

LING001

Introduction to Linguistics

Lecture 13

Morphology I

03/23/2020

Katie Schuler

Welcome to online Ling001!

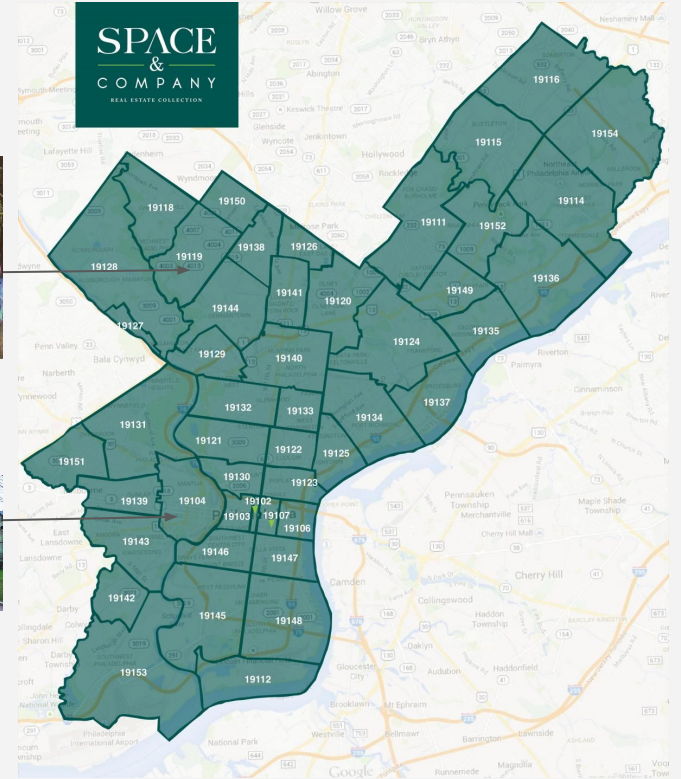
Today's lecture

- An overview of the revised course and details about what has changed.
- The first of two morphology lectures

Note: Your TAs are standing by on Piazza for anyone experiencing tech issues.

A little about me

- Working from home in Mt. Airy with Brandon and Joanie!
- We trade off working about every 3 hours.
- My office is on the 3rd floor in our spare bedroom.



A little about you

- On Fridays, I'll post a fun question to Piazza to help us feel connected.
- This week's question: **where in the world are you?**

Additional starting assumptions

- This is a really **really** hard situation
- You are probably much **lower on time, resources,** and **motivation** than you were before break
- Not everyone will have the same ability to participate

Sharing my mantra

DO YOUR BEST,
Leave the Rest

It will be great if I can _____, but if
that doesn't work, I'll just _____ instead.

Logistics

Lectures

- Lectures will be **live-streamed** at our usual class time **and recorded** so they can be viewed anytime

LING001: Intro to Linguistics

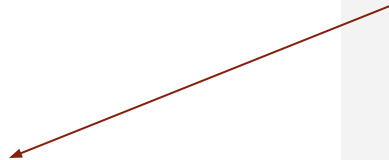
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Spring 2020 Updated Online Syllabus

Mondays & Wednesdays Online

[**Link to live-stream lecture \(live Mar 23 @ 12 EDT\)**](#)

Find it here!



Commenting on live lectures

Slides will be here

Press this to make me the small one

The screenshot shows a Panopto live lecture interface. At the top left, there is a Penn logo and the text "Powered by Panopto". The top center shows the file path "My Folder > Sat, Mar 21 2020 at 11:25 AM". The top right contains navigation icons (stars, settings, share, edit, volume) and a "Help" menu with a "Sign out" link. The main content area is split into two panes. The left pane displays slide content: "LING001 Introduction to Linguistics", "Lecture 13 Morphology I", "03/23/2020", and "Katie Schuler". Below the slides is a search bar labeled "Search this recording" and a "Discussion" section with the prompt "Ask a question or share a comment. Your post will be seen by everyone." and options for "Notes" and "Bookmarks". The right pane shows a video of a woman with her eyes closed. At the bottom, a video player controls bar shows a play button, a 10-second rewind icon, a progress bar at 0:06, a volume icon, a 1x speed icon, and a quality icon. Three red arrows point to specific elements: one from the text "Slides will be here" to the slide content, one from "Press this to make me the small one" to a full-screen icon in the video player's top right corner, and one from "I'll be over here!" to the video player's bottom center.

