

LING-UA 1 *Language*
Phonology III, IV

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Week 10 3:30PM, 10 November 2025

Logistics

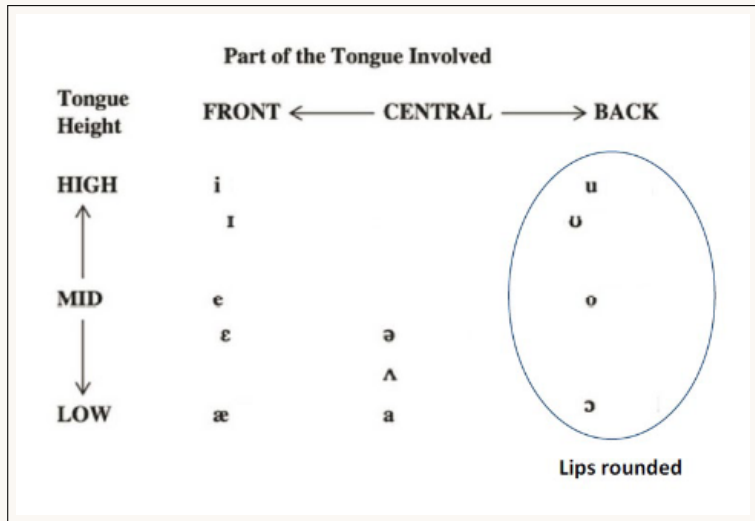
▶ Exam 2

- ▶ **Tomorrow**, 2–3:15PM (class time)
- ▶ Same rooms as before, by last names:
 - ▶ A–J → 10WP #104, with me :)
 - ▶ K–Z → SILV #401, with Gideon
- ▶ Bring a laptop! Exam is a Brightspace Quiz
- ▶ You will be given IPA charts
 - ▶ Yes: Vowel & Consonant tables
 - ▶ **No**: Pronunciation key, natural classes, tense–lax distinction
- ▶ Study Session **tonight** after recitation (4:45–7PM)
- ▶ **Email Anna + Me/Gideon before 10AM** if sick

Provided Consonant Chart

	Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar	Glottal
Stop (oral)							
voiceless	p			t		k	ʔ
voiced	b			d		g	
Nasal (voiced)	m			n		ŋ	
Fricative							
voiceless		f	θ	s	ʃ		h
voiced		v	ð	z	ʒ		
Affricate							
voiceless					tʃ		
voiced					dʒ		
Glide							
voiceless	ʍ					ʌ	
voiced	w				j	w	
Liquid (voiced)							
(central)				r			
(lateral)				l			

Provided Vowel Chart



Logistics (cont'd)

JACKSON PETTY

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Language

Course ID	LING-UA 1
Semester	Fall 2025
Lecture	Tuesdays & Thursdays, 2:00 PM–3:15 PM. Room 401, Silver Center (31 Washington Pl).
Recitation	Mondays, 3:30 PM–4:45 PM, with Jackson. Room 104, Arthur L. Carter Hall (10 Washington Pl).
Office Hours	Fridays, 2:00 PM–4:00 PM, with Jackson. Room 507, Arthur L. Carter Hall (10 Washington Place).
	Book 1:1 Meeting
Feedback	Submit anonymous feedback here.

Questions from HW/Lecture?

Natural Classes

- ▶ **Natural Classes** are the fundamental categories of phonotactics
- ▶ = the kinds of things that can define environments
- ▶ In general, languages only make distinctions based on natural classes
 - ▶ NCs are *intersective*, e.g. “stops AND voiced”
 - ▶ Probably not going to use OR or EXCEPT FOR

Vowel Length

- ▶ Vowel (and consonant!) length *can* be phonemic:
 - ▶ Finnish: tuli 'fire' ~ tu:li 'wind'
 - ▶ Italian: pala 'shovel' ~ palla 'ball'
 - ▶ Geminate consonants might also use ':', e.g.:
Italian: pala 'shovel' ~ pal:a 'ball'
- ▶ Length *happens* to not be phonemic in English
- ▶ When working on a problem, *assume it might be* phonemic when listing out 'different' sounds

Ex: Vowel Length in HW 6 Q3

nıçt 'not'	ba:x 'Bach'
re:çǣn 'rake'	la:xǣn 'to laugh'
ʃleçt 'bad'	kox̣t 'cooks'
ri:çǣn 'to smell'	fɛrsu:xǣn 'to try'
hǣımlıç 'sly'	ho:x 'high'
reçts 'rightward'	fluxt 'canyon'
kri:çǣn 'to crawl'	ferfluxt 'accursed'

- ▶ [ç] after: [ɪ e: ɛ e i: ɪ] (high, front)
- ▶ [x] after: [a: ɔ u: o: ʊ] (elsewhere)
- ▶ you didn't know vowel length wasn't important when listing out sounds!

Strategies for Phonology Problems

- ▶ Distinct phonemes, or allophones?
 - ▶ **Phonemes** = minimal pairs!
 - ▶ **Allophones** = complementary distributions!
- ▶ **List** the environments (before or after) where the relevant sound occurs
 - ▶ Think about the features/natural classes these sounds share
 - ▶ Can you generalize this into a rule?
 - ▶ Coarticulation → assimilation, dissimilation
 - ▶ Use intuition on things like place of articulation, voice, etc (phonotactics are not “random”)

Phonology and the Mind

- ▶ **Categorical Perception:** We hear sounds as belonging to distinct categories even though the input space is continuous
- ▶ **McGurk Effect:** Visual stimuli bias auditory perception
- ▶ **Phonemic Restoration Effect:** We can “repair” some corrupted inputs