# Style in Time

### Online perceptions of sociolinguistic cues

Daisy Leigh Dissertation Oral, Stanford Linguistics July 21, 2021



We use *styles* — combinations of socially meaningful speech sounds — in constructing *personas* 



Zhang 2008, Podesva 2007, Pratt 2020









Campbell-Kibler (2011)

As listeners, we integrate the meaning contributions of sociolinguistic cues with all the other social impressions that arise when listening to someone talk

... how and when do we do this?

How do we recognize sociolinguistic cues as comprising a particular style, produced by a particular kind of person?

### **Three Questions**

- Do listeners reconcile socioindexical cues when making online inferences about speaker persona?
- 2 How do existing expectations about a speaker modulate listeners' inferences?
- 3 How do listeners reconcile conflicting socioindexical cues?

Do listeners reconcile socioindexical cues when making online inferences about speaker persona?



#### (HRT) High Rising Terminals vs. Declaratives







### (HRT)

High Rising Terminals vs. Declaratives

e.g. I'm talking about the dog  $\nearrow$ 



McLemore (1991) Ritchart and Arvaniti (2013) Podesva (2011), Tyler (2015)

### (HRT) High Rising Terminals vs. Declaratives

e.g. I'm talking about the dog 🖊



McLemore (1991) Ritchart and Arvaniti (2013) Podesva (2011), Tyler (2015)



#### (HRT) High Rising Terminals vs. Declaratives



#### **(ING)** *-in' vs. -ing* e.g. I'm talk**in'** about the dog



#### **(ING)** *-in' vs. -ing* e.g. I'm talk**in'** about the dog



Eckert (2008) Campbell-Kibler (2006, 2007, 2008, 2009, 2010) Labov (2011), Kiesling (1998)



#### (HRT) High Rising Terminals vs. Declaratives





Do listeners reconcile socioindexical cues when making online inferences about speaker persona?



# Select the speaker you think was **more likely** to have produced the utterance



categorical speaker selections

eye movements





Pick up the **beaker** 



Carriage

Allopenna et al. 1998

Pick up the ...

Speaker

Beaker

+

Beetle

Carriage

Allopenna et al. 1998

Pick up the **b**...



#### Pick up the **beaker**



# Why eye movements?

Closely time-locked to the linguistic signal

Fine-grained, automatic, and implicit

A proxy for 'belief' (more looks to a referent  $\approx$  greater probability it's the intended one)

A sensitive measure of listeners' online, unfolding linguistic inferences

Tanenhaus et al. 1995, Allopenna et al. 1998, Qing et al. 2018, Degen et al. 2021



e.g. Allopenna (1998) Altmann & Kamide (1999), Altmann & et al. (2003), Campbell-Kibler (2007, 2008, 2009, 2011)

Do listeners reconcile socioindexical cues when making online inferences about speaker persona?

2 x eye-tracking experiments

1 x critical voice

Critical stimuli

"People are ...."



2 x filler voices

Conducted remotely using WebGazer.js

People are eating.

#### Predictions



(compared to **Decl.**)

Magnitude of HRT (vs. Decl.) effect

More Tough selections

Magnitude of -in' (vs. -ing) effect



#### Critical trials: categorical selections

Exp. 1a: (ING)

N = 121



#### Sanity check! Results from filler trials



#### Critical trials: time course data



#### Critical trials: categorical selections



#### Critical trials: time course data



#### Summary

✓ Both cues give rise to effects in the expected directions

✓ Qualitatively, magnitude of (HRT) effect greater than (ING) effect

 The paradigm is capable of capturing listeners' online inferences about speakers (caveat: timings)

#### Conclusions and Questions

Listeners do use socioindexical cues to draw inferences about a speaker's social persona online

Tentatively: the more *informative* the cue, the greater it will shift listeners' beliefs — both offline and online

... Would these results generalize to other voices?



... or is it just because the voice sounds a little Tougher than Valley Girl?
# 2 How do existing expectations about a speaker modulate cue uptake?

#### 4 x critical voices

Stimuli created from existing utterances in the NSP Corpus All were white, college-aged students, from a variety of US dialect regions

#### Critical stimuli

"I'm talking about the ...."

example stimuli

-in'	I'm talkin' about the beam $\searrow$
HRT	I'm talking about the beam 🖊
-ing/Decl.	I'm talking about the beam $\searrow$

#### 2 x eye-tracking experiments



#### Predictions

*-in'* More Tough selections More Tough looks after cue onset (compared to -ing)

Exp 2a





#### HRT Fewer Tough selections Fewer Tough looks after cue onset

(compared to **Decl.**)

Magnitude of HRT (vs. Decl.) effect

Magnitude of -in' (vs. -ing) effect

#### Aggregate effects



#### Voice-specific effects

Exp. 2a: (ING) N = 322











#### Aggregate effects



#### Voice-specific effects







õ

#### Voice-specific effects

#### Summary

Aggregate effects of cue replicated in online and offline measures

Listeners weighed the meaning contributions of the cues against their existing expectations about speaker persona

No significant differences across voices in categorical effects, but timecourse effects suggest differences



No significant differences across voices in categorical effects, but timecourse effects suggest differences



No significant differences across voices in categorical effects, but timecourse effects suggest differences



No significant differences across voices in categorical effects, but timecourse effects suggest differences



Categorical selections not fine-grained enough?

