Introduction to Language

Derek Denis

University of Toronto
derek.denis@mail.utoronto.ca

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Road Map

Today's Class

1. Introduction to morphology, words, and morphemes.
2. Different kinds of word formation.
3. Morphological analysis of other languages.
4. Morphological alternations.
5. Avoiding plagiarism in writing.

"How many words does you know?"
-Ali G

"Tens of thousands"
-Noam Chomsky

But...

As your textbook notes, English contains around 250 000 distinct words.

- One of the largest **lexicons** of any language because we so freely borrow words from other languages.

However, many English words are made up of smaller units of meaning.

- If we were to count up all of these smaller units and all the ways in which they combine with each other, English would have about 750 000 'words'!

Morphology

Morphology is the study of the structure and formation of words.

Words are made up of **morphemes**:

- The minimal unit of meaning
- The smallest meaningful chunks in a language.

Morphemes cannot be divided into smaller meaningful units:

- We can't point to any part of "dog" or "Toronto" and assign it meaning.
- But "dogs" has *dog* and the plural marker *-s*

A **word** and a **morpheme** are similar but not the same.

- Some words have one morpheme, some have many.

Words and Morphemes

In English, words can consist of...

- 1 morpheme
  - dog, water, Canada, tree, apricot, walk, ...
- 2 morphemes
  - tree-s, un-do, walk-ing, sing-er, act-ive, ...
- 3 morphemes
  - hunt-er-s, act-iv-ate, youth-full-ness, ...
- 4 morphemes
  - re-act-iv-ate, trans-form-ation-al, ...
- And even more!
  - anti-dis-establish-ment-ar-ian-ist-s

Every word has a **root** morpheme, on which the meaning of a word is based.

Words and Morphemes

Quick review of Grammatical Categories (aka Parts of Speech)

- **Nouns**: person, place, thing...
  - *woman*, *room*, *government*
- **Verbs**: action, state...
  - *run*, *believe*
- **Adjectives**: modify nouns...
  - *hungry*, *sad*
- **Adverbs**: modify verbs and adjectives...
  - *quickly*, *happily*
- Prepositions, Pronouns, Conjunctions, Determiners, Complementizers...

Next week we'll see that this meaning based definition is not sufficient, but for now it's fine.

Words and Morphemes

Fact...

Every word of every language is composed of at least a single morpheme.

- **Free morphemes:** any unit of meaning that can stand by itself in a language.
- **Bound morpheme/Affix**: any unit of meaning that cannot stand by itself.

Free Morphemes

- *cat*
- *walk*
- *tall*

Bound Morphemes

- *-s* plural morpheme in "cats"
- *-ed* past tense morpheme in "walked"
- *-est* superlative morpheme in "tallest'

Words and Morphemes

How many morphemes are there in a word?
Let's look at walker.

Compare related forms!

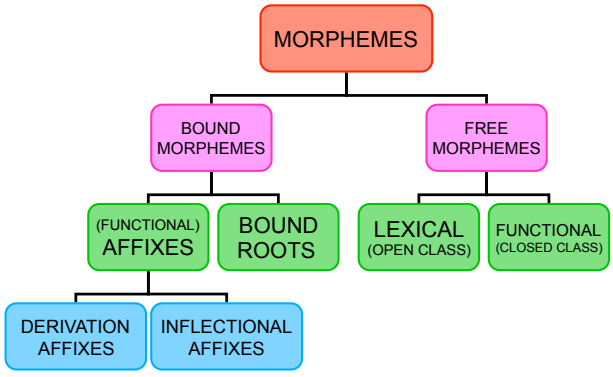
1. Select related forms for comparison.
   A. {*walk*, *walks*, *walking*, *walked*}
   B. {*runner*, *jumper*, *swimmer*}
2. Identify similar parts and their meanings.
   - Set A has *walk* as the common unit and it's associated with human powered travel by foot.
   - Set B has *er* as the common unit and it's attaches to verbs to form nouns that refer to people who do the action of the verb.
3. Divide the forms into parts, according to their **morpheme boundries**.
   A. {*walk*, *walk-s*, *walk-ing*, *walk-ed*}
   B. {*run-er*, *jump-er*, *swim-er*}
4. We end up with: **walk-er**.

