I. INTRODUCTION

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IN INFANT-DIRECTED SPEECH

DISTINGUISHING MULTIPLE SOURCES OF STRESS
When speaking to infants, our understanding of how mothers mark given and new information in the given/new contract in infant-directed speech shows how mothers after words in infant-directed speech. In order to understand how given/new contract in infant-directed speech
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when speaking to infants, our understanding of how mothers mark given and new information
Acoustic analyses were conducted on each of those words. Once the intervals under which words were identified were selected, single presentations were selected and presented to the participants in order to answer the research question about the influence of listening, memory, and lexical stress on the perception of natural and manipulated sentences.

The focus of the experiment was to examine the effects of the following factors on the perception of natural and manipulated sentences: listening, memory, and lexical stress. The experiment consisted of two conditions: the first condition involved listening to the manipulated sentence, and the second condition involved listening to the natural sentence. The participants were asked to identify the sentence that was more difficult to understand.

Method

The experiment involved two groups of participants. Group A consisted of 10 participants who were native speakers of English, while Group B consisted of 10 participants who were non-native speakers of English. Each participant was tested individually in a quiet room.

Each participant was presented with a series of sentences, each containing a different type of manipulation. The manipulation included changes in the length of words, the order of words, and the stress pattern of the words. The participants were asked to identify the sentence that was more difficult to understand.

The results of the experiment showed that the native speakers of English found the manipulated sentences more difficult to understand than the non-native speakers of English. However, the non-native speakers of English found the natural sentences more difficult to understand than the native speakers of English.

The results of the experiment are consistent with previous research on the perception of natural and manipulated sentences. This research suggests that the perception of natural and manipulated sentences is influenced by a variety of factors, including listening, memory, and lexical stress.

The implications of these findings are significant for the field of linguistics. Understanding how listeners perceive natural and manipulated sentences can help us to better understand the way in which language is processed by the brain. This, in turn, can help us to develop more effective methods for teaching and learning language.
5. DISCUSSION

Our analyses indicate that the acoustic display of given and new words differs from that of word-initial stressed words. This finding is consistent with the findings of previous studies (e.g., Clark, 1990). Our results suggest that English-speaking mothers attenuate the stress difference between given and new words when presenting the names of new objects. This pattern is evident even when the words are not part of a familiar phrase.

Figure 1. Mean pitch excursion (in Hz) between given and new words.

We then performed a regression analysis to determine if the pitch excursion was modulated by the type of information status (given, new, word-initial, or non-word-initial). The results indicated that the pitch excursion was significantly different between given and new words, with given words exhibiting a greater excursion. This pattern was consistent across all age groups and was not influenced by the type of information status.

Table 1. Mean duration (in milliseconds) of the first through fifth syllables.

We considered the first, third, and fifth syllables of each word to determine the duration of word-initial and non-word-initial syllables. The results showed that the duration of word-initial syllables was significantly longer than that of non-word-initial syllables, especially in the case of new words. This finding suggests that mothers are more likely to stress word-initial syllables when presenting new objects.

Table 2. Mean duration (in milliseconds) of the first through fifth syllables.

We first looked at the duration of words collapsed across stress type and information status. The results indicated that the duration of given words was significantly shorter than that of new words, especially when the words were word-initial. This finding suggests that mothers are more likely to stress word-initial syllables when presenting new objects.