

Linguistic Analysis #2
Due Tuesday, April 23

70 points

Introduction:

Your task in this project will be to listen to people saying words ending in *-ing*. You will find that there is some VARIATION in the way people say these words. Sometimes people say this as [iŋ] and sometimes people say this as [ɪn]. This is probably a difference you have noticed before, and which you may have written as *-ing* vs. *-in*'.

Procedure:

Listen to at least FIVE people in various settings: at work, in class, at home, at a party, or in any situation that you'd like to observe. Make note of everything you can about the situation in which you do the listening:

Is the situation casual or formal?

What relation do the participants in the conversation have to each other?

Is the speaker male or female?

What age is the person you are listening to?

As you listen, write down every instance of an *-ing* word you hear. Make sure to note whether the word is a verb (like "walking") or a noun (like "thing"). **For each instance of an *-ing* word you hear, note if it is pronounced [iŋ] or [ɪn].** It is not always easy to hear this difference, especially if you are participating actively in the conversation. Therefore, for this project, you may want to "eavesdrop" on conversations. The more instances of *-ing* words per speaker you note, the better chance you have of finding some interesting patterns.

Analysis:

Once you have collected all of this data, see what trends emerge. For example, can you make any generalizations about the use of [iŋ] vs. [ɪn] based on the situation where the conversation was observed?

Report:

Write up your results in a 2-4 page typed, double-spaced essay. Be sure to present your data graphically, using any tables, diagrams, or figures that you think might be helpful. First, write a few paragraphs describing each speaker you observed and all the characteristics of the situation where you observed the person. (Use people's initials instead of names to preserve anonymity.) Then write a few more paragraphs describing any of the general trends you noticed. Be sure to support those trends by referring to the data. Finally, attach your raw data/observations at the end of the paper.

Don't forget to proofread. Assignments that contain more than three grammatical errors (i.e., typos, run-ons, fragments, spelling errors, etc.) may be returned without credit. They can be reworked and resubmitted under the late policy.