Words and Morphemes

Let's try *youthfulness*.

1. Select related forms for comparison.
   A. {*youth*, *youths*}
   B. {*joyful*, *hateful*, *graceful*}
   C. {*kindness*, *baldness*, *weirdness*}
2. Identify similar parts and their meanings.
   - Set A: *youth*, state of being young
   - Set B: *ful*, attaches to nouns to create adjective meaning being full of the noun
   - Set C: *ness*, attaches to adjectives to create nouns that refer to the quality of the adjective
3. Divide the forms into parts, according to their **morpheme boundries**.
   A. {*youth*, *youth-s*}
   B. {*joy-ful*, *hate-ful*, *grace-ful*}
   C. {*kind-ness*, *bald-ness*, *weird-ness*}
4. We end up with: **youth-ful-ness**.

Types of Morphemes



Types of Morphemes

In English we have...

Bound Affixes

Prefixes
Attach at beginning of other forms
un-happy
re-send
anti-virus

Suffixes
Attach at end of other forms
hard-en
read-able
prison-er

Types of Morphemes

Other languages make productive use of **infixes** and **circumfixes**.

Infixes:

Morphemes that are inserted inside of root morpheme are called.

- **Tagalog**: Past Tense Morpheme
  - *basa* → *b*-**in**-*asa*
    'read' → 'read' (past)
  - *sulat* → *s*-**in**-*ulat*
    'write' → 'wrote'
  - *bili* → *b*-**in**-*li*
    'buy' → 'bought'
- **English**:
  - *abso*-**fucking**-*lutely*!

Circumfixes:

Two-part morphemes that appear on both sides of a root morpheme.

- **Chicksaw**: Negative marker
  - *chokm-a* →
    ik-*chokm*-**o**
    'he is good' → 'he isn't good'
  - *lakn-a* → **ik**-*lakn*-**o**
    'it is yellow' → 'it isn't yellow'
- **English**:
  - **a**-*walk*-**ing**

Linguistic Diversity

Forming words using affixes is called **concatenative morphology** because we link together different morphemes into a chain.

Many semitic languages including Amharic, Arabic, Aramaic, Hebrew, and Tigrinya use **non-concatenative morphology** to form words.

- Words tend to be formed by interweaving consonantal roots with different vowel patterns.

Arabic:

Word	*katab*	*kitaab*	*aktub*
Vowel Pattern	a a	i aa	a u
Root	k t b	k t b	k t b
	'to write'	'a book'	'be writing'

More on this at the end of chapter 5!

Lexical and Functional Morphemes

Some morphemes are highly meaningful. They refer to objects, actions, attributes, ideas, etc.

These are **lexical** morphemes.

- The set of lexical morphemes is an **open class**.
  - We can add new lexical morphemes to a language:
  - *#hashtag* (v.), *mansplaining* (v.), *beardruff* n.
  - Nouns, verbs, adjectives, and adverbs are **lexical** and **open**

WOTY2011, photo J. Riggle

Other morphemes serve grammatical purposes; harder to define.

These are **functional** morphemes.

- The set of functional morphemes is a **closed class**.
  - Languages rarely add new functional items
  - Conjunctions (*and, or, but*), pronouns (*she, I, our*), and prepositions (*to, at, on*) are **functional** and **closed**

Derivational and Inflectional Morphemes

Among the **functional morphemes** are morphemes that:

- Change the meaning of the root.
  - These **derivational** morphemes.
  - We'll talk about them more when we talk about word formation.
- Indicate purely functional/grammatical information.
  - These are **inflectional** morphemes.

More on Inflectional Morphemes

Inflectional morphemes provide grammatical information about the word they attach to:

- For verbs, they can indicate information about **time** (tense), **possibility** (mood), and **internal structure of an event** (aspect).
- For nouns, they can indicate whether or not a noun is **singular or plural** and **masculine or feminine**, or the **grammatical person**.
- For adjectives, they can indicate the **degree** to which the adjective holds.

