

Write a one-page response paper critiquing the following article: Schmitz, Dominic, Ingo Plag, Dinah Baer-Henney & Simon David Stein. 2021. Durational differences of word-final /s/ emerge from the lexicon: Modelling morpho-phonetic effects in pseudowords with linear discriminative learning. *Frontiers in Psychology*, 12. DOI: doi.org/10.3389/fpsyg.2021.680889.

The article "Durational differences of word-final /s/ emerge from the lexicon: Modelling morpho-phonetic effects in pseudowords with linear discriminative learning" presents an interesting investigation into the relationship between morpho-phonetic effects and the duration of word-final /s/ in English. However, there are several issues with the study's methodology and conclusions.

Firstly, the study only examines pseudowords, which are not real words and may not accurately reflect the behavior of actual English words. Additionally, the study relies solely on linear discriminative learning models to analyze the data, which may not be the most effective approach for this type of investigation.

Secondly, the study's conclusion that the duration of word-final /s/ is determined by the lexicon is not fully supported by the data presented. While the study does find that certain morphemes have a consistent effect on /s/ duration, the results are not consistent across all morphemes and may be influenced by other factors not accounted for in the study.

Overall, while the study presents an interesting investigation into morpho-phonetic effects in English, its reliance on pseudowords and limited methodology means that its conclusions should be taken with caution. Further research using real words and more advanced statistical techniques would be needed to confirm the study's findings.

Rewrite the paper so that the critique comes from the perspective of generative phonology

The article "Durational differences of word-final /s/ emerge from the lexicon: Modelling morpho-phonetic effects in pseudowords with linear discriminative learning" attempts to explore the relationship between morpho-phonetic effects and the duration of word-final /s/ in English. However, as a generative phonologist, I have some concerns regarding the study's methodology and theoretical underpinnings.

Firstly, the study's focus on linear discriminative learning models is problematic from a generative phonological perspective. Such models are based on surface-level features and may not capture the underlying abstract representations and rules that govern phonological processes. Instead, generative phonology posits that the sound patterns of a language arise from a set of innate phonological principles that interact with one another to generate the observed phonetic output.

Furthermore, the study's use of pseudowords may not accurately reflect the behavior of actual English words. In generative phonology, the analysis of real words is essential to uncover the underlying phonological representations and rules that govern the behavior of sounds in a language.

Finally, while the study does identify some consistent morpho-phonetic effects on /s/ duration, the conclusion that these effects emerge solely from the lexicon is not fully supported by a generative phonological perspective. In this framework, phonological representations are not stored in the lexicon but instead are generated on the fly by applying a set of rules to underlying abstract representations.

In conclusion, while the study presents an interesting investigation into morpho-phonetic effects in English, its reliance on linear discriminative learning models and pseudowords and its failure to consider the generative phonological framework limit its ability to provide a complete understanding of the phenomenon under investigation.

Now rewrite the paper so that the critique is based on lexicon usage-based morphology

The article "Durational differences of word-final /s/ emerge from the lexicon: Modelling morpho-phonetic effects in pseudowords with linear discriminative learning" examines the relationship between morpho-phonetic effects and the duration of word-final /s/ in English. However, from the perspective of a lexicon usage-based morphology, there are several issues with the study's methodology and conclusions.

Firstly, the study's use of pseudowords may not accurately reflect the behavior of actual English words. In usage-based morphology, language use and frequency play a crucial role in shaping the structure of the lexicon and the patterns of word formation. Therefore, analyzing real words in a corpus-based approach would provide a more accurate reflection of the morpho-phonetic effects in English.

Secondly, the study's conclusion that the duration of word-final /s/ is determined by the lexicon is not fully supported by a usage-based morphology perspective. While the study identifies some consistent morpho-phonetic effects on /s/ duration, usage-based morphology posits that word formation patterns are determined by a complex interaction between phonetic, semantic, and pragmatic factors, and not just the lexicon.

Finally, the study's reliance on linear discriminative learning models also presents a limitation from a usage-based morphology perspective. This approach does not account for the dynamic and incremental nature of language learning and use, which are crucial factors in shaping the structure of the lexicon and the patterns of word formation.

In conclusion, while the study provides a valuable contribution to the investigation of morpho-phonetic effects in English, its reliance on pseudowords, its failure to account for usage-based factors in word formation, and its use of linear discriminative learning models limit its ability to provide a comprehensive understanding of the phenomenon under investigation. A more comprehensive approach that incorporates corpus-based analysis and usage-based factors in word formation would be necessary to fully capture the complex interaction between morpho-phonetic effects and word formation in English.