Assignment No. 7

Due: 16 June 2015

There is no word limit/requirement for this exercise and bullet points would be preferred. You may write in any variety you are competent in, such as English, French, Spanish, German and/or Arabic. The grammar, spelling, and prescriptive conventions are not evaluated for the assignment. You do not need to edit, revise a number of times, or attend in any special way to form or language. You should just write in a way that is clear to you.

Speeches

Bring an updated draft of your speech. You will be practicing with your fellow classmates.

Group Project

With you group, write a research question and at least one hypothesis. The research question will be a statement of what you are investigating. The hypothesis will be at least one prediction of what you will find in your investigation and rationale for that prediction.

Loanwords

For assignment no. 5 you were to have discovered and analyzed 10 lexical items in a language other than English that you know which are borrowed from another language. For this assignment you are two find another 10 words borrowed into a language with restrictive phonotactics (e.g. Samoan, Tahitian, Korean, Japanese, Hawaiian). List the word, its source language, and describe the changes in terms of consonant changes and phonotactics. Make sure to syllabify and tree both the source word and the borrowed word. We will be discussing this in class on Tuesday.

Example: tʃi.po.tɬe *(Sp.)*   tʃɪ.poʊt.leɪ *(Eng)*   *'Chipotle'*
   - *Resyllabification of "tl" cluster*

Example: ʁaiχ *(Ger.)*   ɹaɪk *(Eng.)*   *'Reich'*
   - *Uvular trill became alveolar central approximant*
   - *Voiceless uvular fricative became a voiceless velar stop*

Nahuatl Morphology

Complete the handout from lecture and bring to class on Tuesday

English Morphology

Segment the following words into their parts.

Example: lovliness   →   lov-li-ness
             teammates   →   team-mate-s
             megalomaniacally   →   megalo-mania-c-al-ly

1. freedom
2. flowers
3. discourage
4. amoral
5. hinted
6. written
7. singing
8. musical
9. Disnify
10. does
11. truth
12. barefoot
13. research
14. butterfly
15. holiday
16. morpheme
17. phoneme
18. phonology
19. morphemic
20. plants
21. trousers

Please remember to have read ch. 4. At this point we will start to encounter terms in morphology that you have likely not covered in your other classes as there is no dedicated morphology class at this (and most) universities. When you encounter terms that you don't know (e.g. essive, partitive, accusative) you can look them up in Wikipedia. It is a great reference for a brief overview of terms related to morphology. You can also look up terms in the Lexicon of Linguistics (http://www2.let.uu.nl/uil-ots/lexicon/) or the SIL Glossary of Linguistic Terms (http://www-01.sil.org/LINGUISTICS/GlossaryOfLinguisticTerms/). While morphology is a

fascinating subject, you do not need to learn too much about the rich use of nominal and verbal morphology cross-linguistically. It merely suffices to understand that there are changes to a shape of a word by the addition of different elements (often segments) and these changes are used to express different meanings (the original sense/denotation of the word is modified). During the addition of these elements, the underlying representation of the word (the stem) can change, triggered/conditioned by the segments which are added. We will talk more in-depth (but still briefly) about morphology in our next class.

The following data set provides further practice with finding morphemes in a language that is unfamiliar to you as well as with allomorphy (environmentally conditioned surface variation of an underlying morpheme). Be sure to read each explanation/introduction of each language first as it will help you deal with each data set.

It is very important when dealing with data sets that you proceed methodically and slowly. The old adage 'haste makes waste' is very apropos here. If you try and rush the process you will get overwhelmed. Resist the urge to skip ahead in the data sets. I have carefully grouped each one. So first examine one chunking of data, such as (1)-(5) in Swahili below, and make a preliminary assessment. Figure out everything you can from that chunk of data, then move to the next chunk, such as (6) and (7) in Swahili below, and repeat the process. What new things does this bit of data tell you? Revise your previous hypothesis, and repeat the process with the next data set. This is very important as the data is presented to you in such a way that you can incrementally get closer to the correct solution. If you skip ahead, then you might get overwhelmed with the data and the alternations. As the data get incrementally more complex, the individual processes become more obscured and to figure it out easily, go step by step.