More on Inflectional Morphemes

English has only seven inflectional morphemes

Attaches to	Morpheme	Marks	Examples
Verb	*-ed*	Past tense	walk**ed**, talk**ed**, want**ed**
	-s	3rd person singular	walk**s**, talk**s**, want**s**
	-ing	Progressive aspect	walk**ing**, talk**ing**, want**ing**
	-en	Perfect aspect	se**en**, brok**en**, fall**en**
Noun	*-s*	Plural	boy**s**, girl**s**, cup**s**
Adjectives	*-er*	Comparative	tall**er**, short**er**, long**er**
	-est	Supperlative	tall**est**, short**est**, long**est**

English has very few inflectional morphemes compared to other languages!

More on Inflectional Morphemes

Inflectional morphology and word order (which we'll talk about next week) are the best clues as to the grammatical category of a word.

The gostak distim**s** the dosh**es**.

Bound Roots

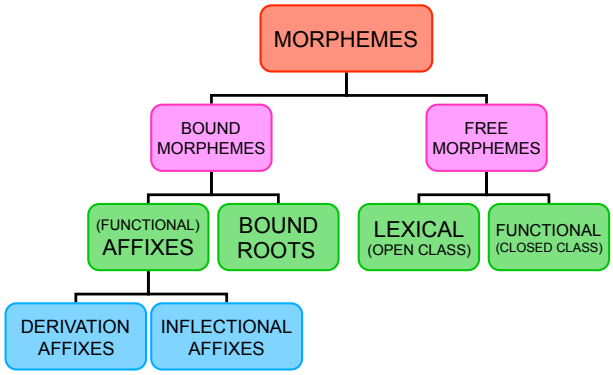
While most lexical morphemes in English are free morphemes, some are bound:

- **cran* *cranberry*
- **twi* *twilight*

These morphemes are relatively meaningful but cannot stand alone.

- We call them **bound roots**.
- Several languages have many more **bound roots** than English.

Types of Morphemes



Word Formation

Types of Word Formation

Languages employ various ways of making new words.

- Derivational morphology
- Compounding
- Acronyms
- Clippings (=Abbreviations)
- Blends
- Back-formations
- Eponyms

Derivational Affixation: Suffixes

Derivational morphology is the most **productive**.

- That is, we can add derivational affixes to any new word and create even more words.

Word	Morphemes	# of Morphemes	Category
act	**act**	1	Verb
active	act-**ive**	2	Adjective
activeate	act-ive-**ate**	3	Verb
activator	act-ive-ate-**or**	4	Noun
activatorly	act-ive-ate-or-**ly**	5	Adverb

Derivational Affixation: Suffixes

Many derivation suffixes in English can be used to change the grammatical category of a word (i.e., noun, verb, adjective) or augment its meaning in someway.

Turns a...	into a...		
	noun	verb	adjective
noun →	neighbour-**hood** anarch-**ism** prison-**er**	origin-**ate** class-**ify** symbol-ize	hood-**ed** metall-**ic** spac**ious**
verb →	annoy-**ance** rebell-**ion** teach-**er**		read-**able** restrict-**ive** advis-**ory**
adjective →	modern-**ism** formal-**ist** southern-**er**	hard-**en** intens-**ify** special-**ize**	green-**ish** dead-**ly**

Derivational Affixation: Prefixes

In English, few if any derivational prefixes change the grammatical category of their roots like many suffixes do. Rather, they tend to **change the meaning** of the root in someway.

Prefixes can attach to verbs to create new verbs:

- **mal**nourish, **dis**agree, **un**button, **re**act.

Prefixes can attach to nouns to create new nouns:

- **anti**virus, **post**apocalypse , **fore**sight, **ex**-boyfriend.

Prefixes can attach to adjectives to create new adjectives:

- **a**typical, **in**conceivable, **un**just.

Prefixes are less productive than suffixes in English and there's often disagreement about what prefix (with similar meaning) to use for new words.

- *to friend* (v.) "to have made someone a 'friend' on Facebook."
- *de-friend*, *dis-friend*, *un-friend*?

