

Paamese-type Arbitrary-sized Stress Windows are Learnable

(if you are very patient)

RYAN SANDELL, Ludwig-Maximilians-Universität München
Manchester Phonology Meeting 31



1. Research Questions

- What is the relationship between **typology** and **learnability** in stress systems?
- Specifically: are STRESS WINDOWS subject to “hard” or “soft” limits on learnability?
 - Hard Limits:** Constraints / Parameters or similar furnished by UG strictly exclude conceivable patterns from occurring in natural languages.
 - Soft Limits:** Certain patterns are theoretically learnable, but are disadvantaged relative to other patterns.
- Claim:** there is no theoretical upper bound on the size of learnable stress windows.
But: systems with larger windows are disadvantaged on account of restrictions on evidence and the learning paradigm.

2. Data: Paamese

- Primary stress in Paamese (Southern Oceanic; Vanuatu; see Crowley 1982) exhibits an ostensible (reduced) four-syllable stress window (final syllable is always unstressed).
 - See discussion in Goldsmith 1990: 215–16, Hayes 1995: 178–79, Lee 1999, and Kager 2012: 1466
 - PAAMESE STRESS ALGORITHM: assign primary stress to the antepenult, unless the antepenult is lexically unstressable (V̥), else to the preantepenult, unless the preantepenult is lexically unstressable, else to the penult.
 - PAAMESE STRESS PATTERNS
- | | | | | |
|----|--------------------|--------------|-------------------------|----------------|
| a. | <i>i.ná.u.li.i</i> | ‘oh, me’ | <i>i.nau.li.i.ri.si</i> | ‘oh, me again’ |
| b. | <i>sú.u.hi</i> | ‘it scrapes’ | <i>na.sú.u.hi</i> | ‘I scrape’ |
| c. | <i>mó.lă.ti.ne</i> | ‘man’ | <i>mo.lă.tí.ne.se</i> | ‘only the man’ |
| d. | <i>tă.hó.si</i> | ‘it is good’ | <i>ná.tă.ho.si</i> | ‘I am good’ |
| e. | <i>tō.vũ.é.li</i> | ‘not exist’ | | |
- The stress pattern reported by Crowley (1982) is generated at an intermediate level of representation. Subsequent processes (syncope, coalescence, etc.) opacify the predictable stress distributions.
- Paamese-type stress system:** default stress does not mark the edge of the stress window; stress prefers to go beyond the default position rather than retract towards the word edge.
 - Is the Paamese four-syllable window learnable?
Are yet larger stress windows with a Paamese-type pattern driven by lexical properties learnable?

3. Existing Analysis: Lee 1999

- For the Paamese data in (2): generate a single right-aligned binary trochaic foot that never results in stress on a /V̥/ and that prefers to exclude the final syllable from the foot.
 - Constraint Ranking in Lee 1999:**
FTBIN, TROCHEE, *[‘ə] ≫ NONFIN-FT ≫ ALL-FT-R ≫ PARSE-σ
 - Overgeneration:** this yields an unbounded stress pattern, with primary stress on the rightmost stressable syllable that avoids a violation of NONFIN- \mathcal{F} .
 - A word of five or more syllables containing an unstressable antepenult and preantepenult, /σ, ̊ σ σ σ/, will receive primary stress on the stressable fifth-to-last syllable per (3).
 - The absence of an output like [‘σ ̊ σ σ σ] in Paamese must be explained by the grammar, given Richness of the Base.
- (4) Overgeneration of Lee 1999: /σ ̊ σ σ σ/ → [‘σ ̊ σ σ σ]

	/σ ̊ σ σ σ/	TROCHEE	*[‘ə]	NONFIN- \mathcal{F}	ALL- \mathcal{F} -R	PARSE-σ
a.	ⓘ (‘σ ̊) ̊ σ σ				***	***
b.	σ ̊ σ (‘σ σ)			*!		***
c.	σ (‘̊ ̊) σ σ		*!		**	***
d.	σ ̊ (‘̊ σ) σ		*!		*	***
e.	σ ̊ (̊ ‘σ) σ	*!				***

- /̊/ interpreted as vowel marked as [–stress] (de Lacy 2020)
- *[‘ə] employed by Lee not really a markedness constraint: better understood as IDENT-[stress].

4. Window Restriction and Ganging

- How to avoid unbounded stress in this context?
 - More *LAPSE or ALL- \mathcal{F} -L/R × N constraints?
 - Constraint (self-)ganging of ALL- \mathcal{F} -L/R
- ALL-FT-L/R can act as a size restrictor to enforce a stress window (Legendre et al. 2006).
 - In the Paamese case: $3 \times W(\text{ALL-}\mathcal{F}\text{-R}) > W(\text{NONFIN-}\mathcal{F})$.
 - Windows of arbitrary size $N + 2$ possible (N = # violations of ALL- \mathcal{F} -R/L) .
- But:** four-syllable windows rare/disputed, and yet larger windows unattested (Hayes 1995, Goedemans et al. 2014). **Why?**

5. Simulation Preparation

- Data for simulations generated via scripting in R v. 4.4.2.
- Strings consist of stressable (σ) and unstressable (̊) syllables, 2–8 syllables in length.

