# Loanwords & Morphology

15 June 2015

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LCD 102: Analyzing Language

# Lesson Plan

- Administrativa
  - Calendar
  - Grades
- Speech
  - Practice Talks
- Loanwords
- Morphology

# CALENDAR

# Calendar

- 15 Jun
  - Loanwords
  - Morphology
- 16 Jun
  - Morphology
- 17 Jun
  - Morphology
- 18 Jun
  - Individual Speeches
  - Morphology
- 22 Jun
  - Syntax
- 23 Jun
  - Group Presentations
  - Syntax
- 24 Jun
  - Exam II

# Grades

- Exam I
  - Worth 25% of final grade
  - Exam curved to highest marked exam as 100%
  - M=84.19, SD=14.76 with extra credit

# SPEECH

# Speeches

- Speeches will be end of this week on 18 Jun

- Today we will practice our talks with 3-4 other people
  - Time eachother: 1-2 minutes
  - A brief discussion after everyone presents
    - Comments relevant to rubric
  - Remember to be nice!

# Post-Peer Feedback

- How did everyone do?

- Any comments that you will bring back to your team?

# LOANWORDS

# Homework no. 5

- For homework no. 5 you were to have found 10 loanwords in a language other than English

- What languages did you look at?

- What words did you find?

# Loanword Adaptation

- What are the processes you observed?

- What happens to different syllable types?

# MORPHOLOGY

# Psychological Structure

- Recall how we take a stream of speech and impose on it
  - Segments
  - Syllables

- We also do the same for
  - Sentences
  - words

# Psychological Structure

- We "hear" words in a speech stream

- There are no clear boundaries between words

- Words themselves are further subdividable not only into syllables

# Words

- Words mean something
  - We can paraphrase the meaning encoded by a word

  - 'hangry'
    - Doing something that is characteristic of being angry and hungry
  - 'hangrier'
    - Doing something that is more characteristic of being hungry and angry than someone else
  - 'comais'
    - Commanding two or more people that you know well that you are directly addressing to eat not in the past
  - 'comieron'
    - Two or more people that you are not addressing (or two or more people that you are addressing) ate in the past and finished the act of eating

# Words

- But words are not atomic
  - We can clearly identify parts of each word that contribute to the meaning

  - 'hangr-y'
    - [hanger]
    - [-y] something that is characteristic of
  - 'hangr-i-er'
    - [hanger]
    - [-i-] something that is characteristic of
    - [-er] more
  - 'com-ais'
    - [com-] to eat
    - [-ais] command, 2.Pl.Inf, non-past
  - 'com-ieron'
    - [com-] to eat
    - [-ieron] 3.Pl/2.Pl.Inf past perfect

# Words

- These parts of meaning are referred to as
  - Morphemes
    - The smallest unit that has meaning.

- Morphology
  - the *internal organization* of words, and the study of that organization

# Morphology

- The system of grammar which deals with morphs (lexical items)

- Morphs express units of meaning
  - Meaning of a word (the root)
  - Grammatical meaning (the function words)

# Morphology

- Just like phonology, we have two levels of representation

- Morphemes (akin to phonemes)
  - Smallest meaningful unit of speech
  - Underlying
- Allomorphs (akin to allophones)
  - The contextually determined variants of a morpheme
  - Surface

# Morphemes

- Morphemes are psychologically real
  - Just like phonemes, they are what we write

- What is the morpheme in English that means plural?

# English Plural

[sneɪk]   [sneɪks]

[pleɪt]   [pleɪts]

[ʃit]   [ʃits]

[noʊtbʊk]   [noʊtbʊks]

[vɛt]   [vɛts]

[zɪp]   [zɪps]

[pɑt]   [pɑts]

[lɪp]   [lɪps]

[bæŋk]   [bæŋks]

[dɹɪŋk]   [dɹɪŋks]

[daɪət]   [daɪəts]

[ʃu]   [ʃuz]

[hug]   [hugz]

[pɛn]   [pɛnz]

[tʃri]   [tʃriz]

[dʒɑɹ]   [dʒɑɹz]

[stoʊɹm]   [stoʊɹmz]

[boɪ]   [boɪz]

[kaʊw]   [kaʊwz]

[aɪ]   [aɪz]

[toɪ]   [toɪz]

[vaʊw]   [vaʊwz]

[bəɹd]   [bəɹdz]

[taɪɹ]   [taɪɹz]

[bæg]   [bægz]

[sæmwɪtʃ]   [sæmwɪtʃəz]

[hɔɹs]   [hɔɹsəz]