Morphological Structure

So far, morpheme breaks have been indicated with a hyphen (-).

- This suggests that morphemes have a linear structure (i.e., they are added together in a line: X-Y-Z).

However, complex words (i.e., words containing more than one morpheme) have an internal structure that is **hierarchical**.

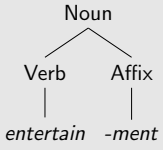
- We know this because:
  - Some affixes can only attach to specific types of words (nouns, verbs etc.).
  - Different hierarchical structures can lead to differences in meanings.

Morphological Structure

We represent this hierarchical structure like this:

dramatic
Noun + *-atic* → Adj.

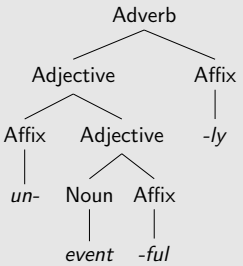
entertainment
Verb + *-ment* → Noun



Morphological Structure

Words can be quiet morphologically complex.

uneventfully

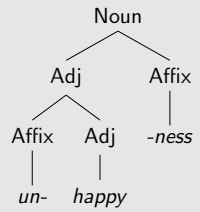


How do we know there is a hierarchical order?

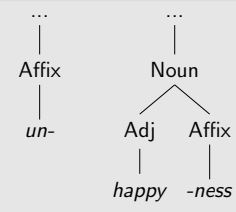
Hierarchical Order

The best evidence for this hierarchical ordering comes from words with both prefixes and suffixes.

unhappiness



**unhappiness*



The *un-* prefix **can't** attach to nouns (**uncoffee*, **unpencil*, etc.).

- Therefore, *un-* must attach to the root *happy* before the *-ness* suffix changes the word's grammatical category to a noun.

Structural Ambiguity

The hierarchical structure of words sometimes leads to **structural ambiguity**.

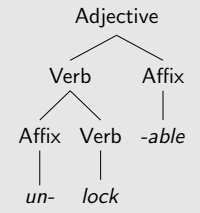
Does **"an unlockable lock"** refer to...

A functioning lock?

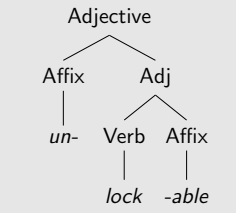
Or a broken lock?

Structural Ambiguity

'able to be unlocked'



'not able to be locked'



- In both cases, the lowest part of the structure is a possible word of English:
  - *unlock* (verb) and *lockable* (adjective)
- The final affix to attach (i.e., the higher one) can attach to that type of word.
  - *-able* attaches to verbs, *un-* attaches to adjectives.

Compounding

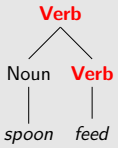
Another way to create new words is to combine two roots. This is **compounding**.

- *bitter-sweet*, *rain-bow*, *dog-food*, *ice-cream*

Most English compounds are **right-headed**

- If the first element (on the left) is grammatical category X and the second element (on the right) is grammatical category Y, the grammatical category of the compound will be Y.

'spoonfeed'



'bluebird'

'forest green'

Acronyms and Initialisms

Acronyms are made by combining the first letter of several words.

- SCUBA
  - self
  - contained
  - underwater
  - breathing
  - apparatus
- laser
  - Light
  - Amplification
  - (by) Stimulated
  - Emission
  - (of) Radiation

Initialisms are acronyms in which each letter is pronounced separately.

- UTM
  - University
  - (of) Toronto
  - (at) Mississauga
- RCMP
  - Royal
  - Canadian
  - Mounted
  - Police

Some words border on the edge: **lol** [ɛloɛl] or [lɑl]?

Clipping/Abbreviations

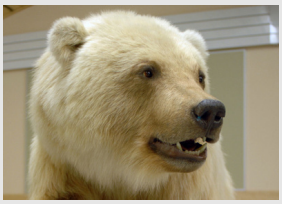
Clipping involves shortening words to create new ones.

- *advertisement* → *ad*
- *professor* → *prof*
- *mathematics* → *math*
- *abbreviation* → *abbrev*

Blends

When parts of two (or more) words are combined, the resulting form is called a **blend**.

