LING440 - Lab 1a

Lab 1a involves collecting speech error data ‘in the wild’. In Lab 1b, we’ll consider what the data (pooled across the class) can tell us about linguistic representations and speech production. 25% of your grade for Lab 1 will come from Part A and 75% from Part B.

In Part a, your assignment is simply to keep a speech error ‘diary’ for one week. We would suggest that you keep this diary in something easy to carry with you everywhere such as a small notebook or a smartphone. Your job is to note down every speech error that you notice. At the end of the week you will submit your list of speech errors on Canvas as an Excel document.

You should make sure that it’s clear what the intended utterance was for each error, e.g. ‘pound the pan (found the pan)’. Additionally, each error should be tagged with a few pieces of information.

(1) We’d like to have different codes for different speakers, in case a particular speaker that you encounter a lot is especially prone to a certain kind of error. You can use any kind of code you like for this, whether it is initials or numeric (and make a special note if the error was produced by YOU).

(2) Although it’s ok to record errors made by non-native speakers, we’d like to separate them from errors made by native speakers, so please note this as well.

The following illustrates the columns that your file should include:

<table>
<thead>
<tr>
<th>Utterance</th>
<th>intended</th>
<th>speaker</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>pound the pan</td>
<td>found the pan</td>
<td>self</td>
<td></td>
</tr>
<tr>
<td>fig beet</td>
<td>big feet</td>
<td>MT</td>
<td></td>
</tr>
<tr>
<td>I left--I forgot the book</td>
<td>I forgot the book</td>
<td>RW</td>
<td>non-native</td>
</tr>
</tbody>
</table>

What kinds of errors might you listen for? You can see some examples in the Fromkin (1971) reading. You might hear things like:

- phonological errors of substitution, anticipation, or perseveration (e.g. fig beet – big feet, pound the pan – found the pan, found the fan – found the pan)
- lexical errors of substitution (e.g. My piano plays the girlfriend – My girlfriend plays the piano)
- semantic errors of substitution (e.g. It’s at the bottom—I mean, the top of the stack)
- restatements (e.g. I’m not...(pause) I’ve decided I’m not going to go)

Please do not make up errors! We can usually tell, and it really messes up the conclusions that everyone will be able to draw from the class dataset in Lab 1b. This is not a case where you get more points for reporting more errors—as long as you turn in a list that looks like it was done in good faith, we will give you full credit.