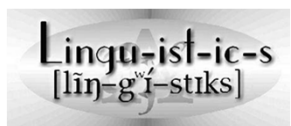


LNGT0101 Introduction to Linguistics



Lecture #7
Oct 1st, 2012

Announcements

- Screening of *The Writing Code* this Wed at 7-8pm at Warner 202.
- Part I of HW2 is due today. Part II is now posted on the class website. It is due next Monday. Read the instructions carefully, particularly those about IPA symbols.
- On Wed, we discuss Myth 20 “*Everyone has an accent, except me,*” for which I need two volunteers to moderate the discussion.
- Korean Hangul spelling system replaced the Hanja.

Notes on phonetic symbols

Online transcription tool

- A couple of things to note about the difference between the IPA chart and your textbook.
- First, the IPA symbol for American English ‘r’ is [ɹ], but your book uses regular [r] (which is the symbol for the trill in the IPA).
- Second, the book uses [a] for the low back vowel in words like ‘hot,’ while the symbol for this sound on the IPA chart is [ɑ]. (The IPA [a] is actually the British sound in ‘fast’.)
- Whatever system you use, be consistent!

Where we are:

- We know how to describe consonants.
- We know how to describe vowels.
- We know how to read phonetically transcribed words.
- And, in Part II of HW2, you’ll get to practice how to phonetically transcribe some English words (do you like my split infinitive?).

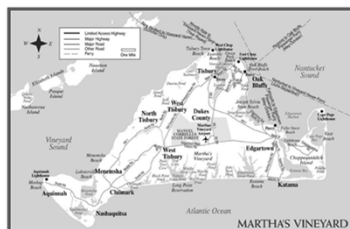
How do you say it?

- Let’s do a quick transcription exercise.
- Physics
- Mary/merry/marry
- Results from Bert Vaux’s dialect maps.
- http://www4.uwm.edu/FLL/linguistics/dialect/staticmaps/q_15.html

Today’s agenda

- Discuss a couple of instances of variation in pronunciation by speakers of American English, and see if we can make sense of them.
- Discuss processes that typically arise as a result of coarticulation of speech sounds.
- Talk about prosodic features: Syllable structure, stress, tone, and intonation. (Hopefully)

Bill Labov's study of variation in pronunciation on Martha's Vineyard



Labov's study of Martha's Vineyard

- Speakers on the island varied in their centralization of the diphthongs /aɪ/ and /aʊ/ in *why* and *now* to [əɪ] and [əʊ], respectively.
- The centralization feature was characteristic of people living on the island (as opposed to summer tourists), hence it was a **regional** feature.
- But within the island population, some residents frequently centralized, while others didn't.

8

Labov's study of Martha's Vineyard

- People who lived Up-Island (strictly rural) centralized more than those who lived Down-Island.
- Centralization increased with age, peaking between 31 and 45 years.
- Students going to college with the intention of returning to the island centralized more than those who didn't plan to go back.
- Ethnic minority groups such as Portuguese and Native Americans centralized more than other groups.

9

Labov's study of Martha's Vineyard

- Centralization on Martha's Vineyard thus seemed like a marker of **group identification**.
- How closely speakers identified with the island, wanted to enter into the mainstream, saw themselves as Vineyarders and were proud of it, was positively correlated with the degree of centralization.
- This became obvious when Labov partitioned his informants in terms of their attitude towards the island.

10

Centralization and attitude towards Martha's Vineyard

Persons	/əɪ/	/əʊ/
40 (Positive)	63	62
13 (Neutral)	32	42
6 (Negative)	8	9

11

Do you speak American?

- <http://www.pbs.org/speak/ahead/change/vowelpower/vowel.html>
- **The Northern Cities Vowel Shift.**

Northern Cities Vowel Shift

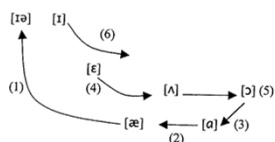


Figure 15.5 The Northern Cities Shift

First, the [æ] in words like *cad* was raised and diphthongized to become [ɛə]. Then, the [a], as in *cod*, *Don*, *pop*, and *hot*, was fronted to become closer to [æ]. The [ɔ], as in *dawn* and *cawed*, was then lowered to become more like [a]. The [ɛ], as in *Ked*, was backed, which in turn pushed the [a], as in *cud*, farther back. In parallel with the backing of [ɛ], [ɪ], as in *kid*, also moved back.

From O'Grady et al 2005, p. 511.

Speech production and coarticulation

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.

15

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.

16

Assimilation in manner of articulation

- Vowel nasalization in English is an instance of **regressive** assimilation in manner:
can't [kʰæ̃nt]
- Assimilation can also be **progressive**, as in Scots Gaelic:
[nɛ̃:l] "cloud"
[mũ:] "about"

17

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?

18

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 [p̚leɪs]
quick [kw̥ɪk]
trim [t̚ɹɪm]

- Similarly, voiceless sounds may become voiced in the neighborhood of voiced sounds, e.g., Dutch *af* [af] (=“over”) is pronounced with a [v] in the words *afbellen* (=cancel) and *afdekken* (=cover).

19

Dissimilation

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

From English:

fifths
 [fɪfθs] → [fɪfts]

20

Deletion

- Deletion is a process which removes a sound from certain phonetic contexts. From English:

suppose [səˈpʰoʊz] → [spouz]

- Deletion may also occur as an alternative to dissimilation for some speakers in words like *fifths*:

fifths [fɪfθs] → [fɪfs]

21

Epenthesis

- Epenthesis is a process that inserts a sound. From English:

something [sʌmθɪŋ] → [sʌmpθɪŋ]

length [lɛŋθ] → [lɛŋkθ]

- 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]

22

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* [pɛskɛɹi].

23

Vowel reduction

- In many languages, vowels in unstressed syllables undergo reduction, typically appearing instead as the weak vowel [ə]:

Canada [ˈkʰænədə]

Canadian [kʰəˈneɪdɪən]

- This is typical of function words in English, e.g.,
 - Prepositions *of* [əv] and *from* [fɹəm]
 - Auxiliaries like *can* [kən] as in [aɪ kən go]

24

More than one process?

- Now, let's look at these German data:

Careful speech

laden [la:dən]

loben [lo:bən]

backen [bakən]

Informal speech

→ [la:dn] "to load"

→ [lo:bm] "to praise"

→ [bakŋ] "to bake"

- What's going on here?

25

Specify the articulatory process!

	Pronunciation change	Dialect where the change took place	Meaning of the word	Articulatory process
a.	[poβre] → [proβe]	(US southwestern Spanish)	'poor'	
b.	[gatito] → [gatiko]	(Costa Rican Spanish)	'kitty'	
c.	[estomayo] → [estoyamo]	(US southwestern Spanish)	'stomach'	
d.	[alβrisjas] → [aβrisjas]	(US southwestern Spanish)	'gift, reward'	

Specify the articulatory process!

	English Phrase	Careful speech	Rapid speech	Articulatory process(es)
a.	in my room	[ɪn maɪ .ɹʊm]	[ɪn maɪ .ɹʊm]	
b.	ballons	[bɔːlʊnz]	[bɔːlʊnz]	
c.	see them	[si ðeɪm]	[si ðeɪm]	
d.	within	[wɪðɪn]	[wɪðɪn]	
e.	hand me that	[hænd mi ðæt]	[hænd mi ðæt]	

Next class agenda

- (If you haven't done that already) Read Chapter 6, pp. 252-255, as well as the section on Prosodic Phonology in Chapter 7, pp. 296-302.
- Phonology: Phonemes and allophones. Chapter 7, pp. 272-284.