

Today's objectives:

- **Course overview**
- **Phonology as mental grammar**
- **Contrast and predictability**

0. Today's key points

- Introduction to the course
 - Topics covered
 - Course structure & requirements
- The basic structure of the mental grammar
- Evidence that there is a phonological component to the mental grammar
- Introduction to contrast and predictability / phonemes and allophones

1. Course overview

- What will we do in this course?
 - [Schedule of topics](#) (on course website)
 - [Course Objectives](#) document
- Important course information
 - [Course website](#)
 - [“Daily syllabus”](#) web page
 - [Course Info and Policies](#) document (syllabus)

Save this and keep it handy

2. Phonology as mental grammar

Students with background in linguistics:

- What do we mean by **mental grammar**?

2. Phonology as mental grammar

- What do we mean by **mental grammar**?
 - The largely unconscious “knowledge of language” (Chomsky) that native speakers develop through exposure to the language data in their community
 - Includes rules/systems/principles that are responsible for systematic patterns in the speaker’s language production and comprehension

2. Phonology as mental grammar

- What are the major **modules** or **components** of the mental grammar? (What is there to the linguistic system besides phonology?)

2. Phonology as mental grammar

- What are the major modules or components of the mental grammar? (What is there to the linguistic system besides phonology?)
 - **lexicon** (morphemes & their info are stored)
 - **grammar**
 - morphology** — word structure
 - syntax** — sentence structure
 - semantics** — meaning structure
 - phonology** — sound structure
 - phonetics** — interface with articulators

2. Phonology as mental grammar

- How do we know there is a phonological grammar?
 - Speakers have to memorize the morphemes of their language
 - Why not just assume that speakers **memorize the sounds of each morpheme?**

- See also Zsiga (2013, sec 10.1) for examples and discussion

2. Phonology as mental grammar

Some **evidence** for a phonological grammar:

- **Phonotactics:** Speakers know generalizations about sounds and sound sequences that are **allowed** or **not allowed** in their language
 - Can an English word start with [zn]? [sn]? [zl]?

2. Phonology as mental grammar

Some **evidence** for a phonological grammar:

- **Productivity**: Speakers can **apply** phonological patterns to **new** words or phrases
 - What are some examples of this?

2. Phonology as mental grammar

Some **evidence** for a phonological grammar:

- **L1 transfer:** Phonological patterns from a speaker's first language are often **carried over** into a second language
 - What are some examples of this?

3. Contrast and predictability

Students with background in linguistics:

- What is a **phoneme**?
- What is an **allophone**?

3. Contrast and predictability

- What is a **phoneme**?
 - sound category in the mental grammar
- What is an **allophone**?
 - surface (output) realization of a phoneme
- How do we determine whether two speech sounds belong to two **different phonemes**, and when they are two **allophones of the same phoneme**?

3. Contrast and predictability

- How do we determine whether two speech sounds belong to two **different phonemes**, and when they are two **allophones of the same phoneme**?
- Some examples to try (Zsiga 2013: 218):
 - Russian (ex (9))
 - Farsi (ex (10))

Goals for group discussion:

- Compare notes and reach a consensus
- Evidence? Make the best case you can

3. Contrast and predictability

- Some examples to try (Zsiga 2013: 218):
 - Russian (ex (9))
 - Farsi (ex (10))
- Describing and characterizing phonological environments: How much detail is too much? What information matters, and why?

4. For next time

- Read Zsiga (2013: ch 10) — reviews and expands on today's discussion
 - Use the reading guide to prepare for discussion next time; focus on sec 10.3, 10.4
 - SQ (due 2pm Tu): Please fill out the background & interests survey if you haven't already done so
- Reminder: Links for readings, assignments, and activities are found on the [Daily syllabus](#) webpage