- *smoke* + *fog* = *smog*
- *medical* + *care* = *medicare*
- *Frankenstein* + *storm* = *Frankenstorm*



Recently, a hybrid polar-grizzly bear species was discovered.

- *grolar bear* (grizzly+polar)
- *pizzly bear* (polar+grizzly)

Backformation

Backformation occurs when speakers reanalyze a word

The word *peddler* was historically a single morpheme.

- However, because it ends with *er*, which looks like the suffix *-er* that attaches to verbs to create a noun meaning 'a person who does X', speakers **reanalyzed** it as being a combination of *peddle* and *-er*.
- The verb *peddle* was born.

Other words formed through back formation include:

- *edit* (from *editor*)
- *burgle* (from *burglar*)
- pea (from *pease* with the old plural *peasen*)

Eponyms

Eponyms are words derived from names.

- The Earl of Sandwich → *sandwich*
- Hamburg (Germany) → *hamburger*
- Heinrich Hertz → *Hertz (Hz.)*
- Don Quixote → *quixotic*
- Franz Kafka → Kafkaesque

Morphology in Other Languages

Morphological analysis

Part of what linguists do is identify morphemes in other languages.

Finnish

my train	[junani]	my shower	[suihkuni]
his/her train	[junansa]	his/her shower	[suihkunsa]
your train	[junasi]	your shower	[suihkusi]
from my train	[junastani]	from my shower	[suihkustani]

How many **morphemes** can you identify in this data set?

- By comparing words in a language, and finding which strings of sounds consistently have the same meaning, we can identify the morphemes of the language.

Morphological analysis

Finnish

my train	[juna-ni]	my shower	[suihku-ni]
his/her train	[juna-nsa]	his/her shower	[suihku-nsa]
your train	[juna-si]	your shower	[suihku-si]
from my train	[juna-sta-ni]	from my shower	[suihku-sta-ni]

How many **morphemes** can you identify in this data set?

Six!

1. train [juna]
2. shower [suihku]
3. my [-ni]
4. his/her [-nsa]
5. your [-si]
6. from [-sta]

Morphological analysis

Khoekhoe

man	[kʰoep]	boy	[axap]
woman	[kʰoes]	girl	[axas]
bull	[komap]	he	[ǁĩp]
cow	[komas]	she	[ǁĩs]

How many **morphemes** can you identify in this data set?

Note that [x] is a voiceless, velar, fricative and [ǁ] is a lateral, alveolar, click.

Morphological analysis

Khoekhoe

man	[kʰoe-p]	boy	[axa-p]
woman	[kʰoe-s]	girl	[axa-s]
bull	[koma-p]	he	[ǁĩ-p]
cow	[koma-s]	she	[ǁĩ-s]

How many **morphemes** can you identify in this data set?

Six again!

1. person [kʰoe]
2. bovine [koma]
3. child [axa]
4. third person [ǁĩ]
5. male/masculine [-p]
6. female/feminine [-s]

Types of Morphology

Linguists classify languages with respect to the kind of morphology the language uses.

- Analytic languages
- Synthetic languages
  - Agglutinative
  - Fusional
- Polysynthetic languages

No language falls into these categories 100%. This is more of a continuum.

Analytic Languages

Analytic languages are also called isolating languages because almost every morpheme is a free morpheme (i.e., one morpheme = one word).

Haitian Creole (Indo-European Creole)

(1) **Mari te renmen flè yo**

Mari te renmen flè yo
Marie PAST like flower PLURAL

'Marie liked the flowers'

Other highly analytic languages...

Mandarin, Vietnamese, and Yorùbá.

Synthetic-Agglutinative Languages

Synthetic-Agglutinative languages combine several morphemes to form a single, multimorphemic word with clear morpheme boundaries.

Finnish (Uralic)

(2)

karhua	**karhuja**	**karhujen**
karhu -a	karhu -j -a	karhu -j -en
bear PART.	bear PL. PART.	bear PL. POSS..
part of the bear,	part of the bears,	bears'

Add *-ko* to any of the above, and you'll get a question!

