

Morphology

- Ling 105-

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(she/her)

Week 3, Class 2

Roadmap for today's class

1. Morphology Lab 6
2. More on compounds
- 3.1 Reduplication
- 3.2 Case-studies for reduplication
4. Morphology Lab 7

Morphology Lab 6

“Unzippable” has two meanings. For example:

- a. My jacket is unzippable, so I went ahead and unzipped it.
- b. I tried and tried to unzip my jacker, but it turned out that it was simply unzippable.

➤ Derive the two meanings of ‘unzippable’ by applying the following rules in the right order:

- -<able> Rule
- Negative <un>- Rule
- Reversive <un>- Rule

Morphology Lab 6

a. [tie] _{Verb} [un [tie] _{Verb}] _{Verb} 'undo the action of tieing' [[un [tie] _{Verb}] _{Verb} able] _{Adj} 'able to be undone with respect to tieing'	stem Reversive <i>un-</i> Rule <i>-Able</i> Rule
b. [tie] _{Verb} [[tie] _{Verb} able] _{Adj} 'able to be tied' [un [[tie] _{Verb} able] _{Adj}] _{Adj} 'not able to be tied'	stem <i>-Able</i> Rule Negative <i>un-</i> Rule

Endocentric and Exocentric Compounds: a view from semantics

Semantics of compounds

- first compound member generally serves to modify and narrow the meaning of the second compound member.:
 - 'lipstick' is a specific kind of stick, not a special lip
 - 'childcare' is a specific service, not a specific child
- semantically the second member is semantically relevant
 - it is referred to as the semantic **head** of the compound
 - the modifying element is called the **dependent**

Endocentric compounds

Compounds like 'lipstick' are **endocentric** compounds

-in endocentric compounds their semantic head (or 'center') is 'inside' (endo-)

-in English, the semantic head of an endocentric compound is always the **second member**

- in other languages (Spanish, Italian...) the head is the first member

(1) a. schiaccianoci (st. Italian)

crack-nuts

'nutcracker'

b. limpiaparabrisas (Spanish)

clean.windshield

'windshield wiper'

Exocentric compounds

-Compounds may also be exocentric

-their semantic **head** is '**outside**' (*exo-*) the compound

-exocentric compounds can be illustrated with examples from Ancient Greek:

(2)	<i>kakó-bios</i>	'having a bad life' (<i>kakós</i> 'bad' + <i>bíos</i> 'life')
	<i>polu-phármakos</i>	'having many medicinal herbs' (<i>polús</i> 'much' + <i>phármakon</i> 'herb')
	<i>hēdúoinos</i>	'having sweet wine' (<i>hēdús</i> 'sweet' + <i>oĩnos</i> 'wine')
	<i>megaló-psukhos</i>	'having a large mind, i.e. magnanimous' (<i>mégas</i> 'large' + <i>psukhē</i> 'mind')

Exocentric compounds in English and Italian

- in English it's not very productive type of compounds

- (3) a. redhead (=someone who has red hair)
 b. lazybones (= someone who's lazy)

- (4) a. portabagagli
 carry-luggage
 'trunk'
 b. lavastoviglie
 wash-dishware
 'dishwasher'

Exocentric compounding Rule for Italian

- (5) lavastoviglie
wash.dishware
'dishwasher'

$[X_1]_{\text{Verb}} + [X_2]_{\text{Noun.PL}} \rightarrow [[X]_{\text{Verb}} [X]_{\text{Noun}}]_{\text{Noun.SG}}$
[lava] [stoviglie] [lavastoviglie]
'wash' 'dishware' 'dishwasher'

Meaning: some instrument for doing X

(Note: the V is the infinitive form *minus* the morpheme-[re])

Coordinative compounds

- there are compounds that have **more than one semantic head**
- each member has a separate referent
- both members are semantically
- they can be paraphrased with the coordinator 'and'
- very rare in European languages

Examples from **Korean**

(6)	<i>elun-ai</i>	'adult and child'	(<i>elun</i> 'adult' + <i>ai</i> 'child')
	<i>ma-so</i>	'horses and cattle'	(<i>ma</i> 'horse' + <i>so</i> 'cow')
	<i>non-path</i>	'farm'	(<i>non</i> 'rice field' + <i>path</i> 'dry field')
	<i>o-nwui</i>	'brother and sister'	(<i>o</i> 'brother' + <i>nwui</i> 'sister')
	<i>son-pal</i>	'hand and foot'	(<i>son</i> 'hand' + <i>pal</i> 'foot')

