

Today's topics:

- **Discussion and review:
Phonetics and phonology**

Background:

- *Phonetics/phonology unit*
- *Questions on Padlet or in class*

0. Today's objectives

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

- Understand the structure, content, and expectations for the phonology/phonetics quiz
- Feel more confident applying structure-building rules to a phonological representation
- Show why we need to make a modification to our prosodic structure requirements for Japanese
- Apply concepts from phonetics and phonology to understand and explain differences between Japanese and English for learning or teaching

0. Course information

- **Quiz #1** on F Sept 11 | [info & review guide](#)
 - Any questions about the quiz **structure** or **expectations**?
 - Any questions about the quiz **content**?
 - Any **topics** to review or discuss?
- Reminder: How to find information on the **course website**

1. Warm-up and review

Work groups

- What are some examples of **predictable patterns** that we have uncovered in the sound structure of standard Japanese?
- What proposals have we made for how the **mental grammar** of speakers of Japanese enforces or imposes these predictable patterns?

1. Warm-up and review

Predictable pattern	Proposal
Some consonants and vowels are predictable from environments	
Once we know if/where a word has a pitch accent, we can predict surface tones (H vs. L)	
Possible word shapes are restricted	

1. Warm-up and review

Predictable pattern	Proposal
• Some consonants and vowels are predictable from environments	• Phonemes with multiple allophones, enforced by phonological rules
• Once we know if/where a word has a pitch accent, we can predict surface tones (H vs. L)	• Tone assignment and spreading rules
• Possible word shapes are restricted	• Prosodic structure: Moras and syllables

2. Checking in: Prosodic structure

- Applying the **mora** and **syllable** requirements to predict the acceptability of Japanese words (PQs)
 - Assign mora and syllable structure to:

[sekken]
'soap'

[kampaɪ]
'cheers!'

[matsuri]
'festival'

- What are the **requirements** on **mora structure**?
On **syllable structure**?

2. Checking in: Prosodic structure

- Applying the **mora** and **syllable** requirements to predict the acceptability of Japanese words (PQs)
 - Can we explain why English *cream* is borrowed as [kriimu], not [kriim]?

2. Checking in: Prosodic structure

- Applying the **mora** and **syllable** requirements to predict the acceptability of Japanese words (PQs)
 - Can we explain why English *cream* is borrowed as [kuriimu], not [kriim]?
 - Important argumentation technique:
 - **Show** how the mora and syllable requirements **do not let us** incorporate all of the segments into prosodic structure
 - **Show** how the added vowels **solve the problem**

2. Checking in: Prosodic structure

- Applying the **mora** and **syllable** requirements to predict the acceptability of Japanese words (PQs)
 - Does our current model explain why [bjooki] 'illness' is an acceptable word of Japanese?

2. Checking in: Prosodic structure

- Applying the **mora** and **syllable** requirements to predict the acceptability of Japanese words (PQs)
 - Does our current model explain why [bjooki] ‘illness’ is an acceptable word of Japanese?
- **Mora requirements in Japanese** (Tsuji-mura 2014: 67)

The mora has one of three realizations ...

 - a. (C)V [vowel, possibly with preceding consonant]
 - b. the first part of a long consonant
 - c. /N/, also called the “moraic” nasal

2. Checking in: Prosodic structure

- Applying the **mora** and **syllable** requirements to predict the acceptability of Japanese words (PQs)
 - Does current model explain [bjooki] ‘illness’?

- **Mora requirements** (Tsuji-mura 2014: 67, **modified**)

The mora has one of three realizations ...

- a. (C)([j])V [vowel, possibly with preceding consonant **and/or [j] glide**]
- b. the first part of a long consonant
- c. /N/, also called the “moraic” nasal

- Handout - “Prosodic structure: Summary”

3. Other exam review topics?

- Other topics to review, from Padlet or suggestions in class?
- How many questions can we now answer from the handout “Context: Phonetics and phonology”?