1. Swahili Verbs (Hayes; modified by Serrano Madsen) – *Swahili is an agglutinative language (a synthetic language where each morpheme has one grammatical meaning and affixes to some stem which they modify). The verbal stem is prefixed with not only some morpheme which agrees with the subject of the sentence (like in Spanish), but also with a affix which agrees with the object. Just like in Spanish, you do not have to overtly express the pronoun if you can tell what the pronoun is from the verb (e.g. in Spanish you can just say 'siempre estoy hiciendo la tarea' or 'siempre yo estoy hiciendo la tarea' which both mean 'I am always doing homework'). Swahili is different in that you don't have to also overtly express the pronominal object because it is recoverable from the verb. Additionally, tense and mood is also expressed as a morpheme on the verb.*

   1. [atanipε^nda]   *he will like me*
   2. [atakupε^nda]   *he will like you*
   3. [atampε^nda]   *he will like him*
   4. [atatupε^nda]   *he will like us*
   5. [atawapε^nda]   *he will like them*

By looking at the glosses to the right of the data, can see that the sentences in the gloss are identical expect for the object of the sentence. That means that the Swahili data should be the same and the only things that change are the things which correspond to the objects. So by looking at the data, you should have a preliminary idea of what morphemes are the first person singular object agreement affix, the second person singular object agreement affix, the third person singular object agreement affix, the first person plural object agreement affix, and the third person plural object agreement affix.

6. [nitɑkupɛ^{n}dɑ]   *I will like you*
7. [nitɑmpɛ^{n}dɑ]   *I will like him*

Now looking at the glosses, you will see that they also vary by what is the object, but we have already figured this out above, so use the data to check you hypothesized second person singular object agreement affix and third person singular object agreement affix. You will also notice that the main verb in the sentence is still 'like' and the tense/mood is still future, so we can't find out any more about that. However, the English glosses differ from the first set in the subject of the sentence. This means that we can compare the data in (1)-(5) and (6)-(7) and determine what the first person singular subject agreement affix and the third person singular subject agreement affix are. Compare (6) to (2) and (7) to (3).

8. [utɑnipɛ^{n}dɑ]   *you will like me*
9. [utɑmpɛ^{n}dɑ]   *you will like him*

Now looking at the data, we can see that the main difference between these data and the data in (1)-(9) is the subject. We can use this to determine the second person singular subject agreement affix is, rounding out the subject agreement affixes in addition to the first person singular subject agreement affix and the third person singular subject agreement affix. Compare (8) to (1) and (9) to (7) and (3).

10. [ɑtɑnipiɟɑ]   *he will beat me*
11. [ɑtɑkupiɟɑ]   *he will beat you*
12. [ɑtɑmpiɟɑ]   *he will beat him*

Paying close attention to the gloss, you will notice that the verb in the sentence has changed from 'like' to 'beat.' We can compare (10) to (1), (11) to (2), and (12) to (3), as they only differ in the main verb. From this we can determine what part of the word is the verbal stem meaning 'like' and what means 'beat.'

13. [ɑnɑnipiɟɑ]   *he is beating me*
14. [ɑnɑkupiɟɑ]   *he is beating you*
15. [ɑnɑmpiɟɑ]   *he is beating him*

Now the data we see that the tense/mood of the sentence has changed from future in (1)-(12) to present in (13)-(15). Compare (13) to (10), (14) to (11), and (15) to (12) as these sentence only differ by tense. This should make it clear which morpheme means future and which means present.

16. [amɛnipiʤa]   *he has beaten me*

17. [amɛkupiʤa]   *he has beaten you*

18. [amɛmpiʤa]   *he has beaten him*

We now are almost done. We now see that the data in (16)-(18) differ from (1)-(12) and (13)-(15) in tense as well. (16)-(18) are prefect/past tense. To determine which morpheme is the past tense compare (16) to (10) and (13), (17) to (11) and (14), and (18) to (12) and (15).

Now answer the questions below.

a. Are there are allomorphs for any of the morphemes?

b. List the underlying morphemes:

    i. 1st person singular subject: _____
    ii. 2nd person singular subject: _____
    iii. 3rd person singular subject: _____
    iv. future: _____
    v. present: _____
    vi. past: _____
    vii. 1st person singular object: _____
    viii. 2nd person singular object: _____
    ix. 3rd person singular object: _____

c. What type of affixes (e.g. prefix, infix, suffix, circumfix) are grammatical agreement and tense/mood affixes?

d. What is the order of affixation for the subject, object and tense/mood affixes?

e. List the underlying stems:

    i. will: _____
    ii. beat: _____

f. Give the form for *I have liked you*.

g. Given the form [umɛwapɛⁿda], what does it mean?

h. If the verb stem [ona] *see*, give the form for *he will see me.*

i. If [akatuaⁿdika] means *if he wrote us,* what is the stem meaning *write*? What is the verbal prefix that expressed the conditional mood?