(Sohn 1994: 416–7)

Appositional compounds

-compounds where both compound members have the same referent

examples from Spanish:

- (7)
- | | |
|----------------------------|-----------------------------------|
| <i>poeta-pintor</i> | 'poet who is also a painter' |
| <i>actor-bailarín</i> | 'actor who is also a dancer' |
| <i>compositor-director</i> | 'composer who is also a director' |

- subtle difference with the coordinative compounds
- the first member of the compounds in (7) show some headiness

Appositional compounds in Classical Tibetan⁴⁵

(8)	<i>rgan-gžon</i>	'age'	(<i>rgan</i> 'old' + <i>gžon</i> 'young')
	<i>yag-ñes</i>	'quality'	(<i>yag</i> 'good' + <i>ñes</i> 'bad')
	<i>mtho-dman</i>	'height'	(<i>mtho</i> 'high' + <i>dman</i> 'low')
	<i>srab-mthug</i>	'density'	(<i>srab</i> 'thin' + <i>mthug</i> 'thick')
			(Beyer 1992: 105)

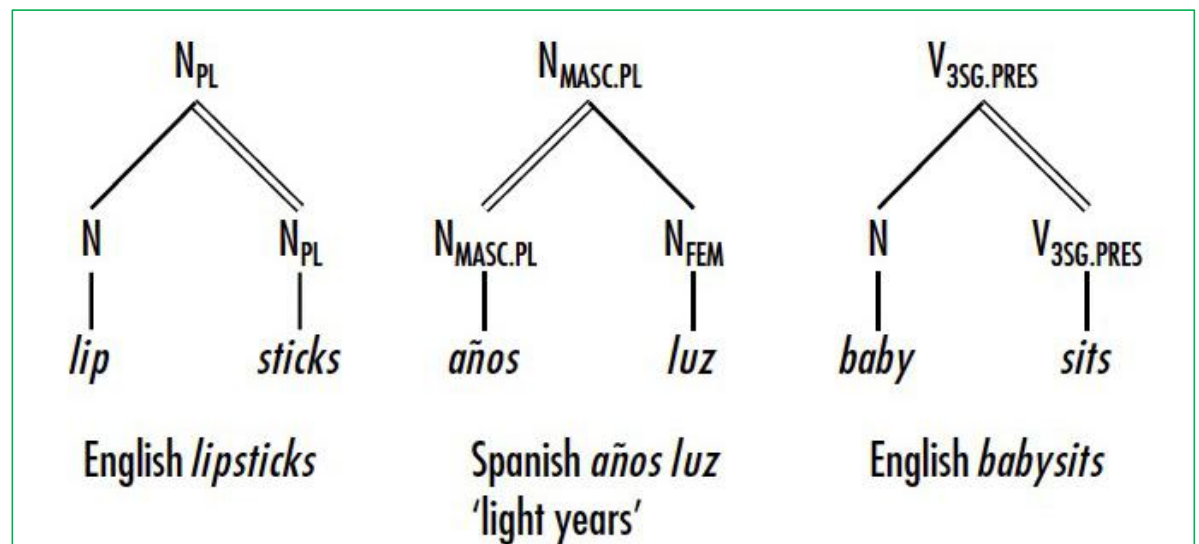
- coordinative and exocentric
- both members are equally semantic relevant
- the compound refers to an external referent

Introducing hierarchical structure of compounds

- ‘semantic head’ = necessary to grasp the semantic relations that may obtain between the members of a compound
- formal notion of ‘head’ plays a role in morphology

Tree-like diagrams (9)

Textbook p.142



Compounds in our textbook (introductory pages):
pp. 137-144

Reduplication

Introducing reduplication; Malagasy

- very common morphological operation
- part of the base or the whole **base** is copied and attached to the base (either preceding or following it)

Example: **Malagasy**

- adjectives with stress on the first syllable copy the entire base
- In the reduplicated form the meaning of the adjective is less intense

<i>be</i>	'big, numerous'	<i>be-be</i>	'fairly big, numerous'
<i>fotsy</i>	'white'	<i>fotsi-fotsy</i>	'whitish'
<i>maimbo</i>	'stinky'	<i>maimbo-maimbo</i>	'somewhat stinky'
<i>hafa</i>	'different'	<i>hafa-hafa</i>	'somewhat different'
(Keenan and Polinsky 1998: 571)			

