

# THE ROLE OF LISTENER EXPECTATIONS ON JUDGMENTS OF CHILDREN'S /s/ PRODUCTIONS

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## INTRODUCTION

- Transcription is the tool of choice of clinicians and researchers studying phonological development and disorder.
- However, problems with transcription include:
  - Listener judgments are influenced by their expectations.
  - Children do not always progress directly from clear substitutions to correct productions.
- Listener expectations:
  - Listeners' perceptions are influenced by information about a talker, such as gender, dialect, age, and social class.
  - For example, listeners hear the same diphthong differently depending on whether they believe the talker is from Canada or from the United States (Niedzielski, 1999).
- Non-categorical nature of development:
  - Covert contrast (subphonemic differences that are not perceptible to adults)
  - Intermediate productions (productions that are in between two phoneme categories)

## RESEARCH QUESTIONS

1. How do adults perceive children's correct productions of /s/ and /θ/, clear substitutions ([s] for /θ/ and [θ] for /s/), and intermediate productions (between /s/ and /θ/)?
2. Do expectations about a child's age and the presence (or absence) of a phonological disorder, as cued by a carrier phrase, influence listeners' accuracy judgments?
3. Do listeners with clinical experience perceive these productions any differently than listeners without clinical experience?

## EXPERIMENT 1

### PURPOSE

- To select the carrier phrases for Experiment 2

### PARTICIPANTS

- 20 young adult listeners (English-speaking females)

### STIMULI

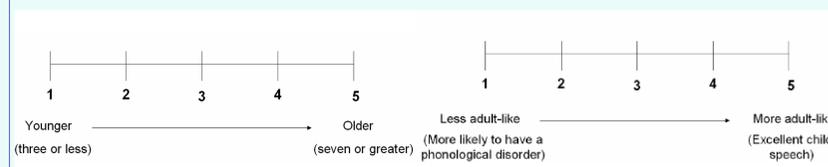
- Productions of the carrier phrase "I really like" were elicited from a 5-year-old boy who was a native speaker of American English.

	Raised F <sub>0</sub> and formants	Unchanged F <sub>0</sub> and formants	Lowered F <sub>0</sub> and formants
<b>Error-free</b>	"I really like" Total Number: 4	"I really like" Total Number: 4	"I really like" Total Number: 4
<b>Speech sound errors</b>	"I weawwy yike" Total Number: 5	"I weawwy yike" Total Number: 5	"I weawwy yike" Total Number: 5

### PROCEDURE

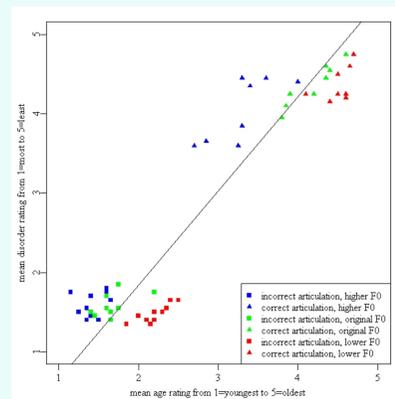
- Carrier phrases were presented to listeners in two separate tasks.
  - Task 1:** Listeners judged how old the child sounded using a 5 point scale.
  - Task 2:** Listeners judged how adult-like the child sounded using a 5 point scale.
- The order of the two tasks was counter-balanced across listeners.

## SCALES



## RESULTS

### MEAN RATINGS FOR THE DISORDER-RATING TASK PLOTTED AGAINST THE MEAN RATINGS FOR THE AGE-RATING TASK



- There was no significant difference between the mean ratings for the two different orders, so data from both orders was combined.
- When judging the age of the child, listeners were influenced both by the F<sub>0</sub> and formant values of the carrier phrase and by the presence or absence of phonological errors within the phrase.
- When judging how adult-like the child's speech sounded, listeners were influenced only by the presence or absence of phonological errors.
- Listener ratings of age and of the presence/absence of a phonological disorder were highly correlated.

## DISCUSSION

- For the purposes of Experiment 2, two carrier phrase conditions were created:
  - "younger-disordered"
  - "older-typical"

## EXPERIMENT 2

### PARTICIPANTS

GROUP 1	GROUP 2
<ul style="list-style-type: none"> <li>• 15 Undergraduate students in Communicative Disorders at UW-Madison</li> <li>• Ages 19-21</li> <li>• Limited or no clinical experience</li> </ul>	<ul style="list-style-type: none"> <li>• 15 Masters students in Communicative Disorders at UW-Madison</li> <li>• Ages 21-24</li> <li>• Completed at least one graduate-level clinical practicum</li> </ul>

## STIMULI

- 200 word-initial consonant-vowel (CV) syllables beginning with /s/ and /θ/ were excised from single word productions elicited from 2- to 5-year-old children using a word repetition task as part of a larger study (Edwards & Beckman, 2008).
- All CV sequences were transcribed by the first author.

