Announcements

- Midterm will be posted this Wed and will be due next Wed.

Presentations

- California accent.
- What is wrong with America’s ugliest accent tournament.

Where we are:

- We know how to describe consonants.
- We know how to describe vowels.
- We know how to read phonetically transcribed words.
- Today we get to practice how to phonetically transcribe some English words.

Transcribe these on the board!

- Mark aspiration with [ʰ] and nasalization with [ʷ] where relevant.
  - suite
  - those
  - strengths
  - kicked
  - examinations
Speech production and coarticulation

• So far, we described sounds as if they are articulated in isolation. Of course, this is not the case in connected speech. Sounds are typically produced while more than one articulator is active.
  • As a result of this coarticulation, sounds may get to affect neighboring sounds in speech (as we’ve seen in nasalization for example).
  • These are called articulatory processes. We discuss a few today.

Assimilation

• Assimilation is an articulatory process whereby a sound is made “similar” to a neighboring sound in one of the three categories of consonant articulation: manner, place, or voicing.

Assimilation in manner of articulation

• Vowel nasalization in English is an instance of regressive assimilation in manner:
  can’t [kʰænt]
• Assimilation can also be progressive, as in Scots Gaelic:
  [nɛ:l] “cloud”
  [mʊ:] “about”

Assimilation in place of articulation

• Nasal consonants typically assimilate to the place of articulation of the following sound. From English:
  [ɪn] + possible → impossible [mp]
  [ɪn] + tangible → intangible [nt]
  [ɪn] + complete → incomplete [ŋk]
• Question: Is this a case of regressive or progressive assimilation?

Assimilation in voicing

• While liquids and glides are voiced sounds, when preceded by a voiceless stop, they get “devoiced.” We indicate that by a [ ] below the devoiced liquid or the glide. Examples:
  place [pleis]
  quick [kwɪk]
  trim [tɪrm]
• Is that regressive or progressive?
Revisiting English plural allomorphy

- Can you now explain why the plural -s morpheme is pronounced differently in these three groups of nouns?

<table>
<thead>
<tr>
<th>cats</th>
<th>cads</th>
<th>kisses</th>
</tr>
</thead>
<tbody>
<tr>
<td>lips</td>
<td>suns</td>
<td>buzzes</td>
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<tr>
<td>socks</td>
<td>dogs</td>
<td>brushes</td>
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<td>batches</td>
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<tr>
<td></td>
<td></td>
<td>judges</td>
</tr>
</tbody>
</table>

| cats [kæts] | cads [kædz] | kisses [kɪzəz] |
| lips [lɪps]  | suns [sʌnz] | buzzes [bʌzəz] |
| socks [sʊks] | dogs [dɔgz] | brushes [braʊzəz] |
|               |            | garages [ɡəɹɑɹəz] |
|               |            | batches [bætʃəz] |
|               |            | judges [dʒʌdʒəz] |

Dissimilation

- Dissimilation is an articulatory process whereby two sounds are made less similar. From English:

  - fifths
    - [fɪfθs] \(\rightarrow\) [fɪfts]

Deletion

- Deletion is a process which removes a sound from certain phonetic contexts. From English: 
  - suppose [səˈpəʊz] \(\rightarrow\) [spəʊz]
- Deletion may also occur as an alternative to dissimilation for some speakers in words like fifths:
  - fifths [fɪfθs] \(\rightarrow\) [fɪfs]
Epenthesis

- Epenthesis is a process that inserts a sound. From English:
  
  \[ \text{something} \rightarrow [\text{s}\text{ample}] \]
  
  \[ \text{length} \rightarrow [\text{lenk}] \]
  
- In Turkish, a sequence of two initial consonants is not allowed. As a result, a vowel is epenthesized to break the consonant cluster:
  
  “train,” which is borrowed from English, is pronounced as [tiren]

Metathesis

- Metathesis is a process that changes the order of sounds. Children learning English will typically produce metathesis forms, e.g., spaghetti is typically pronounced as pesghatti [paskeri].

Vowel reduction

- In many languages, vowels in unstressed syllables undergo reduction, typically appearing instead as the weak vowel [ə]:
  
  \[ \text{Canada} \rightarrow [\text{kənədə}] \]
  
  \[ \text{Canadian} \rightarrow [\text{kə'neidən}] \]
  
- This is typical of function words in English, e.g.,
  
  - Prepositions of [əv] and from [frəm]
  - Auxiliaries like can [kən] as in [ət kən go]

More than one process?

- Now, let’s look at these German data:
  
  **Careful speech** | **Informal speech**
  
  laden [la:dan] → [la:dn] “to load”
  
  loben [lo:ban] → [lo:bm] “to praise”
  
  backen [bakan] → [bakə] “to bake”
  
- What’s going on here?

Next class agenda

- Syllable structure.

- Phonology: Phonemes vs. allophones. Read Chapter 6, pp. 224-235.