

**UNIVERSITY OF ESWATINI
DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE
FINAL EXAMINATION PAPER
MAY 2019**

TITLE OF PAPER: ADVANCED PHONOLOGY

COURSE NUMBER: ALL207/IDE-ALL207

TIME ALLOWED: THREE (3) HOURS

- INSTRUCTIONS:**
- 1. ANSWER FOUR (4) QUESTIONS IN ALL**
 - 2. LINGUISTIC EXPRESSIONS AND FORMALISM SHOULD
 BE USED WHENEVER APPROPRIATE.**

**THIS PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS BEEN GRANTED
BY THE INVIGILATOR.**

Answer Question 1 and any other 3 Questions

Question 1

- a) Each of the languages below illustrates a different kind of pattern of word stress. Stress is indicated by either an acute accent mark or a grave accent over the vowel of the syllable that is stressed. Describe (in words) the stress pattern of each language.

In the examples stress is indicated as follows:

á = primary stress

à = secondary stress

1. Latin

(i)	vérita:s	'truth'	
(ii)	hóminem	'man (accusative case)'	
(iii)	dí:kere	'to speak'	
(iv)	diksísti	'you spoke'	
(v)	míttutur	'he was sent'	(5 marks)
(vi)	mittúntur	'they were sent'	
(vii)	veritá:tem	'truth (accusative case)'	
(viii)	amí:cus	'friend'	

2. Diyari

(i)	kána	'man'	
(ii)	nánda	'to hit'	
(iii)	múla	'nose'	
(iv)	wílapína	'old woman'	(5 marks)
(v)	ṅándawálka	'to close'	
(vi)	pínadu	'old man'	
(vii)	púḷuru	'mud'	
(viii)	mánkaṛa	'girl'	
(ix)	káṅini	'mother's mother'	

3. Mpakwiti

(i)	thú?u		
(ii)	pá:na		
(iii)	kálipwa		
(iv)	dré:gwati		(5 marks)
(v)	bwá?a		

(vi) ʔúnuwàna

(vii) máguʔi:ni

ii) Give the stress pattern you would predict for the word below in each language:

[binto:seza:]

(6 marks)

b) What is the difference between Jakobson and Halle's binary feature system and that of Chomsky and Halle, as exemplified in SPE? (4 marks)

[25 marks]

Question 2

a) Using hypothetical examples, give a brief description of the following linguistic terms as used in stress assignment:

i) A trochaic foot

ii) Syllable weight

iii) Extrametrical

iv) Onset first principle

v) Degenerate foot

(15 marks)

b) Write the following words in phonetic notation and place the words in their syllables:

i) problem

ii) expected

iii) something

iv) tissue

v) umbono "vision"

(10 marks)

[25 marks]

Question 3

a) In Margi, a language spoken in West Africa, when the definite suffix [-ári] is added to a stem to create a sequence of vowels, there is either vowel gliding or vowel deletion. Notice in the data below that the tone of the suffix varies.

		Definite	
(i)	sál	sálári	'man'
(ii)	kùm	kùmári	'meat'
(iii)	tágú	tágwári	'horse'

(iv)	kú	kwári	'goat'
(v)	úʔù	úʔwári	'fire'
(vi)	hù	hwári	'grave'
(vii)	cédè	cédèrì	'money'
(viii)	fà	fári	'farm'

In the examples tone is indicated as follows:

á = high tone

à = low tone

Task

Account for the differences in tone at the surface level. State your solution with autosegmental notation. Support your argument by analysing examples (ii), (v), and (vii).

