### Long-term Learning

- **Week Two**
  - Blocks of target items counterbalanced to appear in dialect training study targeting /r/ and /t/ in Glaswegian English.

The main questions in the study are:

- **Baseline**: Participants produce 1st block of target

- **Refamiliarization on non-target**

Lexical versus systematic learning: To what extent do subjects learn sentences in their native dialect.

- **R2** = 0.8021
- **R2** = 0.7529

Categorical versus parametric learning: To what extent do subjects reuse phonological categories that already exist in their native dialect? To what extent do they establish new categories over the parametric-phonetic space?

- **Training 1, 2**: For 2nd block, participants hear a sentence with the allophone /tH/

- **Training 3**: Repetition of 2nd block (from Training 1, 2).

Generalization 1R: Repetition of 3rd block (from Positional constraints)

- **Generalization 1**

- **Generalization 2**

Answers to these questions distinguish between exemplar models and neo-generative models.

### Figures

- **Figures 3, 4. Scatter plots of allophonic transfer in Generalization 1 versus the composite average of tasks in Week Two.**

- **Figures 4, 5. Additive contributions of innovation- and transfer-driven outputs.**

### Observations

- **Production of /r/-medial**

- **Production of /r/-strong**

- **Non-adaptation**

- **Allophonic transfer dominated**

- **Phonetic innovation**

- **innovation**

- **innovation**

### References


- American English.

- Glaswegian English = Glaswegian English.