1. General Point
- the study of tone in African lgs. raised serious conceptual problems for the representation of the phoneme as a bundle of distinctive features.
- the solution to the problem (autosegmental representations) became a model for all other features
- tone exhibits the widest range of phonological behavior

2. Phonetic correlates of tone
- F0; stiffen and slacken vocal folds
- realized on modal voicing
- domain: often larger than single segment (syllable, word)
- can be affected by laryngeal features of consonants (tonogenesis)

3. notation
- Two-way contrast: á vs. à (or a)
- Three-way contrast: á vs. ā (or a) vs. à
- Contours: á (rise) à (fall)
- Features for H, M, L
- Goldsmith: [±highpitch, -lowpitch], [-highpitch, -lowpitch], [-highpitch, +lowpitch] (3-way height contrast)
- Yip: [±upper, -high], [-upper, +high], [-upper, -high] ([±upper, +high] for raised H) (4-way height contrast)

4. descriptive problems motivating novel conception of feature organization
- decomposition of contour tones Rise into LH and Fall into HL
- tonal melodies and tonal polarity

- rising tone behaves phonologically as combination of Low plus High
- derivational source

\[
\begin{align*}
\text{sál} & \quad \text{sál-ńi} & \quad \text{man}' \\
\text{kùm} & \quad \text{kùm-ńi} & \quad \text{meat}' \\
\text{tágú} & \quad \text{tágw-ńi} & \quad \text{horse}' \\
\text{ú?ù} & \quad \text{ú?w-ńi} & \quad \text{fire}'
\end{align*}
\]

- tonal melody verbs

\[
\begin{align*}
\text{sá} & \quad \text{ndábyá} & \quad \text{HH}
\text{ghà} & \quad \text{dzà?ú} & \quad \text{LL}
\text{hù} & \quad \text{ńgúsú} & \quad \text{R} \quad \text{LH}
\end{align*}
\]
in a language with tonal melodies, the number of tonal contrasts does not increase with the length of the lexical item; rather the melody is extended to encompass additional syllables

- tonal polarity: affix takes the opposite tone from the root: [tense-root-subject]

à sá gù 'you go astray'
á wì gú 'you run'
á vël gù 'you fly'

5. adding features of [±rise], [±fall] does not express the equivalence with LH and HL


- tonal features are represented on a separate level (tier) from segmental features
- the temporal relation between the tonal tier and the segmental tier is represented by association lines
- rules of tonal phonology define and modify the associations as well as changing the feature coefficients

7. Margi analyzed autosegmentally

devocalization

<table>
<thead>
<tr>
<th>u</th>
<th>u - a r i</th>
<th>u ? w - a r i</th>
<th>-&gt;</th>
<th>u ? w - a r i</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>L</td>
<td>H L H L</td>
<td>H</td>
<td>LH L</td>
</tr>
</tbody>
</table>

- tonal stability: while vowel deletes or devocalized to a glide and hence loses its ability to hold a tone, the tone does not disappear but is reassOCIATED with an adjacent syllable

8. Goldsmith's (1976) Well-Formedness Condition on autosegmental representations (rules apply to maximally satisfy it; early example of rules driven to satisfy a constraint)

- every tone is associated with a tone-bearing unit (TBU = syllable, mora)
- every tone-bearing unit is associated with a tone
- association lines do not cross (for locality)

9. Margi tonal melodies

- verb roots belong to one of three tonal "conjugations": H, L, LH
- tones are associated with tone-bearing units (syllable) one-to-one, left-to-right
- tones spread to satisfy the first condition of the WFC
• tones associate to satisfy the second implication that asymmetric location of plateaus and contours should correlate

10. tonal polarity:

particle has opposite tone of root

11. some other useful properties of autosegmental notation

• common tone sandhi rules expressed as addition of association lines (tone spread)

\[
\begin{align*}
L & \rightarrow F / H \quad \text{Yoruba} \\
& \quad \text{bá} 'meet' \quad \text{ó bá} 'he meets' \\
& \quad \text{bà} 'perch' \quad \text{ó bà} 'he perches'
\end{align*}
\]

\[
\begin{align*}
H & \rightarrow R / L \quad \text{Buli} \\
& \quad \text{zúk} 'head' \quad \text{wà zük} 'his head'
\end{align*}
\]

• addition of association plus deletion of original association line (tone shift)

![Kikuyu (Kenya)]

to- 'we' -α 'habitual' a- past a verb

to-ror-ay-a 'we look at' to-tom-ay-a 'we send'
to-mo-ror-ay-a 'we look at him' to-mo-tom-ay-a 'we send him'
to-ma-ror-ay-a 'we look at them' to-ma-tom-ay-a 'we send them'
to-a-ror-a 'we looked at' to-a-tom-á 'we sent'
to-a-mo-ror-a 'we looked at him' to-a-mó-tom-á 'we sent him'
to-a-má-ror-a 'we looked at him' to-a-má-tom-á 'we sent them'