I'll be over here!

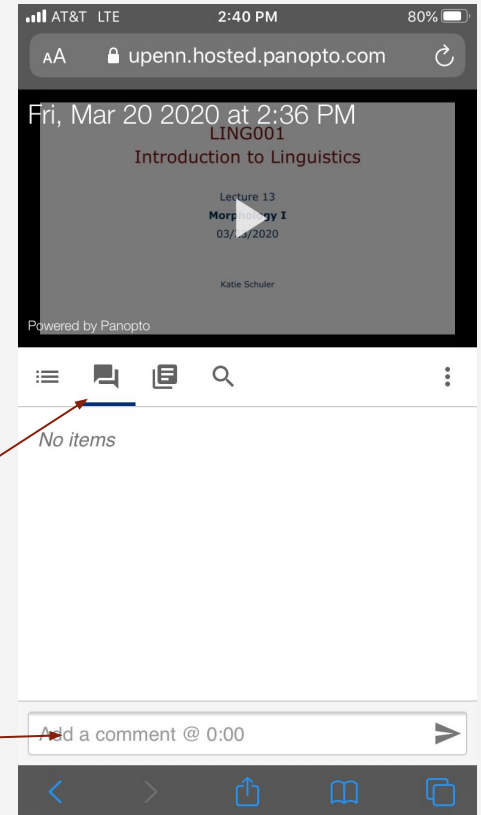
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Ask **questions** or share **comments** here

Commenting on live lectures

- On a mobile device browser, you can only see the slides during live-stream



Click here to make live comments

Type your comments here

Recitation

- Recitations will be live discussions in **Piazza Groups** or live video on **Zoom** - your TAs will be in touch about what will work for you.
- Either way, **everything will be recorded** for you to watch later if you can't join live.

Office Hours

- You can **ask a question anytime on Piazza**. You'll get an answer in 24 hours
- Or you can make an appointment to **video chat with one of us on Zoom**

Class At A Glance

15	total posts*
118	total contributions**
1	un-credited contributions***
8	instructors' responses
0	students' responses
9 min	avg. response time

Live content for other time zones

- Join me on Zoom for **Problem Solving with Katie** at 6:30am EDT every Friday

<https://everytimezone.com/s/5f6e0dd0>

Evaluation

- **Exams** will now be take-home and open-book. We've given you a full week to work on them
- **Language journals** are still due April 13, but we will accept them without penalty through April 29
- **Extra credit** is still possible via research participation: online SONA studies or [online linguistic talks](#).


Exam 2

- Grades were posted in Canvas before Spring Break
- Returned via scanned .pdf **as soon as I can** — I really appreciate your patience

Changes to the schedule

9	No Class Spring Break		
10	No Class Extended Spring Break		
11	Mar 23: Morphology I Mar 25: Morphology II	Ch 4	
12	Mar 30: Syntax I Apr 1: Syntax II Apr 3: Exam 3 released		
13	Work on Exam 3		
14	Apr 13: Exam 3 due Apr 13: Variation Apr 15: Historical	TBD	Language journal (due April 13)
15	Apr 20: Semantics Apr 22: Pragmatics with Yiran & Milena Apr 22: Exam 4 released	TBD	
16	Work on Exam 4 Apr 29: Exam 4 due		

During exam weeks, I'll live stream Q&A sessions during usual class time



Weekly Live Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
				6:30am Problem Solving with Katie on Zoom
		10am-12pm Office Hours with Nari on Zoom	9:30am & 10:30am Recitations with Ollie, Milena & Yiran	
12pm Lecture on Panopto		12pm Lecture on Panopto		11am & 12pm Recitations with Nari
3-5pm Office Hours with Milena on Zoom	2-3pm Office Hours with Yiran on Zoom	3-5pm Office Hours with Katie on Zoom	2-3pm Office Hours with Yiran on Zoom	3-5pm Office Hours with Ollie on Zoom