(12 marks)

b) Explain each of the following linguistic terms. Support your explanation with one example from any language:

- | | | |
|-------|----------------------------|-----------|
| (i) | apocope | |
| (ii) | epenthesis | |
| (iii) | Bidirectional assimilation | (9 marks) |

c) Distinguish between primary articulation and secondary articulation (4 marks)

[25 marks]

Question 4

a) In Southern Kongo, a Bantu language spoken in Angola, the non-palatal segments [t, s, z] are in complementary distribution with their palatal counterparts [tʃ, ʃ, zʃ] as shown in the following words:

[tobola]	'to bore a hole'	[tʃina]	'to cut'
[tanu]	'five'	[tʃiba]	'banana'
[kesoka]	'to be cut'	[nkofi]	'lion'
[kasu]	'emaciation'	[nselele]	'termite'
[kunezulu]	'heaven'	[azimola]	'alms'
[nzwetu]	'our'	[lolonzi]	'to wash house'
[zevo]	'then'	[zenga]	'to cut'
[zima]	'to stretch'		

- i) State the distribution of each pair of segments given below:
- | | | |
|-----|------|-----------|
| [t] | [tʃ] | |
| [s] | [ʃ] | (6 marks) |
| [z] | [ʒ] | |
- ii) Which phones should be used as basic phoneme for each pair? State the reason for your choice. (8 marks)
- iii) State, in words, one phonological rule that will derive all the phonetic segments from their phonemes. Do not state a separate rule for each phoneme, but a general rule for all three phonemes you listed in (b) above. (4 marks)
- iv) Formalize the rule you stated in (c) above with the use of distinctive features. (7 marks)

[25 Marks]

Question 5

- a) Using distinctive features, formalize the following rules:

- i) A vowel or a glide becomes long at the end of a word.
- ii) A voiceless consonant becomes voiced between vowels
- iii) Voiced stops are phonetically realized as voiceless segments in word-final position. (16 marks)
- iv) A vowel or a glide becomes long before a voiced consonant.
- v) Using distinctive features, collapse the rules formalised in (i) and (iv).

- b) The following data on Tamil language indicate that some words begin with glides while others do not:

Initial j-glide	Initial w-glide	No initial glide
1. jeli 'rat'	6. woɟi 'break'	11. arivu 'knowledge'
2. ji: 'fly'	7. wo:laj 'palm tree'	12. aintu 'five'
3. jilaj 'leaf'	8. wu:si 'needle'	13. a:saj 'desire'
4. jenge 'where'	9. wujir 'life'	14. a:ru 'river'
5. jiduppu 'waist'	10. wo:ram 'edge'	15. a:di 'origin'

- i) Using your knowledge of natural classes, make a general statement about the distribution of the glides. (2 marks)
- ii) Assuming the glides are not present in the underlying representations, name the process that accounts for their presence in the surface forms. (2 marks)

- iii) Using distinctive features, write a rule using alpha notation that formalizes this process. (5 marks)

[25 marks]

Question 6

- a) Discuss 3 principles that govern tone-vowel linkages according to the Well-Formedness Condition. (12 marks)
- b) Discuss the following linguistic concepts as used in tone:
- i) Tone melody (3 marks)
 - ii) Obligatory Contour Principle (5 marks)
 - iii) Tone stability (5 marks)

[25 marks]

Question 7

- a) The following data illustrate the post-position suffix *hu* 'in' in Mende, a language spoken in both Liberia and Sierra Leone. Notice in the data that the suffix bears tone, but the tone varies on different words.

			'in'
(i)	kpà	'debt'	kpàhù
(ii)	mbǎ	'rice'	mbàhù
(iii)	mbâ	'companion'	mbáhù
(iv)	ndàvùlá	'sling'	ndàvùláhù
(v)	félàmà	'junction'	félàmàhù
(vi)	nikíli	'groundnut'	nikílihù

In the examples tones are indicated as follows:

- á = high
- à = low
- â = falling
- ǎ = rising

Task

Account for the differences in tone on the suffix for 'in' in Mende. State your solution with autosegmental notation. (Hint: Assume that the suffix has no tone to begin with, but that the

word to which it is attached does have tone). Support your argument by analysing examples (i), (iv), and (vi). (9 marks)

b) Determine and write down the distinctive feature(s) which are shared by each of the following pairs of sound segments:

- (i) [n, m]
- (ii) [l, r]
- (iii) [u, w]
- (iv) [k, x]
- (v) [j, w]
- (vi) [tʃ, t]

(12 marks)

c. What is the difference between a contour tone and a level tone? (4 marks)

[25 marks]