

13. Morphology

The Structure of Words (Ling 350)

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Morphology?

“...there are no firm boundaries to morphology. Correspondingly, what is treated as morphology in any particular theory will depend on other facets of that theory.” (125)

- Many linguists have argued that morphology as its own discipline is unnecessary: they say that the way that morphemes are arranged is really part of syntax, and the alternation of pronunciations (i.e. allomorphs) is all within the domain of phonology.
- This is a rather extreme view that is not necessarily standard today, but you do still come across it.
- Even Bauer notes that the arguments in favor of there being such a thing as words “do not necessarily show that we must have a level of the word in every language, only that it can be useful in some languages” (131).

Morphology and Phonology

- express → expression
regress → regression
- How do we explain this [s] → [ʃ] thing that's happening here?
- act → action
commit → commission
- How about this [t] → [ʃ] thing?
- Is this due to morphology, or due to phonology?

Morphology and Phonology

- Some suffixes don't impact the stress pattern of the base. Inflectional affixes are like this, and so is *-less*.
- But what about *-ese*?
- Give me some words that can be given the suffix *-ese*.
- And how about *-ic*?
- These show that the specific morphology can directly impact the phonology.

(11) (a)	'journal	journal'ese
	Ja'pan	Japa'nese
	o'fficial	officia'lese
(b)	'acid	a'cidic
	'poet	po'etic
	'algebra	alge'braic
	'telescope	tele'scopic
	im'perialist	imperia'listic

Morphology and Syntax

- Let's talk about clitics. What is a clitic?

“a type of obligatorily bound morph which is generally distinguished from an affix” (132)

- Think way back to when we discussed inflectional suffixes. Carstairs-McCarthy argued that the possessive 's isn't really an inflectional affix. Why?
- Because it attaches to phrases, not just to nouns.

a dog's life
the King of Spain's daughter
the woman in white's face
the woman we saw's coat
the cat which came in's fur
the man I saw yesterday's hat

Bauer notes “the -'s formative which marks the possessive in English is a clitic.”

Clitics

- They “may attach to phrasal categories, although they will always be phonologically attached to a single word in that phrase” (132).
- Two types:
- **simple clitics** are reductions of existing words.

could've	have	he's tall	is	I'll	will
she'd	would	he's just arrived	has		

- **special clitics** are not weakened forms of ordinary words.

the dog's collar

-'s isn't short for something else*

*sometimes people claim it's a shortening of *his*. Would you say “the dog his collar”?

Simple Clitics

- They can attach to words regardless of their lexical category. They just show up wherever the full word could.

I could've been there.

I could have been there.

Girls've been there.

Girls have been there.

I've been there.

I have been there.

The kids from down the block've been there.

The kids from down the block have been there.

- Clitics can (usually) stack, too.

I couldn't've said that.

I'd've done better.

Note exceptions:

*I'mn't tired.

*They'ren't here.

Clitics

- Note that affixes cannot attach to bases containing clitics.

Girls've been seen there.

the man who walked's feet

*Girl'ves been seen there.

*the man who walk'sed feet

- It seems like you make sentences in a certain order: you pluck the words from your lexicon (some of which may contain derivational affixes), then you put them in order, then you add inflectional morphology, then reduce some words to clitics.

Is *-n't* a clitic?

- Consider:

*I'mn't tired.

I'm not tired.

*They'ren't here.

They're not here.

He can't come.

He cannot come.

Can't he come?

*Cannot he come?

I don't know.

I do not know.

Don't you know?

*Do not you know?

- What's the evidence that it is? And what's the evidence that it's not?

Final

- Next week (same classroom and time as class)
- Covers everything from after the midterm
- Open book – handwritten notes, printed notes, printed textbook – but not open laptop, tablet, or phone.
- Printed materials may not be shared with others.
- 25 points in total / 25% of your overall grade.
- Mix of multiple choice and short answer.
- Self-timed, up to 9:50pm (class's end time).
- You can leave once you've turned it in.



FINAL REVIEW RULES

- Four teams.
- Some people on each team will use their phone as a buzzer by joining our game on the website buzzin.live
- (Of course, other teammates can hit the buzzer.)
- Forty questions, divided over two rounds.
- Each team earns one point per question correctly answered.
- In round 2, each team loses one point per question incorrectly answered.
- In both rounds, if your team answers incorrectly, the other team gets to answer (if they want) before you can try again.
- The team with the most points at the end wins.
- All members of the winning team will receive 1 extra credit point on their midterm.

