Polysemy and acoustic duration: Different senses come with different durations

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Background: Research on lexical ambiguity and phonetic realisation has shown that morphological differences in homophonous elements influence fine-phonetic detail. For example, different types of word-final /s/ in English and German [e.g. 1, 2, 3] affect subphonemic acoustic duration, a finding accounted for by the discriminative lexicon model [DLM; 4, 5]. However, almost all studies in this area focus on homonymy, while polysemy has only recently been examined in this context. [6] found that in a reading task, speakers produced the word-final -*er* suffix (/e/) significantly shorter when producing the gender-specific sense of a masculine role noun in German as opposed to its generic sense counterpart. The present study a) extends this research by finding similar durational differences using more natural speech showing that the effect is robust and not a mere artefact of the reading task, and b) analyses found durational differences using the DLM.

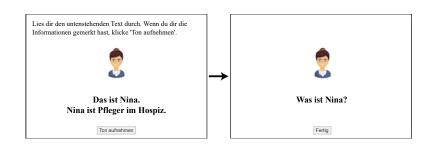
Method: The phonetic realisation of generic and gender-specific masculines was examined using a recall task. The 20 target items (10 female, 10 male stereotypicality; adopted from [6]) all ended in -er and appeared in context sentences. Each context was preceded by a sentence introducing a referent and followed by a question (cf. Example 1, referent in italics, target in bold). Gender-specificity was controlled via referent names: female-associated names for generic, male-associated for gender-specific masculines.

1. Das ist Jenny / Jannis. Jenny / Jannis ist Kranführer beim Bau. Was ist Jenny / Jannis?

This is Jenny / Jannis. Jenny / Jannis is a **crane operator** in construction. Jenny / Jannis is what? Participants first read the introduction and target sentence, accompanied by gender-matching comic-style portraits. After clicking Ton aufnehmen 'record sound', only the portrait remained and a question appeared, prompting recall. Figure 1 illustrates the trial structure. Trials were fully randomised, and the experiment was self-paced, with 210 native German speakers (70 speakers x 3 counterbalanced groups) recruited via Prolific. The experiment ran on PennController for IBEX [7], and participants received £8.5 per hour. The data (n = 1790) after excluding production errors, stuttering, and laughter were analysed using linear mixed-effects regression in R following standard procedures [8]. Models included either sense or DLM measures as the predictors of interest and control variables based on related homonymy research [1, 2, 3].

Results: The effect of *sense* showed that generic masculines come with significantly longer /e/ durations than gender-specific masculines (p < 0.001, $\eta^2 = 0.32$ with 95% CI = [0.29, 1.00]). DLM measures show that the generic sense comes with lower levels of semantic co-activation, which in turn leads to longer acoustic durations (p < 0.001, $\eta^2 = 0.58$ with 95% CI = [0.36, 1.00]). See Figure 2 for both effects.

Discussion: In recalled as in read speech, generic and gender-specific masculines show significantly different /e/ durations, with the suffix being longer in the generic sense. Since this pattern occurs across tasks, it cannot be attributed to reading or recall alone. The DLM offers a first explanation: generic masculines involve less semantic co-activation in the mental lexicon, resulting in longer acoustic durations. Importantly, not only homonymy but also polysemy appears to affect fine-phonetic detail.



Α -er duration 0.2 0.1 0.0 -0.1 gender-specific generic sense В duration 0.2 0.1 0.0 φ -0.1 0 -2 semantic co-activation

Figure 1: Trial structure: The left screen introduces Nina and provides information on her; the right screen asks about the given information. Left screen, top: Please read the text below. Once you memorised the information, please click on 'record sound'. Left screen, bottom: This is Nina. Nina is a nurse at the hospice. Left screen, button: Record sound. Right screen: Nina is what? Right screen, button: Done.

Figure 2: Partial effects of sense
(A) and semantic co-activation
(B) as predicted by the linear mixed-effects models.

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