

PHONOLOGY (Continued)

ARTICULATORY PROCESSES: articulatory adjustments during speech.

1. **ASSIMILATION:** The influence of one segment upon another so that the sounds become *more alike* or *identical*.

Assimilations may be

- (a) progressive (left-to-right)

for example, *liquid and glide devoicing*

proud [ɹ̥]

- (b) regressive (right-to-left)

for example, *nasalization*

pen [ẽ]

2. **DISSIMILATION:** a process in which two segments become less similar.

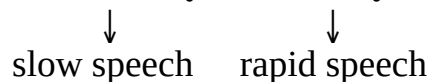
For example: *fifth* [fθs] → [fts]

(many speakers break up the sequence of three fricatives with a stop)

3. **DELETION:** a process that removes a segment from certain environments.

For example:

suppóse [səp^hówz̥] → [spówz̥]



4. **EPENTHESIS:** a process that inserts a segment within an existing string of segments.

Examples: in casual speech, many speakers of English insert a [p] in words such as:

warmth, something

[mθ] → [mpθ]

Japanese: *suturayku* (from English *strike*)
nekutai (from English *necktie*)

5. **METATHESIS:** a process that re-orders a sequence of segments.

Examples: *prescribe* → *perscribe*

prescription → *perscription*

6. **VOWEL REDUCTION:** unstressed vowels move to a more central position.

Canada [ə]

Canadian [ə]

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CLASSES AND GENERALIZATION IN PHONOLOGY

Nasalization of vowels

Devoicing of liquids and glides

Aspiration of stops

etc.:

These processes do not apply to <i>one</i> sound: they apply to <i>classes</i> of sounds.

CLASSES: group of sounds whose members share one or more phonetic characteristics.

One of the major goals of phonology is to formulate *general statements* about sound patterns.

Allophones do not pattern randomly: they pattern according to their membership in phonetic classes.

/p/ /t/ /k/ /p/ /l/ /æ/

What is the relationship between the members of the two groups?

/p/ /t/ /k/ undergo the *same* process (e.g., aspiration)

/p/ /l/ /æ/ do *not* participate in the same process

CANADIAN RAISING: an allophonic variation

eyes [aj]

ice [ʌj]

fly [aj]

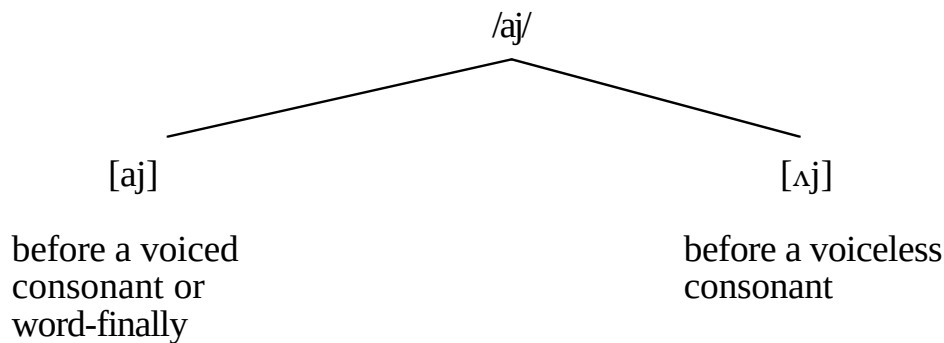
flight [ʌj]

laud [aw]

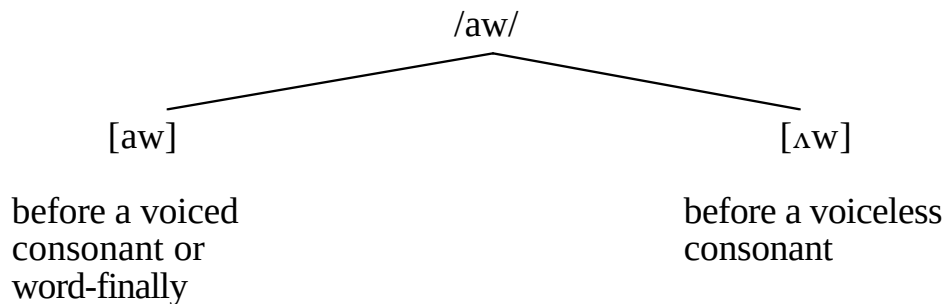
house [ʌw]

cow [aw]

scout [ʌw]



The vowels [aj] and [ʌj] are in complementary distribution; they are allophones of the phoneme /aj/.



The vowels [aw] and [ʌw] are in complementary distribution; they are allophones of the phoneme /aw/.

Why is this process called *Canadian Raising*? The allophones [ʌj] and [ʌw] have a *higher* vowel component than the one occurring in /aj/ and /aw/.

Study pp. 66-67

PHONETIC vs. PHONOLOGICAL TRANSCRIPTIONS

In the phonological transcription the predictable properties of segments are *not* indicated.

Phonetic
transcription:

Phonological
transcription:

[p^h_əe:j]

/plej/

[wɪd_əθ]

/wɪdθ/

[lɪt_l]

/lɪtl/