LING 830 – August 8

Clusters, rhythm, and intonation

On the agenda today

- Notes on yesterday's recordings
- Visit with Delores and Ruby
- Syllables – consonant clusters
- Rhythm

- Next week:
  - Wednesday: rhythm and intonation
  - Thursday: your final presentations (based on 4 assignments)

Reminder: assignments

Refer to Assignment Instructions handed Aug 3

Assignment 1: *Phonological* description of the sound(s) you chose + how you are exploring them

- What words are you recording?
- Who are you recording?

Assignment 2: *Phonetic* description of sounds

- As pronounced by the L1 speaker (Elder) you recorded
- With supporting evidence, e.g. Praat illustrations

Assignment 3: *Phonetic* comparison with L2 speaker(s)

- How do learners compare to Elders in their pronunciation?
- With supporting evidence, e.g. Praat illustrations

Do these two together

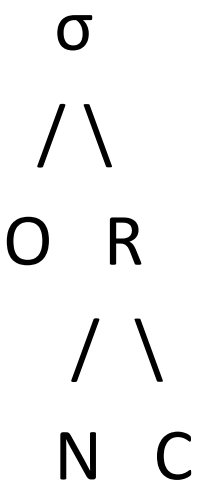
Assignment 4: Teaching tool/method for teaching the pronunciation of the sounds

- How do you think you'd teach these sounds to learners? What do they need to be careful/conscious of?

Final presentation: August 16

- Oral summary of Assignments 1-3 + teaching demo for the sound(s) you chose (Assignment 4)

Syllables - reminder



- Universal preferences:
  - Syllables must have a nucleus
  - Syllables like to begin with onsets
  - Syllables like to be simple: CV is better than CCVCC
  - Syllables like to respect the Sonority Sequencing Principle (SSP)
    - Syllables like to start with a low-sonority segment in the onset
    - Syllables have the highest sonority segment “peak” in the nucleus
    - Syllables like to have a sonorous segment in the coda

    >> sonority profile: low sonority > high sonority peak < mid sonority

    >> sonority across sounds: stops > fricatives > resonants > vowels

  - Onset-related requirements are more important to satisfy than coda-related requirements

Syllables in Hul’q’umi’num’

- Universal preferences: how do these play out in Hul’q’umi’num’?
  - Allowable syllables in Hul’q’umi’num?
  - Allowable onset clusters?
  - Allowable coda clusters?
  - How does sonority come into play?

Syllables and sonority *within roots*

Violet Bianco's UVic MA thesis (1996)

- Maximum syllable: CVCC
- Coda clusters are allowed, with restrictions

- Syllables can have a maximum sonority "score"
  - CV-*stop-stop* are allowed, e.g. tth'i**qt** > tth'i**qt**
    - Relatively low sonority score with two stops
  - CV-*resonant-stop* are NOT allowed, e.g. she**wq** > she**wuq**
    - Sonority score too high with the resonant

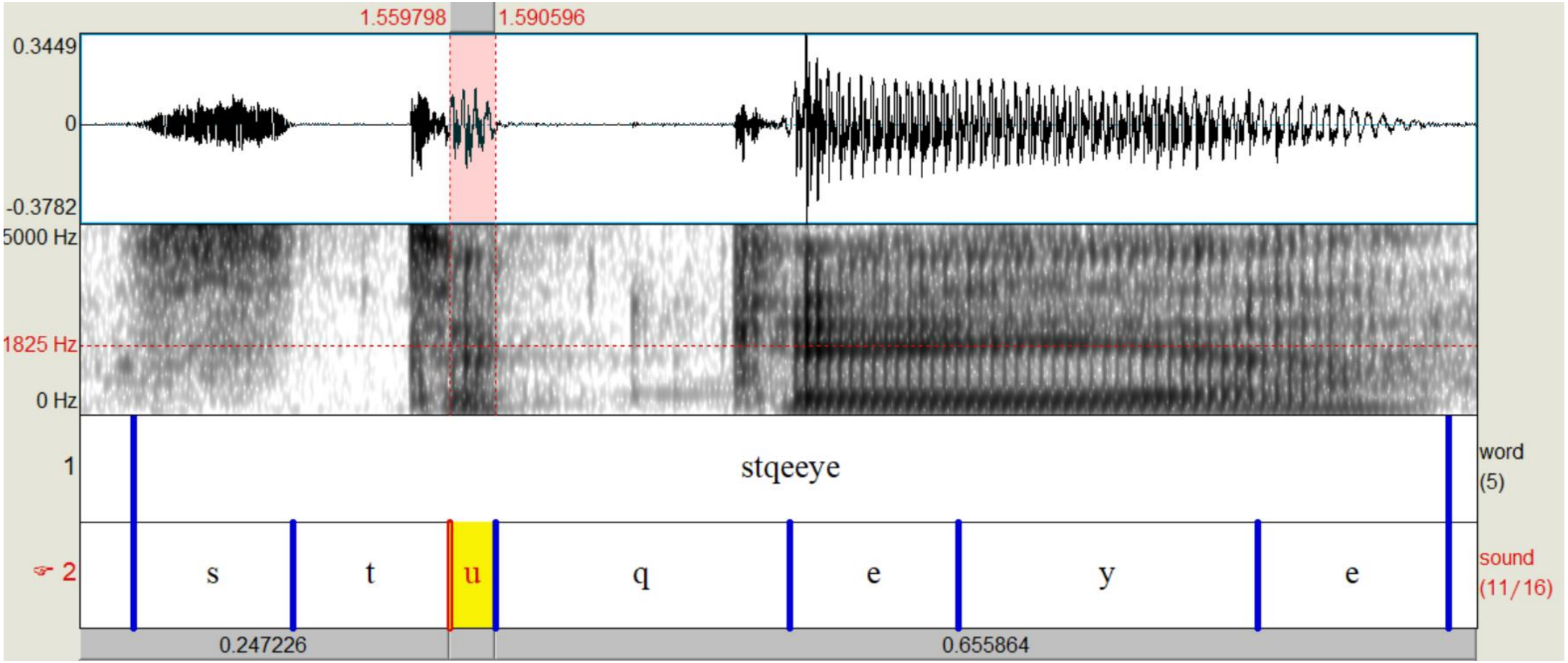
  - CV-*stop-fricative* are NOT allowed, e.g. lh**q's** > lhu**q'us**
    - Stop-fricative codas violate the Sonority Sequencing Principle
    - Fricatives pattern as sonorants

Syllables and sonority *within roots*

Violet Bianco's UVic MA thesis (1996)

- Maximum syllable: CVCC
- Onset clusters are not allowed
  - tqep (fish trap) = t^h.qep
  - t release = voiceless schwa = syllable nucleus

Vowel insertion to break up clusters (student)



Compare with no vowel insertion (Delores)