<https://everytimezone.com>

Goals

- **Overall goal:** experience the kind of work linguists do in various subfields.
- **This week's goal:** learn how to do morphological analysis

Pause to address questions

Morphology: The structure of words

- Fundamental concepts in how words are composed out of smaller parts
- The nature of these **parts**
- The nature of the **rules** that combine these parts into larger units
- What it might mean to be a **word**

Overview for today

Goal: learn how to do morphological analysis

- Morphemes
- Types of morphemes
- Morphological processes

Morphemes

- Remember that in phonology the basic distinctive units of sound are **phonemes**
- In morphology, the basic unit is the **morpheme**
- **Starting definition:** a morpheme is a minimal unit of sound and meaning

Examples of morphemes

- Many words can be **divided into smaller parts**, where the parts also occur in other words.

<i>dogs</i>	<i>walking</i>	<i>blackens</i>	<i>player-hater</i>
<i>dog-s</i>	<i>walk-ing</i>	<i>black-en-s</i>	<i>play-er-hat-er</i>

- **Compare:** cat-s; runn-ing; dark-en-s; eat-er

(note: in some cases there are spelling changes when we add morphemes; ignore this)

Morphemes as parts of words

- The smaller parts occur consistently with many words
 - **-s**: forms the plural consistently
 - **-ing**: forms a noun from a verb
 - **-en**: forms a verb from an adjective meaning 'become adjective'
 - **-er**: forms an *agentive nominal* from a verb (a person or thing who does that activity)

Must have consistent meaning

- Notice that this is **not the only way** we can divide up words into smaller parts; consider
tank plank flank drank rank
- In these words, we could easily identify a part *-ank*
- But *-ank* is not a morpheme. There is **no consistent meaning** and the **leftover pieces aren't morphemes** (e.g. *t-*, *pl-*, *fl-*, *dr-*, *r-*)

Connections between sound and meaning

- In phonology, we learned that a phoneme is an abstract unit that can have more than one realization:

/p/ has allophones [p] and [p^h]

- Morphemes can also have more than one **allomorph**: the same meaning unit with more than one sound form

Present	Past
○ kick	kick-ed
○ leave	lef-t
○ hit	hit-∅

Allomorphy

- In phonology, we said different **allophones** of the same phoneme occurred in particular contexts
- In morphology, **allomorphs** of a morpheme also depend on the context (e.g. what it is attached to)
- Example: In English plural, usually -s (i.e. /z/), but depending on the noun it might be something else

singular	plural
○ <i>moose</i>	<i>moose-∅</i>
○ <i>ox</i>	<i>ox-en</i>
○ <i>box</i>	<i>box-es</i> (not * <i>box-en</i>)

Morpheme types

- Remember that our working definition of morpheme was 'minimal unit of sound and meaning'
- A further division of among morphemes is **whether they can occur on their own or not:**
 - **No:** -s is dog-s; -ed in kick-ed, cran- in cran-berry
 - **Yes:** dog, kick, berry

Bound and free morphemes

- **Bound morphemes** are those that cannot appear on their own
 - *-s is dog-s; -ed in kick-ed, cran- in cran-berry*
- **Free morphemes** are those that can appear on their own (e.g. dog in dogs)
 - *dog, kick, berry*

Content and function morphemes

- **Content morphemes** have a referential function that is independent of grammatical structure (e.g. dog, kick)
 - *Sometimes these are called "open-class" because speakers can add to this class at will*
- **Function morphemes** are bits of syntactic structure; morphemes that express grammatical notions like [past] or [plural] (e.g. -ed, -s)
 - *Sometimes called "closed-class" because speakers cannot add to this class*

Cross-classification

- The **bound/free** and **content/function** distinctions are not the same. To illustrate:

	Content	Function
Bound	<i>cran-</i>	<i>-ed</i>
Free	<i>dog</i>	<i>the</i>

Roots and Affixes

- In a complex word the **root** or **stem** is the basic or core morpheme
- The things added to it are **affixes**
- Affixes are divided into **prefixes** and **suffixes** depending on whether they occur before or after the thing they attach to. **Infixes** go in the middle of a word.



