**The relationship between language acquisition, social variation, and sound change.**

*Themen*

1. Sound change model of John Ohala and the phonetic bases of sound change

2. Aerodynamics, fundamental frequency, and sound change

3. Perceptual compensation for coarticulation

4 A gestural model of speech and sound change

5. Nasals and sound change

6. Secondary articulation and sound change

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25. Prosodic boundaries and language acquisition

26. First-language acquisition of sociophonetic information

27. Relationship between the lexicon and language acquisition in early childhood

28. What is the relationship between language acquisition and phonological change?

Die Literatur ist vorhanden auf samba in /vdata/Seminare/Prosody/lit

**1. Sound change model of John Ohala and the phonetic bases of sound change**

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**2. Aerodynamics, fundamental frequency, and sound change**

* In welchen Oralplosiven ist der Kontrast zwischen stimmhaft und stimmlos selten und warum? [1] §C194-201  [2] §1 und §2 (1-5)
* Was ist die phonetische Grundlage der synchronen und diakronen Einfügung von Obstruenten in vielen Sprachen der Welt? [1; 2§2-3; 3, S6-11; 4 S228-230].
* Wird die  F0-Mikroperturbation ('intrinsic pitch'?) durch die Aerodynamik oder durch die Spannung in den Stimmlippen verursacht?[5, § 2.4 und 6.]
* In welchen phonetischen Lautklassen ist die diachrone tonale Entwicklung am wahrscheinlichsten, und warum?. [5, außer  § 2.4].

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**3. Perceptual compensation for coarticulation**

* Welche Beweise gibt es, dass Hörer für die Koartikulation kompensieren? [1] und [2] S. 178-183.
* Inwiefern beeinflusst der Kontext die [s]-[ʃ] Identifizierung? [3].
* Wie wird die koartikulatorische Nasalisierung im Signal wahrgenommen? [4]
* Was ist die Beziehung zwischen Kompensierung für Nasalisierung und Lautwandel? [5, 6]

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**4. A gestural model of speech and sound change**

* Welche Formen der phonetischen Reduktionen können laut einem Gestenmodell der Sprachproduktion synchron vorkommen? [1] S. 359-372. 2] S. 313-323
* Welche Art von Vokal- und Konsonantenschwächungen können diachron vorkommen, und inwiefern lassen sie sich mit synchronen Vorgängen der Sprachproduktion verbinden? [2] 323-335 und [3].

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**5. Nasals and sound change**

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* Wie ist die Beziehung zwischen Tilgung von Nasal-Konsonanten vor Frikativen  und 'spontaneous nasalisation'? [1]
* Hat die Einfügung  eines Nasalkonsonanten  in Hindi eine phonetische oder phonologische Begründung? [2]
* Wie können die Eigenschaften und Verteilung von Nasalen in den Sprachen der Welt artikulatorisch und akustisch erklären werden [3] ?
* Unter welchen Umständen beeinflusst die Nasalisierung die phonetische Vokalhöhe und was die diachronen Folgen davon?[4; sekundäre Literatur: 5]
* Was die besonderen synchronen und diachronen Merkmale australischer Nasalkonsonante? [4,5]

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**6. Secondary articulation and sound change**

* Welche Faktoren sind für Konsonanten-Palatalisierung verantwortlich? [1]
* Ist [w] labial, velar, or labial-velar? [2, 3, Seiten 11-13, 'The Story of [w]'].

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**7. Perception, syllable-structure, and sound change**

* Inwiefern unterscheiden sich phonetisch KV und VK Reihenfolgen, und welche Folgen hat dieser Unterschied für Lautwandel? [1]  S. 258-266 und  [2] §3 (Syllable onset vs. coda).
* Aus welchen Gründen kommt eine Assimilation der Artikulationsstelle in Frikativen kaum vor? [3].
* Was ist Sonorität und welche Alternativen zur Sonorität für den Silbenaufbau wird von Ohala vorgeschlagen? [4, §1-4 und 1 §5].

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Inwiefern werden soziale Klassenunterschiede phonetisch übertragen?

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**12. Dialect contact and levelling**

* Welche Prinzipien bestimmen die Anpassung der Laute eines Sprechers an ein neue Varietät? [1]
* Inwiefern sind Dialekt-Mischung und die Gestaltung eines neuen Dialekts willkürlich? [2]

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**14. The perceptual processing of dialect.**

Beeinflussen Dialekt-Vorurteile die Wahrnehmung der gesprochenen Sprache? [1, 2].

Welche Faktoren beeinflussen die Fähigkeiten in Kindern Dialektunterschiede wahrzunehmen? [4]

Für alle Themen. Siehe auch Überblicksartikel zu 'Dialect perception': [3].

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**15. Sociophonetics and gender**

* Inwiefern wird die Sprachwahrnehmung durch 'Gender' Vorurteile beeinflusst? [1, 8]
* Inwiefern kann die sexuelle Orientierung in der gesprochenen Sprache wahrgenommen werden? [2, 3]
* Tragen soziophonetische Faktoren zu VOT-Unterschieden zwischen Männern und Frauen bei? [4, 5]
* Welchen Einfluss haben 'Gender' und soziale Klassenunterschiede auf Lautwandel? [6]
* Welche Beweise liegen vor, dass sich Frauen und Männer gegenüber stigmatisiertem und nicht stigmatisiertem Lautwandel anders verhalten? [7]

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**16. Intrinsic and extrinsic vowel normalisation**

* Welche Beweise gibt es, dass Vokal-Normalisierung extrinsisch ist? [1]
* Wie erfolgreich sind extrinsische Algorithmen in der Normalisierung von

Vokalen? [2]

* Wie erfolgreich können Vokale von Kindern normalisiert werden? [3]
* Inwiefern normalisieren Hörer für Gender-Unterschiede? [1, 4]

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**17. Chain-shifting**

* Was sind Labovs Prinzipien für 'chain-shifts' in Vokalen? [1]. Siehe auch [2] für eine klare Zusammenfassung der Hintegründe.
* Inwiefern gibt es eine Kompatabilität zwischen den Vokalverschiebungen in Neuseeland-Englisch und Labovs Prinzipien von 'chain-shifting'? [3]
* Inwiefern sind interne oder externe Faktoren für Vokalverschiebung in englischer Varietäten verantwortlich? [4, 5]

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**19. The perception of phonetic contrasts by infants**

Inwiefern werden im frühen Spracherwerb phonetische Unterschiede phonemisch organisiert?

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*Weitere Artikel-Downloads von Janet Werker:*

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**20. Perceptual Magnet Model**

Was ist ein Perceptual Magnet und was sind die Argumente für und gegen ein Perceptual Magnet in der Wahrnehmung der Sprache?

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* Inwiefern beeinflussen sich gegenseitig die phonetischen Systeme der zwei Sprachen im erwachsenen bilingualen Sprecher?
* Welche Beweise gibt es, dass im frühkindlichen Spracherwerb der perzeptive Raum für die Laute der beiden Sprachen getrennt gehalten wird?
* Welche Beweise gibt es, dass die Zweitsprache die Erstsprache in bilingualen Sprechern beeinflusst, sogar nach der 'kritischen Periode'.

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* Wie wichtig sind soziophonetische und interne Faktoren beim Erwerb vom /t, d/ Kontrast bei Vorschulkindern? [3]
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