

- **Segmental phonology: Wrap-up**
- **Phonology and loanwords**
- **Phonology vs. spelling**

Background:

- *Data sets: Voiceless vowels, fricatives, alveolar obstruents*
- *Handouts: Phonology-related handouts*

0. Today's objectives

After today's class, you should be able to:

- Feel comfortable using evidence from a data set (→predictable?) to identify allophones of a phoneme
- Feel comfortable stating **phonological rules**, using **sound properties**, to account for phonemes with multiple allophones
- Identify when phonemes or phonological rules are specific to a particular **lexical stratum**
- Discuss how **phonemes** are related to, but **distinct** from, **letters** in writing systems

1. Warm-up

- Are there questions or topics from our segmental phonology unit that you would particularly like to discuss today?

2. A fuller picture of J. segmental phonology

Data set -

“Alveolar/alveopalatal obstruents, part (II)”,
sets (5) and (6)

- Questions to discuss:
 - Are we seeing evidence for separate **phonemes**, or multiple **allophones** of the same phoneme?
 - How would we analyze this in terms of mental **representations** and phonological **rules**?

2. A fuller picture of J. segmental phonology

Data set -

“Alveolar/alveopalatal obstruents, part (II)”,
sets (5) and (6)

- What do we have to conclude here?
 - Are there **phonological rules** relating these three consonants?
 - Are any of the consonants separate **phonemes**?
 - Do the answers to these questions depend on what **word class** we are considering?

3. Implications for linguistic theory

- Some of the differences between “native” and “loanword” items in Japanese
 - “Loanword” items have a **larger inventory of phonemes**
 - Some phonological **rules are actually suspended** in “loanword” items
- Our model of human language must be able to handle these facts! Some proposals:
 - Mental lexicon distinguishes lexical strata
 - Mental grammar can refer to these strata

4. Phonology vs. writing systems

For discussion

- How does our analysis relate to the kunrei romanization system?
- Should we argue that two sounds are allophones of the same phoneme because they are spelled with the same letters?

4. Phonology vs. writing systems

For discussion

- How does our analysis relate to the kunrei romanization system?
 - Kunrei looks like the non-loanword phonemes
- Should we argue that two sounds are allophones of the same phoneme **because** they are *spelled* with the same *letters*?
 - What is cause, and what is effect?
 - Does spelling always provide a good guide to phonemes?

4. Phonology vs. writing systems

- Some further points
 - **Alphabetic** writing systems (=spell consonants and vowels separately) often function at the phoneme level
 - This is likely because speakers are more **consciously aware** of phonemes than allophones
- Spelling patterns can sometimes provide a **clue** to the phonemes or phonological structure of a language
 - But: we should always look for **truly phonological evidence** as well

4. Phonology vs. writing systems

- Case study — Data set - “[Alveolar/alveopalatal obstruents, part \(II\)](#)”, set (4)
 - *Japanese language students*: How are the “unexpected” syllables **spelled** in hiragana?
 - *Linguistics students*: How is the following relevant here? Most phonologists consider **glides** to be phonologically identical to high vowels, except that they are not the nucleus (main part) of a syllable
 - Does the spelling of these “unexpected” syllables provide a **clue** to their phonology?
- Can we support this approach with **phonological evidence** (not based only on spelling)?

4. Phonology vs. writing systems

- Consider the process called **mimetic palatalization**
 - Mimetics* = adverb-type elements; onomatopoeia
 - Mimetic palatalization*: Adds element of “uncontrolledness” to the meaning
- | | |
|--------------------|------------------------------|
| [poko-poko] | [pjoko-pjoko] |
| ‘up/down movement’ | ‘jumping around imprudently’ |
| [noro-noro] | [njoro-njoro] |
| ‘slow movement’ | ‘slow, wriggly movement’ |
- What piece of phonological structure gets added to create the “uncontrolled” version?

4. Phonology vs. writing systems

- Now consider these examples

[kata-kata]

'steady hitting sound'

[kat̪ɕa-kat̪ɕa]

'clattering sound'

[kasa-kasa]

'dry rustling sound'

[kaɕa-kaɕa]

'noisy rustling sound'

[zabʊ-zabʊ]

'splashing'

[d̪ʌzabʊ-d̪ʌzabʊ]

'splashing indiscriminately'

- Do these examples help support our phonological analysis of syllables like [ɕa]?

5. For next time

- Reading and prep questions to set the stage for our discussion of **pitch accent**