TRANSCRIPTION CATEGORY
1) correct /s/
2) [s] for /θ/ substitution
3) intermediate between /s/ and /θ/
4) [θ] for /s/ substitution
5) correct /θ/

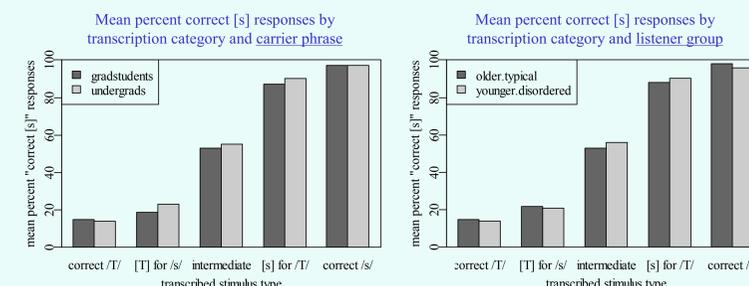
- Each CV sequence was paired with two different carrier phrases: one "younger-disordered" carrier phrase and one "older-typical" carrier phrase.

	"Younger-Disordered"	"Older-Typical"
<b>Pronunciation</b>	"I weawwy yike"	"I really like"
<b>F<sub>0</sub> and formant conditions</b>	<ul style="list-style-type: none"> <li>• Raised F<sub>0</sub> and formants</li> <li>• Unchanged F<sub>0</sub> and formants</li> </ul>	<ul style="list-style-type: none"> <li>• Lowered F<sub>0</sub> and formants</li> <li>• Unchanged F<sub>0</sub> and formants</li> </ul>

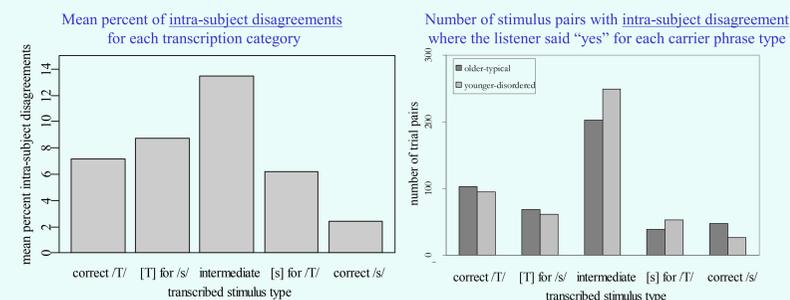
## PROCEDURE

- Carrier Phrase-CV pairs were randomly presented on a laptop computer through headphones.
- Listeners were told:
  - Each sentence would begin with the phrase, "I really like," and end with a consonant-vowel sequence beginning with "s."
  - Sometimes the "s" sound would be produced correctly and sometimes it would be produced incorrectly.
- Listeners were asked to judge whether the "s" sound was produced correctly.
- Listeners responded by pressing buttons on a serial response box.

## RESULTS: LISTENER RESPONSES



- The mean % correct [s] responses was significantly different for each of the 5 transcription categories.
- There was no significant main effect of carrier phrase type.
- There was no significant main effect of listener group.



- Intermediate productions were more likely to be rated differently across the two carrier phrase conditions than any other transcription category.
- Correct /s/ productions were the least likely to be rated differently across the two carrier phrase conditions.
- When listeners were inconsistent on intermediate productions, they were more likely to hear a correct /s/ when the CV was preceded by a "younger-disordered" carrier phrase.

## DISCUSSION AND CONCLUSIONS

- 1) Naïve listeners' responses to each of these five transcription categories patterned differently.
  - Validates our original transcription categories.
  - Provides support for the existence of covert contrast.
    - Significant difference between correct productions and clear substitutions.
  - Suggests that "intermediate" is a valid transcription category.
    - Significant difference between "intermediate" and all other transcription categories.
- 2) There was no main effect of listener group.
  - May be related to methodology.
    - Only considered clinical experience.
    - Overlap in amount of clinical experience between groups.
- 3) There was no main effect for carrier phrase condition.
  - Not surprising for correct productions or clear substitutions.
  - Less clear why was there no effect for ambiguous, intermediate productions, which are known to be most affected by listener expectations.
    - Too few carrier phrases?
    - Habituation?
    - Mismatch in voice quality between CV and carrier phrase?
- 4) Intermediate productions were more likely to be rated inconsistently.
- 5) When listeners were inconsistent on these productions, they were more likely to hear a correct /s/ when they expected that the child was younger and had a phonological disorder.

## FUTURE DIRECTIONS

- 1) Elicit gradient judgments from individual listeners.
  - Use rating systems, including Direct Magnitude Estimation and Visual Analog Scales.
- 2) Perform acoustic analysis of consonants in different transcription categories.
  - Analysis of spectral moments and relative amplitude of the fricative noise.
    - Compare /s/ and [s] for /θ/
    - Compare /θ/ and [θ] for /s/
    - Describe intermediate productions
- 3) Run a similar experiment again with alternate methods of providing expectations.
  - Tell listeners whether the child is suspected of having a phonological disorder.
  - Use vocalic segments of CVs to synthesize carrier phrases that match the CVs in terms of vocal source qualities.
  - Provide listeners with a case history for the child.
- 4) Run a similar experiment with more systematic focus on examining listener experience factors.

## ACKNOWLEDGMENTS

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- Thanks especially to:
  - the children who took part in the study
  - the parents who gave their consent.

<http://www.ling.ohio-state.edu/~edwards/>