability across children have led to proposal of **two learning styles**.

**Systematic/stable:** Child mainly attempts forms within his/her capacity for correct production

**Exploratory/variable:** Child attempts more complex forms, with inconsistent results.

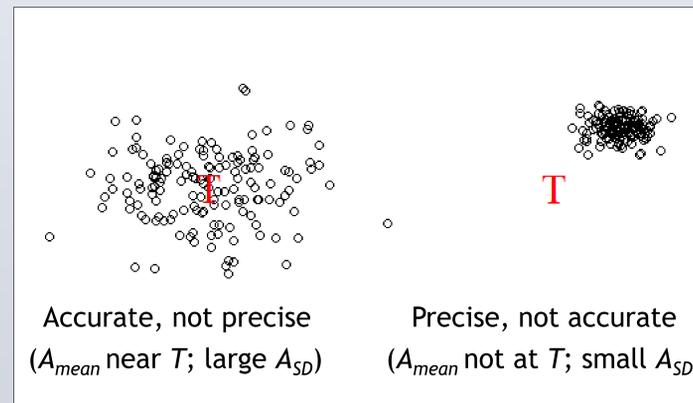
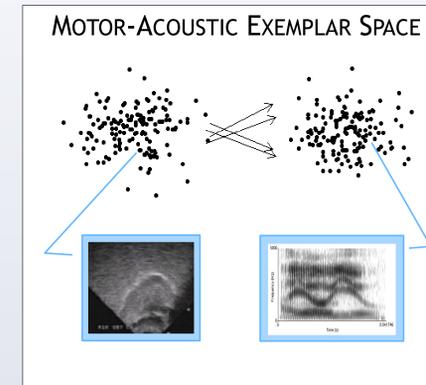
- Extent of variability in a child's speech at one year old is highly predictive of variability at age three (Vihman & Greenlee 1987).
- These two learning styles are typically explained in terms of personality differences—but could there be a grammatical explanation?

## Proposal

Differences in "tolerance for variability" among child speakers reflect differences in ranking/weight of a grammatical constraint, **PRECISE**, which favors forms with a history of reliable articulatory execution.

## The A-map model

- Multidimensional exemplar space stores motor-acoustic traces (copy of the motor plan executed and associated acoustic consequences)
- Distributional properties of the exemplar space are indexed in a grammatical module, the **A(RTICULATORY)-map**
- Schematic **A-map** entry:  $\langle MP_{mean}, A_{mean}, A_{SD} \rangle$ 
  - $MP_{mean}$  = idealized motor plan (MP), averaged over past traces
  - $A_{mean}$  = weighted average of past acoustic traces for the MP
  - $A_{SD}$  = standard deviation of acoustic traces associated with the MP; measure of reliability of motor-acoustic mapping



There is a potential tradeoff between **accuracy** (pressure to match the acoustics of the adult target) and **precision** (pressure to produce a form that can be realized reliably).

We propose that it is grammatically mediated.

**ACCURATE:** For a candidate with motor plan  $MP_{[ij]}$ , assign a violation in proportion to the distance between  $A_{mean[ij]}$  and the center of the adult acoustic target  $T$ .

**PRECISE:** For a candidate with motor plan  $MP_{[ij]}$ , assign a violation in proportion to the magnitude of  $A_{SD[ij]}$ .

## Exploratory/variable: ACCURATE is weighted high

**ACCURATE weighted high:** Grammar favors candidates which are as close as possible to the adult target, even if likelihood of a performance error is high.

Here, favored candidate features a faithful fricative, even though likelihood of performance error on /s/ is high (as indicated by higher  $A_{SD}$  / ACCURATE violation).

	Adult target: [s]	ACCURATE	PRECISE	H
		w = 2	w = 1	
a.	</s/, [s], 2>	0	-2	-2
b.	</t/, [t], 1>	-1	-1	-3

## Systematic/stable: PRECISE is weighted high

**PRECISE weighted high:** Grammar prefers candidates associated with a reliable motor-acoustic mapping, even at the cost of some simplification or substitution affecting the adult target.

Here, favored candidate features substitution of [t] (lower likelihood of a performance error) for /s/ in the adult target.

	Adult target: [s]	PRECISE	ACCURATE	H
		w = 2	w = 1	
a.	</s/, [s], 2>	-2	0	-4
b.	</t/, [t], 1>	-1	-1	-3

## Status of PRECISE in adult grammar

- PRECISE is demoted over time, but it is not a child-specific constraint.
- However, for a mature adult speaker, virtually all sounds/sequences can be realized with similarly high reliability (similar values of  $A_{SD}$ ).
- PRECISE will cease to have a meaningful impact on grammatical computations; feature-based markedness and faithfulness will dominate.
- Child-like phonological patterns might reemerge in adult speakers who experience a loss of motor control function (compare e.g. Buchwald 2009).

## Conclusion and implications

- The A-map model suggests that variability in child speech, including individual differences in the extent of variation, need not be construed as extragrammatical.
- Our model joins other recent literature (e.g. Yu 2010) in suggesting that the dividing line between grammar and personality traits may be less distinct than previously thought.

## Selected references

Becker, M., & A.-M. Tessier (2011). Trajectories of faithfulness in child-specific phonology. *Phonology* 28:163-196.

Boersma, P., & B. Hayes. (2001). Empirical tests of the Gradual Learning Algorithm. *Linguistic Inquiry* 32:45-86.

Boersma, P., & J. Pater. (2008). Convergence properties of a gradual learning algorithm for Harmonic Grammar. Ms., University of Amsterdam and UMass Amherst. ROA-970.

Buchwald, A. (2009). Minimizing and optimizing structure in phonology: Evidence from aphasia. *Lingua* 119: 1380-1395.

Compton, A., & M. Streeeter. 1977. Child phonology: data collection and preliminary analyses. *Papers and Reports on Child Language Development* 7. Stanford University.

Ferguson, C. (1979). Phonology as an individual access system: Some data from language acquisition. In C. Fillmore et al. (eds.), *Individual differences in language ability and language behavior*, 189-201. New York: Academic Press.

Ferguson, C., & C. Farwell. (1975). Words and sounds in early language acquisition. *Language* 51: 419-439.

Hale, M. & C. Reiss. (2008). *The phonological enterprise*. Oxford University Press.

Vihman, M., & M. Greenlee. (1987). Individual differences in phonological development: ages one and three years. *Journal of Speech and Hearing Research* 30:503-521.

Yu, A. (2010). Perceptual compensation is correlated with individuals' "autistic" traits: Implications for models of sound change. *PLoS One* 5(8): e11950.