# Inputs	# Overt Forms	# Parses
508	3584	9736
/σ ̊ σ σ/	[‘σ ̊ σ σ]	[(‘σ ̊) σ σ]
- Learners are assumed to know which syllables are lexically unstressable; these lexical properties are not learned simultaneously.
- 12 constraints employed (Kager 1999: Ch. 4): ALIGN-L/R(ω, \mathcal{F}), ALL- \mathcal{F} -L/R, FTBIN, TROCHEE, IAMB, PARSE-σ, NONFINALITY- \mathcal{F} /σ, NONINITIALITY- \mathcal{F} , IDENT-[stress].

8. SSE Trajectory by Window Size



- Larger window size ⇒ less stable, overall slower decrease in SSE.
- Larger stress windows are more error-prone: RIPs more frequently cause adjustments to constraint weights that move the target grammar in the wrong direction overall (= credit problem; Drescher 1999).
- Calibrating constraint weights (here: ALL- \mathcal{F} -R, ID-[stress], NONFIN- \mathcal{F}) becomes more challenging as window sizes increase.
- Larger windows presumably yet more disadvantaged when the frequency distribution of types is not equiprobable (future simulations).
- Successfully learning large stress windows is possible, but requires correspondingly more data (and patience).

9. Simulation Results

Window Size	Mean \bar{G} Updates	Mean Tokens
2	177	2346
3	1175	18058
4	1663	38942
5	3064	96512
6	3862	152880

Highly significant correlation between window size and the average number of grammar updates and average number of training tokens to convergence:

- Mean grammar updates: $r = 0.99$, $t = 13.525$, $p < 0.001$
- Mean training tokens: $r = 0.965$, $t = 6.363$, $p < 0.01$

References

Crowley, Terry. 1982. *The Paamese Language of Vanuatu*. No. 68 in Pacific Linguistics Series B. Canberra: Australian National University; Drescher, Elan B. 1999. Charting the Learning Path: Cues to Parameter Setting. *Linguistic Inquiry* 30.27–67.; Goedemans, Rob, Jeffrey Heinz, and Harry van der Hulst. 2014. StressTyp. URL: <http://st2.u11et.net/>; Goldsmith, John. 1990. *Autosegmental and Metrical Phonology*. Oxford: Basil Blackwell; Hayes, Bruce. 1995. *Metrical Stress Theory*. Chicago: University of Chicago Press; Hughto, Coral. 2020. Emergent Typological Effects of Agent-Based Learning Models in Maximum Entropy Grammar. Ph.D. diss., University Of Massachusetts, Amherst; Jäger, Gerhard. 2007. Maximum Entropy Models and Stochastic Optimality Theory. In Jane Grimshaw, J. Maling, Christopher D. Manning, Manning, J. Simpson and A. Zaenen (eds.), *Architectures, Rules, and Preferences: A Festschrift for Joan Bresnan*, 467–79. Stanford: CSLI Publications; Jarosz, Gaja. 2013. Learning with Hidden Structure in Optimality Theory and Harmonic Grammar: Beyond Robust Interpretive Parsing. *Phonology* 30.27–71.; Jarosz, Gaja. 2016. Investigating the Efficiency of Parsing Strategies for the Gradual Learning Algorithm. In Jeffrey Heinz, Rob Goedemans and Harry van der Hulst (eds.), *Dimensions of Phonological Stress*, 201–30. Cambridge: Cambridge University Press; Kager, René. 1999. Optimality Theory. Cambridge: Cambridge University Press; Kager, René. 2012. Stress in Windows: Language Typology and Factorial Typology. *Lingua* 122.1454–93.; de Lacy, Paul. 2020. The Feature [stress]. In Eno-Ahasi Urua, Francis Egbokhare, Oluṣẹyẹ Adéṣọlá and Harrison Adeniyi (eds.), *African Languages in Time and Space: A Festschrift in Honour of Professor Akinbiyi Akinlabi*, 1–27. Ibadan, Nigeria: Zenith BookHouse Ltd.; Lee, Minkyung. 1999. An Optimality Theoretic Analysis of Paamese Stress. In John Kyle (ed.), *Kansas Working Papers in Linguistics*, vol. 24, 59–80. Lawrence, KS: Linguistic Graduate Student Association, University of Kansas. URL: https://ku-scholarworks.ku.edu/bitstream/handle/1808/354/ling_wp_v24n1_paper4.pdf; Legendre, Géraldine, Antonella Sorace, and Paul Smolensky. 2006. The Optimality Theory-Harmonic Grammar Connection. In Paul Smolensky and Géraldine Legendre (eds.), *The Harmonic Mind. From Neural Computation to Optimality-Theoretic Grammar, Volume 2: Linguistic and Philosophical Implications*, 339–402. Cambridge, MA: MIT Press; O’Hara, Charlie. 2021. Soft Biases in Phonology: Learnability Meets Grammar. Ph.D. diss., University of Southern California; Sandell, Ryan. 2023. Towards a Dynamics of Prosodic Change: Corpus-Based and Computational Studies in the Synchronic and Diachronic Prosodic Phonology of Indic, Greek, and Germanic. Habilitationsschrift, Ludwig-Maximilians-Universität München; Stanton, Juliet. 2016. Learnability Shapes Typology: The Case of the Midpoint Pathology. *Language* 92.753–91.; Staubs, Robert. 2014. Computational Modeling of Learning Biases in Stress Typology. Ph.D. diss., University Of Massachusetts, Amherst; Tesar, Bruce, and Paul Smolensky. 2000. Learnability in Optimality Theory. Cambridge, MA: MIT Press.

GitHub

Data, code, and references available here:

