LING 450/550
16 English Consonants

Intonation Practice

1. Look at the files in the intonation folder in Praat (Open the files and the text grids for Russian- note the text grids are only roughly aligned and transcribed to help with Russian)

2. Observe intonation patterns, practice transcribing with tobi

3. Compare Russian and English a) declaratives, b)questions, c) focus constructions

4. Consider other languages you are familiar/mystery language etc. What type of intonation patterns do those carry?

English Consonants

FEATURES AND ALTERNATIONS (AND REVIEW)

LADEFOGED & JOHNSON, CHAPTER 3

adapted from slides by Richard Wright, Dan McCloy, and Valerie Freeman

Coarticulation and Alternations

Coarticulation occurs when the articulatory gestures for neighboring segments overlap.

- Example gestures that spread to nearby segments: voicing, nasality (velum lowered), lip rounding, place of articulation.

Alternations are phonetic variations that occur as the result of phonological rules, which are stated in terms of phonetic or phonological environments. Alternations may or may not be related to coarticulation.

- Example environments: word/syllable-initial or -final, in a stressed syllable, between voiceless segments, preceding a nasal.
- Allophones are a type of alternation.

Common English Alternations

Devoicing: approximants that follow an aspirated voiceless oral stop become partially devoiced.

- Example: the /l/ in “please” and “play” is voiceless [l̥]

Common English Alternations

Nasal Plosion: stop consonants that follow a stressed syllable and are *homorganic* (have the same place of articulation) with a following nasal are released nasally when the velum lowers for the nasal.

- Example: in “hidden” the /d/ is nasally released [dⁿ]
- http://corpus.linguistics.berkeley.edu/acip/course/chapter3/nasal.htm

Common English Alternations

Lateral Plosion: alveolar oral and nasal stops are released laterally when they occur before a homorganic lateral.

- Example: in “middle” the /d/ is laterally released [d^{l}]

Common English Alternations

Palatalization: consonants move to/toward a palatal place of articulation.

- Dorsal consonants are fronted or anterior consonants are backed (*palatalized*) before high front vowels and palatal consonants.
  - Examples: [ka, ku] “caw, coo” but [ci, cju] “key, cue”
- Palatalization can also refer to the addition of a *secondary articulation* to a non-palatal consonant: [t^j, n^j, k^j, s^j] etc.

Common English Alternations

Anticipatory *labialization*: consonants have secondary lip-rounding when followed by a rounded segment.

- Examples: [tʷwaɪs, tʷɹi] but [taɪt, ti]

Common English Alternations

Aspiration: the voicelessness of voiceless unaspirated stops overlaps into the following vowel (or approximant) creating an /h/-like sound. The aspirated allophones of voiceless stops [p^h, t^h, k^h] occur in word initial position and at the beginning of stressed syllables.

Common English Alternations

Flapping: alveolar stops (oral /t, d/ and nasal /n/) become flaps (oral [ɾ] or nasal [ɾ̃]) when they follow a stressed syllable and precede an unstressed syllable.

- Example: “catty” and “caddy” both have oral flaps [ɾ]; “canny” has a nasal flap [ɾ̃].

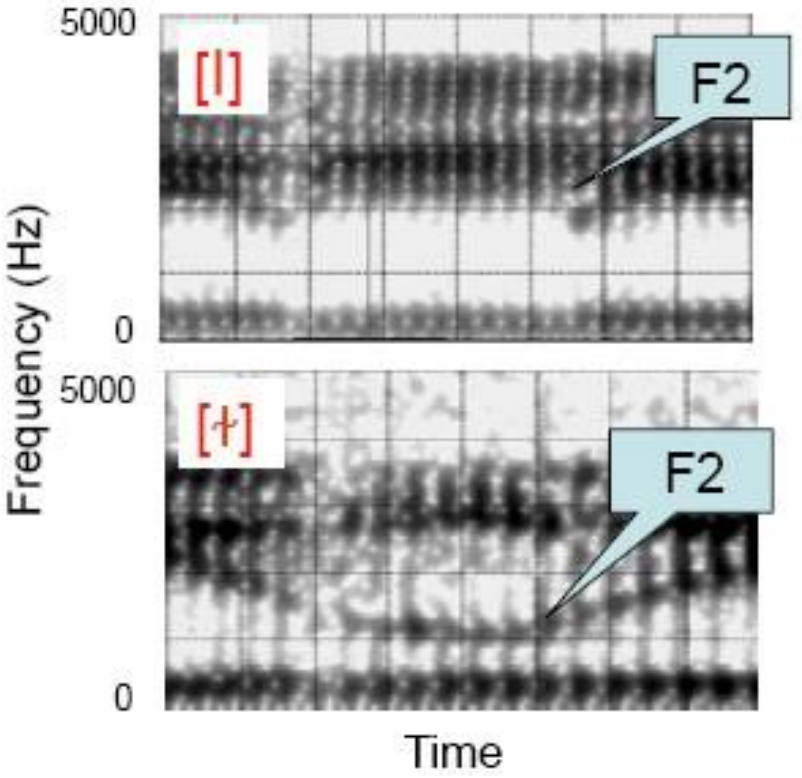
Common English Alternations

Dark /l/: In many English dialects the alveolar lateral /l/ at the end of a word has a velar constriction instead of or in addition to the alveolar one. This type of /l/ is called “dark” (or *velarized*) and is transcribed with the symbol [ɬ].

https://home.cc.umanitoba.ca/~krussll/phonetics/narrower/dark-l.html

Common English Alternations

Dark /l/:



Project Overview

The purpose of this project is to engage in depth with the sounds of a language that you didn't previously know

Specifically, you're meant to learn to:

- Listen carefully to new sounds,
- Organize and describe a sound system (with admittedly minimal attention to phonology),
- Compare your analysis of the sound system to an alternative analysis, and
- Present all this information in an easily understandable way, in the style that you would see in the linguistics literature.

The final version should include… (1)

Basic information about the language.

Your analysis of the language (consonants, vowels, etc.).

- You did this in part I, but you are welcome update your analysis based on feedback, the published analysis, knowing more about phonetics than you did several weeks ago, etc.

Basic details from the published analysis of the language.

- Tables are sufficient. You do not need to describe the published analysis in prose.
- Make sure the reader has enough information about the published analysis to make sense of any commentary you make. The reader shouldn't have to read a different work to understand yours.

The final version should include… (2)

Commentary regarding how your analysis differs from the published one, as well as how your initial analysis differed from the published one (if you've changed anything).

- Your commentary should include phonetically informed reflection. Don't just say, e.g., "I didn't include sound x in my transcriptions." What sound(s) did you transcribe instead? Is that a sensible mistake given the languages you're used to listening to? If you listen to it now, with more knowledge about phonetics, what do you hear? Would the possibilities look different in a waveform or spectrogram, and if so, which do you see evidence for? etc.

Your analysis might well be different!

You do not have access to all the information the author(s) of the article did, so even a careful analysis might legitimately differ from the one in the paper.

- The author(s) did many more transcriptions than I assigned you, and likely had access to multiple productions of each word.

Their analysis was also both phonetic and phonological, while we are focusing more on the phonetic aspect.

- You might be noting things more detailed that they were able to care about.

The final version should include… (3)

Conclusion

- This should include a very brief summary of your project (3-4 sentences maximum), and (separately) some metacommentary about the process. What parts were challenging? What parts were satisfying? Do you feel like you accomplished the goals mentioned on an earlier slide?
  - The metacommentary will be graded for completion, not content, so feel free to be honest!

Transcriptions

- You did this in part I, but again, you are welcome to update them. Make sure the transcriptions are consistent with any revisions to your analysis. For transcriptions that you change, please include both the original transcription and the updated version.

References

Why References?

Data, analyses, and ideas are extremely important in academia.

- When you use data, analyses, or ideas that are not your own, you should properly attribute them to their sources.

With proper attribution…

- It is clear who should get credit for data, analyses, and ideas that aren't yours.
- It is clear what *you* should get credit for (i.e., data, analyses, and ideas that you're not giving other people credit for).

Without proper attribution, by default *you* are taking credit for the data, analyses, and ideas, which is a serious offense known as *plagiarism*.

