

Phonology are and why they exist can help

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Phonology is a branch science of linguistics, the study of language in general. “ Phonological rules are part of communication through language, whether spoken or written, and knowing what they are and why they exist can help us better understand our world” (Smith 1995). There are two common types of phonological rules, these are universal (Assimilation) and non-universal (Dis-assimilation) rules. “ Assimilation is a rule that makes two or more neighboring segments more similar by making the segments share some feature” (Jun, 1995). While, dissimilation is a rule that change feature values to make two phonemes in a string more dissimilar. “ Deletion in English Language is the dropping of sound that takes place especially because morphemes are put close to each other and also because of their occurrences in unstressed syllables or in rapid speech” (Ramelan, 1977, p. 174).. Finally, “ dissimilation is when a sound changes one of its features to become less similar to an adjacent sound, usually to make the two sounds more distinguishable”. Consequently, studying the way that a particular phonological rule operates in a spoken language, linguists are able to determine the physiological and neurological mechanisms that translate mental language into spoken language. Conclusion

Second example- replacing a glide (w) with a liquid glide (l)

Gliding- First example - replacing a consonant (t) with a liquid glide

(l) Rationale: One sound is substituted for another sound in a systematic way.

English Words (based on passage) Translation Participant Rusting tin ?? sl???

t? n Rusling tin bowls b? lz balls Table 3 below displays the results of

dissimilation in English Language. Based on the recording:

cultural cellular (cell) penal perpendicular (7) Annual

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annular sexual secular These are examples: Finally, "dissimilation is when a sound changes one of its features to become less similar to an adjacent sound, usually to make the two sounds more distinguishable" (Chang, 2004). This type of rule is often seen among people speaking a language that is not their native language where the sound contrasts may be difficult so the rule is applied for ease of production and perception (Chang, 2004, p.

6). In other words, a phonological process that changes feature values of segments to make them less similar. Rationale: as above examples, a schwa is inserted to break up a two-consonant cluster. The effect of this insertion is to ease the pressure on the vital rapidity of movement English Words Translation Participant perhaps p?? h? ps develop d?? v? l? p Table 2 below displays the results of insertion in English Language. Based on the recording: (See passage and transcription in Appendix) Prove that Epenthesis is present in English Language He adds that "there are two types of insertion: prothesis and epenthesis, the former refers to the insertion of a segment at the beginning while the latter refers to the insertion inside a word.

Snoopy +/e/ ?/esnupi/ (prothesis) glass + plural /s/?/glæs? z/ (epenthesis)? ? ? +stop / +nasal __ +fricative? ? ? / s __ z". There is a special kind of epenthesis which involves inserting a schwa between a liquid and another consonant. This occurs in nonstandard English between ? and /r/ or /l/ in words such as the following: arthritis a?? raInIs athlete a?? lit Nathan (2008) asserts that "not only can segments be deleted, sometimes they can be inserted instead. There seem to be two basic reasons for insertion: <https://assignbuster.com/phonology-are-and-why-they-exist-can-help/>

preventing clusters of consonants that violate syllable structure constraints in the language, and easing transitions between segments that have multiple incompatibilities" (pg.

82). A particularly strange, but well-known kind of insertion is the famous 'intrusive/linking r' of British and some dialects of American English. In these dialects a historical /r/ has been deleted in word-final coda position, but when the word is followed by vowel initial words under complex and not-completely understood circumstances, the /r/ reappears, an example of 'intrusive r' is: idea aldi? idea is aldi? rɪz. All of the examples we have seen so far involve insertion of vowels to break up sequences of consonants that violate syllable structure constraints. In other cases the /r/ reappears even when there was never an /r/ there in the first place (this is known as 'intrusive r'). Typical examples of 'linking r' are rear ri? rear end rɪr? nd Noticed that the speaker left off the ending letters of the words /lined, pot, sand, paved/, this was not deliberate. It might have been unconscious and also the letters in front are stressed more than those letters.

