

Lgcs 10. Lecture Notes. Thurs 9 Sept 2010.

0. Announcements

-Reading:

- (i) *I-Language* (posted online), Chapters 1&2 (read by Tues);
- (ii) Rest of Chapter 2 (read by Thurs).

-Assignment 2 (due next Thurs, 9/16):

- (i) Chapter 2: Exercise 2.28, Chumash;
- (ii) *I-Language* (posted online): Exercise 1.8.1 Ethnologue.

1. Review from last time and things we didn't get to

-What kinds of morphological processes have we looked at so far?
Note: How to gloss reduplicated forms:

- (1) to-tosi
RED-rabbit
'rabbits'

-**Allomorphy and conditioned variation.** Generalization for plural -s in English:

- s after voiceless consonants (p, t, k, f, θ);
- əz after **sibilant** sounds (s, z, ʃ, ʒ, tʃ, dʒ);
- z everywhere else.

-Morphological processes may be **derivational** or **inflectional**.

Derivational morphology creates a new word (or inflectable stem) from another word (or stem). It usually involves a change in category or meaning, e.g., *-less*.

Inflectional morphology creates different grammatical forms of the same word. Inflection **never** changes lexical category. The set of related words **inflected** from a single root is called a **paradigm**.

(2) Some English verbal paradigms (based on Table 2.2 from the text):

verb	present	past	pres part	past part
play	plays	played	playing	played
find	finds	found	finding	found
write	writes	wrote	writing	written
go	goes	went	going	gone

What do the following examples suggest about the ordering of derivational vs. inflectional morphology? *weaknesses*, **weakestness*, **eyesless*, **sinful*, **lovedable*, **fak-er-s*, **fake-s-er*. What then is the tree structure for: *rereading*.

Differences, then, between derivational and inflectional morphology: (i) change of meaning/category; (ii) ordering; (iii) productivity (inflectional morphology tends to be more productive, i.e., operates on bases with fewer exceptions/restrictions):

- (3) confine confined confinement
align aligned alignment
treat
arrest
straighten
cure

Suppletion review: **Class Exercise 5:** Exercise 2.13.

Free variation = variation where there is no (known) conditioning environment. Example: Reverential forms in Zapotec. (Section 2.4.3, p. 47.)

Class Exercise 3: If you haven't already, do the following from the morphology problems packet: Luiseno (31); Quiché (32); Cree (39); Hanunoo (42); Isleta (36).

2. Word segmentation

The problem of **word segmentation**: How, in fluent speech, do listeners determine where one word ends and the next word begins?

Excerpt from *Discovering Speech, Words, and Mind*. 2010. Byd, Dani and Toben H. Mintz. Wiley-Blackwell.

“It may be difficult at first to appreciate that understanding how word segmentation occurs is really a scientific challenge since we, as fluent speakers, have no trouble identifying the words we hear and figuring out when a word begins and ends. We simply perceive distinct words. One could even go so far as to say that our auditory perception of words mirrors what our visual perception is like in reading. Words on the page are separated by white space, providing clear visual boundaries between words, and we have the perceptual sense of clear boundaries between aurally processed words as well. Are there acoustic boundaries like spaces on a page? The most natural, analogous kind of boundary would be small silences between words. But in fact, in fluent speech there are very few silences between words, and there are many instances in which small silences occur within words (such as during voiceless stops)...

“...there is no one-to-one correspondence between silences in fluent speech and word boundaries –many short silences occur within words, and many word boundaries do not coincide with silence. Furthermore, there appears to be no cue directly accessible in the acoustic signal that reliably corresponds to word boundaries. In other words, word segmentation is subject to a lack of invariance, just like the identification of speech sounds.”