Attribution

Elements of this project that require attribution include:

- Background information about the language (genetic relationships, geography, number of speakers, etc.).
- The previously published analysis of your language.

Attribution

Proper attribution includes both in-text citations and a list of full references at the end.

- Thus, readers know what ideas (etc.) you owe to others, and where to go to find more information about those ideas (etc.).

Examples

- In-text citations:
  - As of 2010, Language X had 5,000 speakers in central Antarctica (Smith, 2012).
  - Schmoe (1997) claims that Language X has only one approximant, the palatal /j/.
- References:
  - Schmoe, J. (1997). Language X. *Journal of the International Phonetic Association*, *37*(1), 103-106.

Attribution Resources

APA or JIPA format is required for your references.

- Please use APA unless you are already familiar with JIPA citation conventions.

APA resources from Purdue OWL:

- In-text citations
  - http://owl.english.purdue.edu/owl/resource/560/02/
  - http://owl.english.purdue.edu/owl/resource/560/03/
- Reference list
  - http://owl.english.purdue.edu/owl/resource/560/05/
  - Plus pages linked from the left side of the page above, each for a different types of sources (book, journal article, etc.).

Final Project References

Your final project should minimally include 2 references: the published article that you compared your analysis to in Part II, and whatever other resource(s) you need to find the required background information.

Researching Languages

Where to find basic information?

- http://www.ethnologue.com/
  - You should be able to log on through uw libraries.
- Books
  - Though old-fashioned, books are often the fastest way to find basic information that doesn't change quickly (genetic relationships, geography, etc.).
  - The LOC classification system puts books about a given language close together, so if you find one and go look for it on the shelf, you're likely to find a few more quite easily. Though old-fashioned, this approach has often proven to be faster than electronic searches in my own experience.

Researching Languages

Where to find basic information?

- Journal articles
  - However, except for *Journal of the IPA* articles (which you already have for your language), the kinds of details required for this project might be tough to track down in journal articles (and even then, they're most likely citing someone else).
  - If you want to look for journal articles, LLBA is a great directory. Go to the library's web site, then click on Articles & Research Databases > L > Linguistics and Language Behavior Abstracts.
- Reputable web sites
  - Not every web site is reputable. For this project, educational institutions and governments might have relevant resources online.
  - Wikipedia is not a reputable web site, but might lead you to better sources.

Writing Tip

Phonetics-related writing can easily turn into lists. Whenever possible, try to explicitly link like observations together.

- Instead of… “I had /b/, /d/, /s/, /ʃ/ and /x/ in my chart …”
- More like… “I included voiced stops (/b/, /d/) and voiceless fricatives (/s/, /ʃ/ and /x/) in my chart …”

This approach makes it sound less like a simple list, and highlights what the observations have in common.

- Both of these effects make the writing easier to read.

Writing Example

Instead of… “The article included /ĩ/, which I did not have in my transcriptions. I also did not hear /õ/.”

More like… “Schmoe (1997) included the nasal vowels /ĩ/ and /õ/, but in my transcriptions I consistently had /i/ and /o/, respectively, followed by nasals. Instead of interpreting the nasality as a characteristic of the consonant, I perceived it as a separate sound. I listened to these words again and I still hear it this way, perhaps because as an English speaker I’m not used to paying attention to contrastive nasality in vowels.”

- Links two discrepancies involving the same phenomenon
- Explains what sounds were heard instead
- Comments on what sounds are heard now, and considers why
- Properly uses in-text citation to attribute other analysis

Project Transcription Feedback

-For the most part nice work!

General comments:

-Make sure you have roundedness marked in your charts

-Dipthongs/Tripthongs

-In descriptions, make sure roundedness and voicing are clear for each sounds, remember these should be able to stand alone.

-If you had a tonal language and didn’t realize, re-transcribe your words with tone without looking so you can make a comparison.

Project Transcription Feedback

- You need to describe the standards you're using when you put multiple phonemes in a cell. It's standard to us, but not everyone follows the same standards

- Saving work in Excel to pdf, or pasting the excel table into their word doc with very small fonts

- Putting ejectives as pulmonic egressives table.

Reminders

For Monday read L&J Ch. 4 English Vowels

For Monday: HW 12