Surprisal effects were short lived?

# 3 How do listeners reconcile conflicting socioindexical cues?

#### Do listeners revise their impressions?

In the face of conflicting information, do listeners place more *weight on* some cues more than others?

#### 1 x eye-tracking experiment

-in'	I'm talkin' about the beam $\searrow$	Tough-congruent
HRT	I'm talking about the beam 🖊	Valley-congruent
-ing/Decl.	I'm talking about the beam $\searrow$	Cue-clash
in'/HRT	I'm talkin' about the beam 🖊	Cue-clash

#### Per voice, listeners heard one of each:



#### Do listeners revise their impressions?



Do listeners *weight* some cues more than others? Aggregate categorical *predictions* 



Do listeners *weight* some cues more than others? Aggregate categorical *results* 



#### Voice-specific categorical results



#### Voice-specific categorical results



#### Voice-specific categorical results



#### Voices 1 and 3: time course results



How do listeners reconcile conflicting socioindexical cues?

#### Do listeners weight some cues more than others?

#### Voices 1 and 3: time course results



#### Voices 2 and 4: time course results



How do listeners reconcile conflicting socioindexical cues?

#### Do listeners weight some cues more than others?

#### Voices 2 and 4: time course results



Why these voice-specific cue weights?

An 'easy' answer:

#### 'acoustic salience'

A less 'easy', less quantifiable, and more interesting answer:

For Voices 1 and 3, the specific *productions* of HRT indexed this *specific* Valley Girl to a greater extent than for Voices 2 and 4

... and vice versa for Voices 2 and 4

### **Three Questions**

Do listeners reconcile socioindexical cues when making online inferences about speaker persona?

2 How do existing expectations about a speaker modulate listeners' inferences?

3 How do listeners reconcile conflicting socioindexical cues?

### **Three Answers**

Listeners reconcile the contributions of socioindexical cues to draw inferences about a speaker's persona, as and when they talk

... but they can always *revise* their impressions

2 They do this probabilistically, by weighting the contribution of a cue against their existing expectations

3 *How* these weights are derived may be dependent on the broader, cultural socioindexical informativity of a cue — but also, its contributions within a specific voice

## **Some Implications**

What listeners take notice of, and the *degree* to which particular cues shift perceptions and beliefs can inform sociolinguistic theories of how meanings circulate and are reproduced

Sociolinguistic reasoning may well behave like other kinds of reasoning

...these methods provide a workable template for further investigation 🙂

## My Brilliant Committee



**Judith Degen** 



Rob Podesva P

Penny Eckert



Meghan Sumner

Kathryn Meyer Olivarius



Stanford Sociolinguists (especially Diss Group!)

Thanks for listening!

### Bonus slides

#### Image norming Exp. 1 Free choice associations



7

#### Image norming Exp. 2

Click on all the people that look like they are:

#### sociable



If you didn't select any of the people, explain why here:

7

Continue
# Image norming Exp. 2



## Single critical voice stimuli: Difference in pitch between -ing and Declarative tokens



Condition  $\models$  -ing  $\models$  Decl.

# Four critical voices stimuli: Speech rate and pitch



## Four critical voices stimuli: HRT cue duration and pitch excursion



## Four critical voices stimuli: -in' cue duration and pitch excursion



## 'Ambiguous' filler trials



## Statistical details

### Exps 1 - 2

#### Categorical selection data

Mixed effects logistic regression models predicting log-odds of selecting the Tough speaker, given presence of -in' (vs. ing) or HRT (vs. Declarative)

#### Timecourse data

- Bayesian mixed effects logistic regression models predicting log-odds of looking at the Tough speaker (vs. Valley Girl) in each 100ms interval after cue onset.
- 200ms either side of cue onset was taken as a 'Baseline' with which to compare looks in subsequent windows.
- Condition (-in' vs. ing, HRT vs. Declarative), Interval (Baseline vs. 100ms interval), and their interaction were included as predictors.

#### Random effects structure

Maximal random effects structure justified by the design. Minimally, this included random intercepts for participant, item and speaker, and random by-speaker and by-participant slopes for condition.









### 3 x norming experiments (no eye tracking)

### Exp. 2

Listeners hear both (ING) and (HRT) cues. The order they hear them is random.



### 3 x norming experiments (no eye tracking)

Exp. 3

Exp. 3a: Listeners hear only (ING) cues, then only (HRT) cues

Exp. 3b: Listeners hear only (HRT) cues, then only (ING) cues

(ING)







### 3 x norming experiments (no eye tracking)



Both cues give rise to effects in the expected directions

✓ Magnitude of effect greater for HRT than -in'

Listeners may have been using the informativity of the HRT cue to reason probabilistically about cue alternatives

### Discussion

Why was the difference in effect size between (ING) and (HRT) more muted compared to Exp. 1?



# Discussion

Why was the difference in effect size between (ING) and (HRT) more muted compared to Exp. 1?



## Discussion

Why was the difference in effect size between (ING) and (HRT) more muted compared to Exp. 1?



Less salient / less

convincingly Valley Girl?

Here, *voice* could be used as a cue to speaker identity.

In Exp 1, listeners *capitalized* on the HRT cue given relative sparsity of information.