Other synthetic-agglutinative languages...

Korean, Hungarian, Swahili, and Turkish

Synthetic-Fusional Languages

Synthetic-Fusional languages combine several morphemes to form a single, multimorphemic word but the individual bits of meaning can't be easily identified

Old Norse (Indo-European)

(3)

fisks	**fiska**	**fiski**	**fiskum**
fisk -s	fisk -a	fisk -i	fisk -um
fish GEN.SG.	fish GEN.PL.	fish DAT.SG.	fish DAT.PL.
'fish's,	fishs',	toward fish,	toward fishes"

Other synthetic-fusional languages...

Most Indo-European languages, Semitic languages.

Polysynthetic Languages

Polysynthetic languages combine several morphemes to form a single, multimorphemic word that is a complete sentence!

Plains Cree (Algonquian)

(4) **kisîpêkinayôwinisêw**

kisî	pêk	in	ayôwinis	ê	w
agitate	liquid	by-hand	clothes	ANI.SUB.	3.SG.

'He washed his (own) clothes by hand.'

Other polysynthetic languages...

Most Canadian indigenous languages.

Polysynthetic Languages

Oowekyala (Wakashan)

a.	tpa	to squeeze
b.	tpk^{w}	something squeezed
c.	tpx^{w}ps	something that undergoes squeezing and that is nice and pleasant
d.	tpx^{w}psχ	something that will undergo squeezing and is nice and pleasant
e.	tpx^{w}psχk	something is here with me that will undergo squeezing and is nice and pleasant
f.	tpx^{w}psχkc	something invisible is here with me that will undergo squeezing and is nice and pleasant

Morphological Alternations

Morphological Alternations

Just like how we saw that **phonemes** have different realizations depending on the phonological environment (i.e., **allophones**), morphemes also have different realizations depending on the linguistic context.

Different forms/variants of a single morpheme are called **allomorphs**.

- We're going to look at three examples of allomorphy:
  - The forms of the English indefinite article.
  - The forms of the English past tense.
  - The forms of the English plural.

Allomorphy: The English Indefinite Article

The alternation we see with the English Indefinite Article is a good example of Allomorphy.

- There are two allomorphs:
  - 'a' [ə]
  - 'an' [æn]

a dog	[ə.dɑg]	an owl	[æ.nawl]
a cat	[ə.k^{h}æt]	an interest	[æ.nĩn.tɹəst]
a girl	[ə.gəɻl]	an ant	[æ.næ̃nt]
a U	[ə.ju]	an M	[æ.nɛ̃m]
a thought	[ə.θɑt]	an eel	[æ.nil]
a song	[ə.sɑ̃ŋ]	an Ubuntu (OS)	[æ.nu.bʌ̃n.tu]

Based on the data above, what kind of generalizations can you make about the the alternation between these allomorphs?

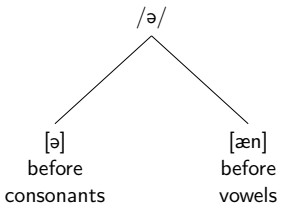
Allomorphy: The English Indefinite Article

'a' is used before **before consonants**

'an' is used **before vowels**

Allomorphy: The English Indefinite Article

We can summarize this rule this way:



Fun fact:

- 'a napron' → 'an apron'

Allomorphy: The English Past Tense

We've already seen that depending on the root that the English *-ed* past tense morpheme attaches to, it is pronounced differently: [t], [d], or [əd].

[t]		[d]		[əd]	
walked	[wɑkt]	begged	[bɛgd]	confided	[kə̃n'fajrəd]
tipped	[tʰɪpt]	grabbed	[gɹæbd]	fitted	['fɪrəd]
passed	[pʰæst]	judged	[ʤʌʤd]	tinted	['tʰɪ̃ntəd]
watched	[wɑʧt]	sneezed	[snizd]	demanded	[də'mæ̃ndəd]
wished	[wɪʃt]	yelled	[jɛld]		
		viewed	[vjud]		
		paid	[ped]		

Based on the data above, what kind of generalizations can you make about the the alternation between these allomorphs?