[gɹədʒ]   [gɹədʒəz]

[pɔlɪʃ]   [pɔlɪʃəz]

[klæs]   [klæsəz]

[taks]   [taksəz]

[voɪs]   [voɪsəz]

[glæs]   [glæsəz]

[feɪz]   [feɪzəz]

[tʃeɪndʒ]   [tʃeɪndʒəz]

[wɪtʃ]   [wɪtʃəz]

# English Plural

| | | | | | |
|---|---|---|---|---|---|
| [sneɪk] | [sneɪk-s] | [ʃu] | [ʃu-z] | [sæmwɪtʃ] | [sæmwɪtʃ-əz] |
| [pleɪt] | [pleɪt-s] | [hug] | [hug-z] | [hɔɹs] | [hɔɹs-əz] |
| [ʃit] | [ʃit-s] | [pɛn] | [pɛn-z] | [gɹədʒ] | [gɹədʒ-əz] |
| [noʊtbʊk] | [noʊtbʊk-s] | [tʃri] | [tʃri-z] | [pɔlɪʃ] | [pɔlɪʃ-əz] |
| [vɛt] | [vɛt-s] | [dʒɑɹ] | [dʒɑɹ-z] | [klæs] | [klæs-əz] |
| [zɪp] | [zɪp-s] | [stoʊɹm] | [stoʊɹm-z] | [taks] | [taks-əz] |
| [pɑt] | [pɑt-s] | [boɪ] | [boɪ-z] | [vɔɪs] | [vɔɪs-əz] |
| [lɪp] | [lɪp-s] | [kaʊw] | [kaʊw-z] | [glæs] | [glæs-əz] |
| [bæŋk] | [bæŋk-s] | [aɪ] | [aɪ-z] | [feɪz] | [feɪz-əz] |
| [dɹɪŋk] | [dɹɪŋk-s] | [toɪ] | [toɪ-z] | [tʃeɪndʒ] | [tʃeɪndʒ-əz] |
| [daɪət] | [daɪət-s] | [vaʊw] | [vaʊw-z] | [wɪtʃ] | [wɪtʃ-əz] |
| | | [bəɹd] | [bəɹd-z] | | |
| | | [taɹ] | [taɹ-z] | | |
| | | [bæg] | [bæg-z] | | |

# English Plural

| **{-s}** | | **{-z}** | | **{-əz}** | |
|---|---|---|---|---|---|
| [sneɪk] | [sneɪk-**s**] | [ʃu] | [ʃu-**z**] | [sæmwɪtʃ] | [sæmwɪtʃ-**əz**] |
| [pleɪt] | [pleɪt-**s**] | [hʌg] | [hʌg-**z**] | [hɔɹs] | [hɔɹs-**əz**] |
| [ʃit] | [ʃit-**s**] | [pɛn] | [pɛn-**z**] | [gɹədʒ] | [gɹədʒ-**əz**] |
| [noʊtbʊk] | [noʊtbʊk-**s**] | [tʃri] | [tʃri-**z**] | [pɔlɪʃ] | [pɔlɪʃ-**əz**] |
| [vɛt] | [vɛt-**s**] | [dʒɑɹ] | [dʒɑɹ-**z**] | [klæs] | [klæs-**əz**] |
| [zɪp] | [zɪp-**s**] | [stoʊɹm] | [stoʊɹm-**z**] | [taks] | [taks-**əz**] |
| [pɑt] | [pɑt-**s**] | [bɔɪ] | [bɔɪ-**z**] | [vɔɪs] | [vɔɪs-**əz**] |
| [lɪp] | [lɪp-**s**] | [kaʊw] | [kaʊw-**z**] | [glæs] | [glæs-**əz**] |
| [bæŋk] | [bæŋk-**s**] | [aɪ] | [aɪ-**z**] | [feɪz] | [feɪz-**əz**] |
| [dɹɪŋk] | [dɹɪŋk-**s**] | [tɔɪ] | [tɔɪ-**z**] | [tʃeɪndʒ] | [tʃeɪndʒ-**əz**] |
| [daɪət] | [daɪət-**s**] | [vaʊw] | [vaʊw-**z**] | [wɪtʃ] | [wɪtʃ-**əz**] |
| | | [bəɹd] | [bəɹd-**z**] | | |
| | | [taɹ] | [taɹ-**z**] | | |
| | | [bæg] | [bæg-**z**] | | |

# English Plural

- We write the morpheme as <-s> regardless of what it preceedes

- Not as straightforward as led to believe
  - {-s}
  - {-z}
  - {-əz}