Questions on morphemes and
morpheme types?

Morphological Processes

- So far are discussion of morphological processes has been limited to affixes
- But there are many different ways that languages form new words; many **word formation processes**

Affixation

- Affixation forms new words by **tacking on** additional morphemes (**prefixes, suffixes, or infixes**)
- Example: Tagalog uses the infix **-um-** to form the infinitive form of verbs:

Verb Stem

lakad `walk`
bili `buy`
kuha `take`, `get`

Infinitive

lumakad `to walk`
bumili `to buy`
kumuha `to take`, `to get`

Compounding

- A compound is a complex word that is **formed out of a combination of stems** (as opposed to stem + affix)
- These function in a certain sense as '**one word**', and have distinct phonological patterns
- Examples:
 - olive oil
 - shop talk
 - shoe polish
 - truck driver

Reduplication

- Reduplication forms new words by **doubling** an entire free morpheme (total) or part of it (partial)
- Example: Indonesian uses total reduplication to form the plural of nouns

Singular

rumah 'house'

ibu 'mother'

lalat 'fly'

Plural

rumahrumah 'houses'

ibuibu 'mothers'

lalatlalat 'flies'

Alternations

- Alternations **make changes to a morpheme** itself to make a change in meaning
- Example: Some irregular plurals in English

Singular	Plural	
man	men	[æ] ~ [ɛ]
woman	women	[ʊ] ~ [ɪ]
goose	geese	[u] ~ [i]

Suppletion

- Suppletion is when there is **no systematic similarity** between stems and their inflected forms
- Example: Some English verbs have suppletive past tenses

Present

[ɪz] is

[gəʊ] go

Past

[wʌz] was

[wɛnt] went

Problem solving: Bontoc

Adj root

[fikas] strong

[kilad] red

[bato] stone

[fusul] enemy

Verb

[fumikas] he is becoming strong

[kumilad] he is becoming red

[bumiato] he is becoming stone

[fumiusul] he is becoming an enemy

- (1) What type of affix is used to form the verb?
- (2) Describe its placement in the word
- (3) What is the morphological process?

Problem solving: Bontoc

Adj root

[fikas] strong

[kilad] red

[bato] stone

[fusul] enemy

Verb

[fumikas] he is becoming strong

[kumilad] he is becoming red

[bumiato] he is becoming stone

[fumiusul] he is becoming an enemy

(4) How would you classify the following morphemes:

[fikas]

[um]

Problem solving: Catalan

[ənə] to go [batʃ] I go

- (1) Which morphological process is this an example of?
- (2) How do you know?

Problem solving: Isthmus Zapotec

[palu]	stick	[spalube]	his stick	[spalulu]	your stick
[ku:ba]	dough	[sku:babe]	his dough	[sku:balu]	your dough
[tapa]	four	[stapabe]	his four	[stapalu]	your four
[geta]	tortilla	[sketabe]	his tortilla	[sketalu]	your tortilla
[bere]	chicken	[sperebe]	his chicken	[sperelu]	your chicken

(1) **Give morpheme**

___ possessive (genitive)

___ third-person singular

___ second-person plural

(2) **List allomorphs**

_____ tortilla

_____ chicken

(3) **Conditioning env**

Problem solving: Isthmus Zapotec

[palu]	stick	[spalube]	his stick	[spalulu]	your stick
[ku:ba]	dough	[sku:babe]	his dough	[sku:balu]	your dough
[tapa]	four	[stapabe]	his four	[stapalu]	your four
[geta]	tortilla	[sketabe]	his tortilla	[sketalu]	your tortilla
[bere]	chicken	[sperebe]	his chicken	[sperelu]	your chicken

- (4) If I tell you that the word for rope has two allomorphs, [doʔo] and [toʔo], how would you say the following?

'his rope' _____

'your rope' _____

Questions?

Practice Problems

- Posted this afternoon on the course website
- We will also post it to a thread on Piazza — we encourage you to discuss the answers with each other!
- Solutions will be posted on Fridays

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