







Syllabification

- Putting segments into syllables
- This CV-tier will play a role
- Syllabification as a phonological rule (recall French liaison)
 - phonology /kat/ : no syllable structure
 - phonetics : syllabified
 - what kind of rule(s)?

Syllable formation

- E.g. the word `metro'
 - two syllables, at least two possibilities
 - met.ro or me.tro (or metr.o ??)
 - => syllables maximize their onsets (rule)
 - tr- is a possible onset in English (try)
 - so: me.tro



- Which part of the syllable is loudest?
 the vowel (see waveforms)
- Up to the vowel loudness rises, and after the vowel loudness decreases
 =sonority
- Typical syllables (in different languages):
 - stop fricative glide/nasal vowel glide/nasal – fricative – stop



Recent research

- Yin Ruihua, SISU PhD (2016-):
- What is sonority?
 - phonetic? phonological? a primitive? derived from other factors? History of the concept, how it is used in rules and constraints
- Application of "sonority" to assimilation processes in Korean and other languages

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Sonority violations

e.g. English

- <u>sp</u>eak: s expected after the stop
- ps- not even allowed in English! (psychology: /sai-/)
- demands an explanation, why is [s] special?
 - other languages?
 - different theories about this ③
- perhaps also: final affricates: lurch

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Back to the Skeleton

- Arguments in favour of:
 - "templatic" languages like Arabic (recall Hebrew colours, in the Morphology class)

(7)	ktb	'write'
	ħq	'be true'
	CVCVC	'Plain'
	CVCCVC	'Intensive'
	CVVCVC	'Influencing'
	а	'Active Perfective'
	ui	'Passive Perfective'

Clearly independent role for CV tier

<i>Conjugation</i> Plain Intensive	<i>Active</i> katab-a kattab-a	'he wrote' 'he caused to write'
Influencing	kaatab-a	'he corresponded'
Plain Intensive	ħaqq∙a ħaqqaq-a	'it is true' 'he realized st.'
Influencing	ħaaqaq-a	'he contested sb.'s right'



Lengthening					
<u>Dutch</u> gans mond tand	<u>English</u> goose mouth tooth				
 Dutch (or German) has short V + [n], English has long vowel or diphthong n was lost but its X-position was taken up by the vowel, which became long					













Homework

- Read chapter carefully. Sections 11.6 and 11.7 are optional
- Homework: Qs 100, 104-107
- Thank you