Allomorphy: The English Past Tense

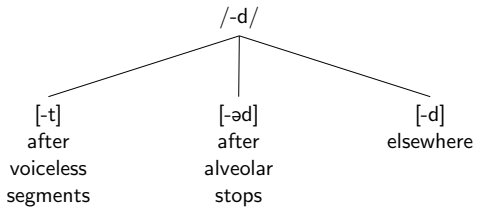
[əd] is inserted **after alveolar stops**

[t] is inserted **after voiceless segments**

[d] is inserted **elsewhere** (i.e., after other consonants, including other alveolar segments and after vowels.)

Allomorphy: The English Past Tense

We can summarize this rule this way:



This morphological rule of English is the reason why we all agreed that the past tense of a new verb like *flive*, would be [flɪvd].

Allomorphy: The English Plural

There's also variation in the realization of the English plural morpheme: [-s], [-z] and [əz].

[s]		[z]		[əz]	
tapes	[tʰeps]	cabs	[kʰæbz]	witches	['wɪʧəz]
cats	[kʰæts]	beds	[bɛdz]	judges	['ʤʌʤəz]
books	[bʊks]	dogs	[dɑgz]	splashes	['slæʃəz]
reefs	[ɹifs]	doves	[dʌvz]	beiges	['beʒəz]
		knees	[niz]	kisses	['kʰɪsəz]
		paws	[pɑz]	roses	['ɹozəz]

Based on the data above, what kind of generalizations can you make about the the alternation between these allomorphs?

Allomorphy: The English Plural

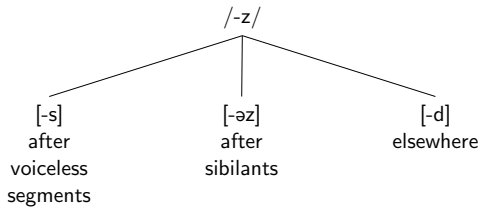
[əz] is inserted **after sibilants** (a natural class consisting of [s], [z], [ʃ], [ʒ], [ʧ], [ʤ]).

[s] is inserted **after other voiceless segments**

[z] is inserted **elsewhere** (i.e., after other consonants and after vowels.)

Allomorphy: The English Plural

We can summarize this rule this way:



Avoiding Plagiarism in Academic Writing

Slides adapted from A. Motut, Lead Writing TA, Linguistics

What is Plagiarism in Academic Writing?

- Using another author's words or ideas without giving her/him credit.
- Not providing a list of sources you consulted.
- Quoting another author's work without providing an embedded citation.
- Using sentences that another person has written without giving credit—even if you paraphrase.
- Presenting other's words or ideas in a way that makes it seem like they are your own.

Why You Shouldn't Plagiarize

- When caught, you will likely receive a grade of zero, and possibly receive an even more severe penalty.
- You won't learn as much by copying others' words and ideas.
  - May effect your performance on other assignments and exams.
- It's usually VERY obvious to TAs, graders, and instructors when a student is plagiarizing.
  - We're not dumb! Don't assume we are!

Positive Reasons for Citing Properly

- You leave a trail for other curious researchers to follow.
- You participate in academic dialogue with the words you cite.
  - You become a part of the conversation.
- You clarify what your contribution is by distinguishing them for other author's works.

Is this Plagiarism?

Source:

The human mouth is relatively small compared to other primates, can be opened and closed rapidly, and contains a smaller, thicker, and more muscular tongue which can be used to shape a wide variety of sounds inside the oral cavity. In addition, unlike other primates, humans can close off the airway through the nose to create more air pressure in the mouth.

Student's writing:

Compared to other primates, humans have fairly small mouths which can be opened and closed quickly. This is not like other primates. In addition, humans have a smaller, thicker, and more muscular tongue that can form a variety of sounds in the oral cavity. Also, unlike many other primates, human beings can close the passage of air through the nose to increase air pressure in the mouth, and this helps humans to produce sounds. Without this adaptation, human language would not be as complex as it is.

Bibliography:

Yule, G. 1985. *The study of language*. Cambridge: Cambridge University Press.