Explanation: There are two reasons why this happened; 1. The participant was relaxed and spoke casually or; 2. the loss of a final element as /t/ and /d/ are low stress consonants. English Words Transcription Participants Pronunciation (British speaker) lined la? n line pot p? a po sand san san paved p? e? v pave . Table 1 below displays the results of apocope (deletion) in English Language. After the data were collected, the researcher listened to each recording carefully a few times and transcribed the problematic consonant clusters, based on his phonetic training and teaching experience. The researcher first created a friendly rapport with the
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participants, then explained the recording will be used only for research purpose and participant's identity will remain anonymous. Next, the researcher asked the participant to view the passage and read it aloud while being audio-recorded.

The recording was done in a friendly atmosphere. Procedure Instrument:

Telephone recorder
Participant: A female who speaks the British version of the English Language.
Methodology

Prove that deletion exist in English Language “ Deletion in English Language is the dropping of sound that takes place especially because morphemes are put close to each other and also because of their occurrences in unstressed syllables or in rapid speech” (Ramelan, 1977, p. 174).

According to Roach (1983) “ under certain circumstances sounds disappear, or in certain circumstances a phoneme may be realized as zero, or have zero realisation; elision is typical of rapid, casual speech; the process of change in phoneme realisations produced by changing the speed and casualness of speech, which is sometimes called gradation. In other words, deletion is the elimination of a sound, this applies more frequently to unstressed syllables and in casual speech” (p. 108). Also, “ Apocope is a form of deletion which is the cutting off or loss of one or more sounds from the end of a word, and especially the loss of unstressed vowels” (Roach 1983). There are two common types of phonological rules, these are universal (Assimilation) and non-universal (Dis-assimilation) rules. “ Assimilation is a rule that makes two or more neighboring segments more similar by making the segments share some feature” (Jun, 1995). While, “ dissimilation is a rule that change feature values to make two phonemes in a string more dissimilar. A classic example <https://assignbuster.com/phonology-are-and-why-they-exist-can-help/>

of dissimilation occurs in Latin, and the results of this process show up in modern day English.

Example of this in English is Noun and Adjective pairs” (Jun, 1995). Notably, the purpose of this research is to explain deletion, syllabification, insertion and dissimilation, four forms of non - universal rules of English language which speakers apply when speaking without being aware of it. Phonetics and phonemics, are concerned with the rules of combining speech sounds of language. There are rules of combining speech sounds of language, and some rules which are applicable to certain language might not be applicable to another language. Phonological rules are part of communication through language, whether spoken or written, and knowing what they are and why they exist can help us better understand our world.

In order to understand the purpose of phonological rules, we need to understand what a phoneme is. According to the traditional phonological theories “ a phoneme is the minimal unit in the sound system of a language” (Crystal, 1997, p. 287) . Phonological rules are the rules whether written or spoken that control how sounds change during vocal communication. Also, these rules describe how phonemes are realized as their allophones in a given environment. Environment in phonology typically refers to neighboring phonemes As it is mentioned before, the study of speech sound structure of language is called phonology. Phonology is a branch science of linguistics, the study of language in general.

Odden (2005) states that “ phonology is one of the core fields that composes the discipline of linguistics, which is defined as the scientific study of

language structure". The speech sounds of language that we study in phonology are symbolic sounds that represent the physical sounds of language. Odden (2005) says that "the point which is most important to appreciate at this moment is that the "sounds" which phonology is concerned with are symbolic sounds - they are cognitive abstractions, which represent but are not the same as physical sounds" (p. 2). One of the aspects of language is speech sound.

The study of speech sound in language is called phonology. Each language has its own speech sound structure which differ from one language to another language. By learning the speech sound structure of language, not only can we recognize and understand how to pronounce a word of a language correctly, but can also produce the word using correct pronunciation.

Furthermore, we will be able to explain why we should pronounce it that way. In his book 'English Phonetics,' Ramelan (1994) says "when a student wants to learn a foreign language, in this case, English, he will have to learn to speak it" (p. 2). He has to try to speak in the way the native speakers speak the language.

This can be achieved by closely imitating and mimicking them tirelessly until his pronunciation is satisfactory and acceptable to them. Ramelan (1994) also said that "above all, the student has to be able to discriminate the contrastive sound units that distinguish one utterance from another, both on the production level and on the recognition level" (p. 3).