Partial reduplication: Ponapean and Mangap-Mbula

- Ponapean and Mangap-Mbula
 - only part of the base is copied and the process shows variation
- in Ponapean a consonant + vowel (CV) sequence is **prefixed** to the stem

Reduplication of a CV sequence before the base: Ponapean

<i>duhp</i>	'dive'	<i>du-duhp</i>	'be diving'
<i>mihk</i>	'suck'	<i>mi-mihk</i>	'be sucking'
<i>wehk</i>	'confess'	<i>we-wehk</i>	'be confessing'

(Rehg 1981: 78)

Partial reduplication: Ponapean and Mangap-Mbula

- Ponapean and Mangap-Mbula
 - only part of the base is copied and the process shows variation
- in Mangap-Mbula a vowel + consonant (VC) sequence is **suffix**ed to the stem

Reduplication of a VC sequence after the base: Mangap-Mbula

<i>kuk</i>	'bark'	<i>kuk-uk</i>	'be barking'
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<i>kel</i>	'dig'	<i>kel-el</i>	'be digging'
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<i>kan</i>	'eat'	<i>kan-an</i>	'be eating'
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(Bugenhagen 1995: 53)

Reduplication: the case of Samoan (1)

nofo	‘he sits’	nonofo	‘they sit’
pese	‘he sings’	pepese	‘they sing’
savali	‘he walks’	savavali	‘they walk’
atamaʔi	‘he is wise’	atamamaʔi	‘they are wise’

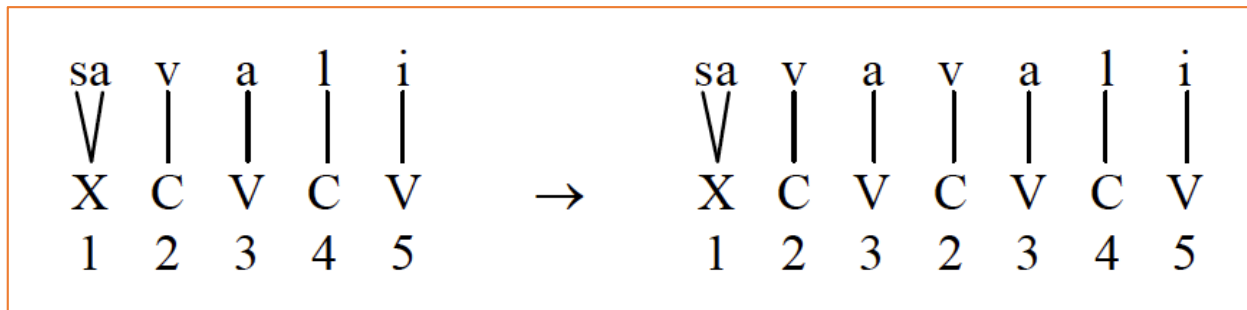
- We might think of reduplication as a morpheme whose content varies, dependent on the segments that it is copied from.
- We can use a numerical subscript notation to express the Samoan process above unambiguously.

X	C	V	C	V	→	X	C	V	C	V	C	V
1	2	3	4	5		1	2	3	2	3	4	5

Q: how would you name this rule?

Reduplication: the case of Samoan (2)

- The rule tell us to count off the final CVCV of a word
- and copy its first CV sequence (what is numbered <2> <3> in the numeric rule)
- derivation for *savavali*
savali > *savavali* [Number: Plural]



Morphology Lab 7

- Write the rule for forming causatives in Ateso by using the numerical format as well as the brackets if needed:

duk	‘to build’	tuduk	‘to cause to build’
lel	‘to be glad’	telel	‘to gladden’
jam	‘eat’	tajam	‘feed’
wadik	‘write’	tawadik	‘cause to write’
cak	‘throw’	tacak	‘cause to throw’

- Qs:**
- where is Ateso spoken?
 - what language family does Ateso belong to?

Morphology Lab 7: answer

In Ateso through the reduplication process:

- /t/ is inserted at the beginning of the word
- first available vowel of the word is copied followed by the rest

$$\begin{array}{ccccccc} [& C & V & X &]_{\text{Verb}} & \rightarrow & [[& t & V & C & V & X &]_{\text{Verb}}]_{\text{Verb}} \\ & 1 & 2 & 3 & & & & & 2 & 1 & 2 & 3 & \end{array}$$

I will see you on next Thursday (4/20):
what can we do in the meanwhile?

- review the lecture slides
- do reading from the textbook
- attend office hours
- there is no section this week

STAY SAFE