Is this Plagiarism?

Yes!

- Why?
  - It isn't clear what parts are written by the student and which are parts taken from the source.
  - All ideas, and the order in which the ideas are presented, are directly from the source.
  - The student has not written in her/his own words, and has not used quotation marks to indicate which words were from the source.
    - **Changing one or two words here and there, or changing the order of phrases, does not constitute writing your own words.**

How Do I Fix It?

Source:

The human mouth is relatively small compared to other primates, can be opened and closed rapidly, and contains a smaller, thicker, and more muscular tongue which can be used to shape a wide variety of sounds inside the oral cavity. In addition, unlike other primates, humans can close off the airway through the nose to create more air pressure in the mouth.

Student's Writing:

Yule (1985:5) reports that humans and other primates differ in terms of several characteristics: as humans, we have smaller mouths, muscular tongues, and are able to close off our nasal passages to increase air pressure in the oral cavity. All of these things contribute to humans' being more suited to creating human speech sounds than other primates. Thus, we see how humans are anatomically suited to producing human language.

References

Yule, G. 1985. *The study of language.* Cambridge: Cambridge University Press.

Using quotation marks

If you use another author's words, you must put quotation marks around them, and provide a citation and reference.

Wrong

Yule says that the range and capacity of animal communication systems are staggering.

Right

Yule (1985:19) claims that "the range and capacity of animal communication systems are staggering."

Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.

How to Paraphrase

- A paraphrase is when you represent ideas you get from other sources in your own words.
  - You must remember to cite the source in the text (e.g., Smith 2010).
- Paraphrasing does not mean:
  - Changing a few words using a thesaurus.
  - Changing the order of the words in the source sentence.
  - Copying phrases from the source sentences and leaving some phrases out.

How to Paraphrase

Source:

"Analysts collect samples of the language they are interested in and attempt to describe the regular structures of the language as it is used, not according to some view of how it should be used. This is called the descriptive approach [...]" (Yule 1985:92)

Poor paraphrase:

Analysts collect examples of the language they are studying and try to describe the regular structures of the language as it is used. This is called the descriptive approach (Yule 1985:92).

Good paraphrase:

The descriptive approach is characterized by data collection of language samples followed by analysis and description of the language as it is actually used, rather than according to how some believe the language should be used (Yule 1985:92).

How to Cite

- Use embedded citations in the body of the text (e.g., Johns 1999:98) to indicate places here you have used/paraphrased another author's ideas or quoted directly from another source.
- For any citations you include in the body of the text, you must also list the full references in your "References/Bibliography" section.

Example:

"Language is among the most salient expressions of social identity (Johnstone and Kiesling 2008; Labov 1963, 1966, 1972; Silverstein 2003; Trudgill 1974)."

Avoiding Plagiarism

1. Don't do your assignment last minute.
   - Give yourself enough time to properly cite your references, write several drafts, and proofread your work.
2. Don't copy and paste directly from a source, even if you intend to paraphrase later.
3. **Read** the source, close it, then write what you think you read in your own words (and appropriately cite the source).

Language Myth

Myth: The inuit have a hundred words snow.

Reality: Inuktitut has a lot of words for snow but so does English!

To take again the example of English, we find that the idea of WATER is expressed in a great variety of forms: one term serves to express water as a LIQUID; another one, water in the form of a large expanse (LAKE); others, water as running in a large body or in a small body (RIVER and BROOK); still other terms express water in the form of RAIN, DEW, WAVE, and FOAM. It is perfectly conceivable that this variety of ideas, each of which is expressed by a single independent term in English, might be expressed in other languages by derivations from the same term. Another example of the same kind, the words for SNOW in Eskimo, may be given. Here we find one word, aput, expressing SNOW ON THE GROUND; another one, qana, FALLING SNOW; a third one, piqsirpoq, DRIFTING SNOW; and a fourth one, qimuqsuq, A SNOWDRIFT.

(Boas 1911)

For Next Week...

1. Complete assignment 4.
   - I'll post it tomorrow evening.
2. Read Chapter 5 and pages 196-199.