Round 1

20 questions

1 point per correct answer

No penalty for wrong answers

1. In terms of syntax, what does the head of a word do?
2. How about in terms of semantics?
3. What's a portmanteau morpheme?

Identify the head in the following words:

4. White House
5. government
6. houses
7. ungovernable
8. enmesh

9. What is productivity?
10. What is “formal regularity”?
11. What about “semantic regularity”?
12. Is *-er* semantically regular or irregular?
13. Is *-er* formally regular or irregular?
14. Is *-able* semantically regular or irregular?
15. Is *-able* formally regular or irregular?
16. What’s semantic blocking?
17. What’s a neologism?
18. What’s a hapax legomenon?

farmer
baker
killer
robber
writer
rider
driver
boxer

believable
punishable
loveable
adorable
washable
readable

19. English has a lot of bound roots. Are these mostly native English words or are they mostly borrowed?
20. From what languages? (Name three.)

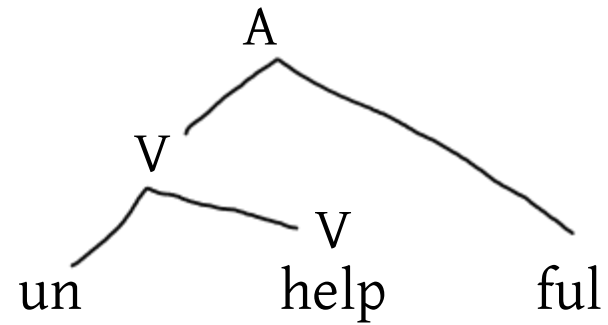
Round 2

20 questions

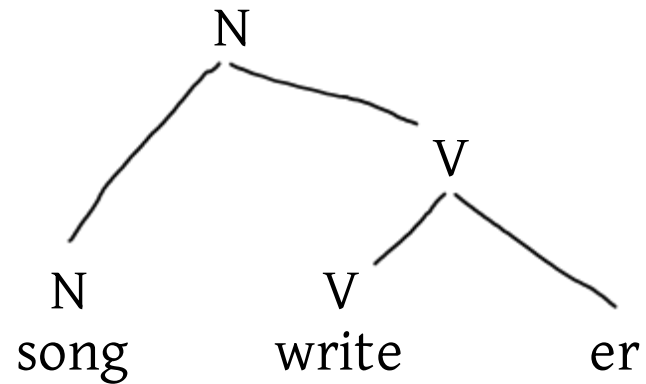
1 point awarded per correct answer

1 point deducted per wrong answer

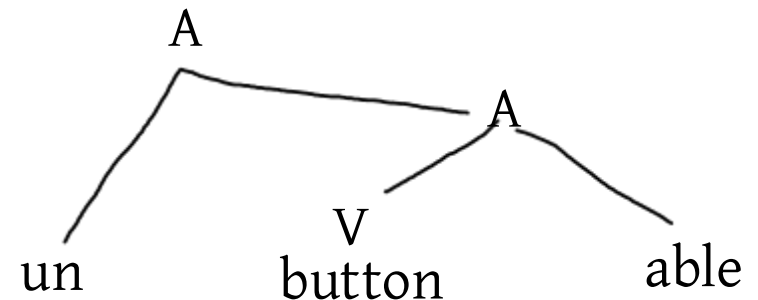
1. How can we fix this tree?



2. How can we fix this tree?



3. The word *unbuttonable* is structurally ambiguous, with two possible interpretations. Which one does this tree represent?



4. Is *-less* formally regular?
5. Is it semantically regular?
6. What is semantic blocking?
7. Relate semantic blocking to the fact that “tallness” isn’t a widely used word.
8. What’s a corpus?
9. Imagine that you query the COCA corpus and find that *-ize* has very few hapax legomena, but several words with thousands of tokens. Based on this finding, is *-ize* productive?
10. I want to use English-corpora.org to find out how productive the affix *-tini* is. How do I find results like *martini*, *vodkatini*, *crantini*, *appletini*, etc?

hopeless	homeless
lossless	toothless
loveless	faithless

11. Compared to Old English, is Modern English more or less highly inflected?
12. Is English a Romance language?
13. Many English suffixes come from French or Latin. In general, do these suffixes prefer to take free or bound bases?
14. What's a morpheme?
15. What's a phonestheme?
16. How does a word-based theory of morphology differ from a morpheme-based theory of morphology?
17. What's a clitic?
18. Give an example of a simple clitic.
19. Give an example of a special clitic.
20. What's one way a clitic is different from an affix?

For next time

- Study!