• across-the-board tonal change Meeussen's Rule in Shona (Odden 1981)

\[
\begin{align*}
H & \rightarrow L / H \quad \text{Shona:} \\
& \quad \text{mbwá 'dog'} \quad \text{né#mbwa 'with a dog'} \\
& \quad \text{badzá 'hoe'} \quad \text{né#badzá 'with a hoe'} \\
& \quad \text{hóvé 'fish'} \quad \text{né#hove 'with a fish'} \\
& \quad \text{mbúndúdzí 'worms'} \quad \text{sé#mbundudzi 'like worms'}
\end{align*}
\]

> multiple linking of tone required
> imposed by Obligatory Contour Principle (OCP): adjacent identical trones are banned; successive H tones as in hóvé 'fish' and mbúndúdzí 'worms' analyzed with one multiply-linked H

• tonal particle: a grammatical morpheme whose only exponent is tonal effect on neighboring word
12. automatic downstep

- high tone is realized at a lower F0 value that a previous H when preceded by a L
- found in many diverse languages: Japanese, English list notation


13. Moore (Gur, Burkina Faso)
- H á vs. L a; has automatic downstep
- has non-automatic downstep: second of two high's realized at a lower level: á' á
- recall English vocative

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kor béda</td>
</tr>
<tr>
<td>'big sacks'</td>
</tr>
<tr>
<td>kor ke:ɡá</td>
</tr>
<tr>
<td>'green sacks'</td>
</tr>
<tr>
<td>sá béda</td>
</tr>
<tr>
<td>'big brooms'</td>
</tr>
<tr>
<td>sá ké!:ɡá</td>
</tr>
<tr>
<td>'green brooms'</td>
</tr>
</tbody>
</table>

14. data from Lama problem (PGG 7.10)
7.10 Lama (Ourso 1989)

Lama is a two-tone language of the Gur family (related to Moore) spoken in Togo. Three contrasting surface tones occur before pause: high (e.g., ná ‘see!’), low (e.g., na ‘with’), and falling (e.g., ná: ‘cow’). Phrase-medially only high and low tones occur phonetically; falling tone is systematically barred except before pause. Monosyllabic nouns fall into four distinct classes in terms of their tonological behavior. However, before pause the four classes merge into three distinct phonetic types and phrase-medially into only two. Examples of the four distinct classes appear in (1).

(1) a. ci ‘father’
    ri ‘mother’
    ra ‘friend’

b. wá:l ‘husband’
    yfr ‘person’
    lé:l ‘widow’

c. ná: ‘cow’
    sí: ‘sheep’
    tì: ‘elephant’

d. yal ‘wife’
    ra:l ‘brother’
nun ‘aunt’
A. Develop an analysis to account for the tonal effects of class (1a) and class (1b) nouns on the words tê ‘under’ and ra ‘friend’.

(2) ci 'father' ri 'mother'
ci tê 'under father' ri tê 'under mother'
ci ra 'father’s friend' ri ra 'mother’s friend'
wa:l 'husband' yîr 'person'
wâ:l tê 'under husband' yîr tê 'under person'
wâ:l râ 'husband’s friend' yîr râ 'person’s friend'

B. Now consider class (1c) words in the same contexts: formulate a rule to account for the alternation between fall and high. Must this rule be ordered with respect to the one developed for (2)? If yes, why? If no, why not?

(3) nà: 'cow' tî: 'elephant'
nà: tê 'under cow' tî: tê 'under elephant'
nà: ra 'cow’s friend' tî: ra 'elephant’s friend'

C. The postposition tê means ‘chez’, ‘at the house of’. Can you explain the downsteps in the following paradigms?

(4) ci tê 'chez father' ri tê 'chez mother'
wâ:l tê 'chez husband' yîr tê 'chez person'
nà: tê 'chez cow' tî: tê 'chez elephant'
wâ:l râ 'husband’s friend'
wâ:l râ tê 'under husband's friend'
wâ:l râ tê 'chez husband’s friend'

D. The verb sewá ‘ran’ systematically varies its tone depending on the tone type of the preceding noun. Your analysis should be able to explain each example in (5).

(5) ci sewá 'father ran'
wâ:l sewá 'husband ran'
nà: sewá 'cow ran'
wâ:l râ sewá 'husband’s friend ran'

E. Now consider nouns from class (1d). In what ways are they similar to and different from the other types? Develop an analysis to explain these differences.

(6) yal 'wife' ra:l 'brother'
yal tê 'under wife' ra:l tê 'under brother'
yal râ 'wife’s friend' ra:l râ 'brother’s friend'
yal tê 'chez wife' ra:l tê 'chez brother'
yal sewá 'wife ran' ra:l sewá 'brother ran'