



كلية: الآداب

القسم او الفرع: اللغة الانجليزية

المرحلة: الثالثة

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محتوى المحاضرة الاولى

Chapter Six/ Morphology

Morphology :-It deals with the investigation of forms in language . literally , it means , the study of form . It was originally used in biology but since the mid 19th , it has also been used to describe the type of investigation which analyzes all those basic elements which are used in a language .

Another definition of **morphology** :- It is a branch of grammar which studies the structure of forms of words primary through the use of the morpheme construct .

Morpheme :- It is the basic unit of the grammatical structure. It refers to the minimal unit of meaning or grammatical function (the smallest meaningful unit of a language) .

Such as :- the word " re open ed " in the sentence (The police reopened the investigation) . this sentence is consist of three morphemes . one minimal unit of meaning is " open" another minimal unit of meaning " re " and a minimal unit of grammatical function "ed" indicating past tense .

Morphemes are two types:

Bound

Free

Free morpheme :- It's one type of morphemes which can stand by themselves as single words .

Such as :- open and tour.....etc

Bound morpheme :- It's one type of morphemes which can't normally stand alone , but which typically attached to another form .

Such as :- re , ist , ed , s

There are a number of English words in which the element treated as the stem is not, in fact a free morpheme. In words such as receive, reduce and repeat, we can identify the bound morpheme re- at the beginning, but the elements –ceive, -duce and –peat are not separate word forms and cannot be free morphemes. These types of forms are sometimes described as "bound stems" to keep them from "free stems" such as dress and care.

محتوى المحاضرة الثانية

Free morphemes are divided into two categories

Lexical morphemes :- It's one type of free morphemes that set of ordinary nouns , adjectives , verbs and adverbs (the open class items) , which we think of as

the words which carry the content of messages we convey .

Such as :- man , school , car , garden ,etc

Functional morphemes :- The other type of free morpheme which is indicating words that have structural and functional importance in sentences as the preposition (in , on , at , etc), conjunctions (and , if , or , also , as , a result , since , etc) , demonstratives (this , that , these , those) , pronouns (I ,you , we,etc) articles (a , an , the) which are referred to as " closed system items " .

bound morphemes are divided into two categories :-

derivational morphemes :- are usually used to make new words in the language and are often used to make words of a different grammatical category from the stem. (they change the part of speech of the word) .

such as :- when we add a derivational morpheme (-ure) to the verb (fail) it is changed into noun (failure) while (punish) 'v' + (-ment) would be (punishment) 'n' .

.....

thus the derivational morphemes combine with words in an arbitrary matter and they do not close off the word, (you can add more than one to the end of the word) .For example the word " *nationalization*" *nation* (n), *national* (adj) , *nationalize* (v), *nationalization* (n). In short they change an existing word into a new word .

Inflectional morphemes :- the second set of bound morphemes is not used to produce new words in the

English language , but rather to indicate aspects of the grammatical function of a word.

Inflectional morphemes are used to show if a word is plural or singular.

Inflectional morphemes are used to show if it is past tense or not.

Inflectional morphemes are used to show if it is a comparative or possessive form .

Such as :- that two of the inflections –*s'*(possessive) and –*s*(plural) are attached to nouns .

There are four attached to verbs –*s* (3rd person present singular) , - *ing* (present participle) , -*ed* (past tense) , and –*en* (past participle) . There are two inflections , -*est* (superlative) and –*er*(comparative) attached to adjectives .

Note that , in English , all inflectional morphemes listed here are suffixes .

Noun + -'s, - s

Verb + -s, -ing, -ed, -en

Adjective + -est, -er

محتوى المحاضرة الثالثة

The difference between derivational and inflectional morphemes.

- **Derivational morpheme** can change the grammatical category of a word . for example :- the verb *teach* becomes the noun *teacher* if we add the derivational morpheme –*er* .

- also a distinct derivational morpheme as part of a noun. Just because they –*er* look the same doesn't mean they do the same kind of work .
- **an inflectional morpheme** never change the grammatical category of a word . for example :- both *old* and *older* are adjectives .
- the suffix form –*er* can be an inflectional morpheme as part of an adjective .

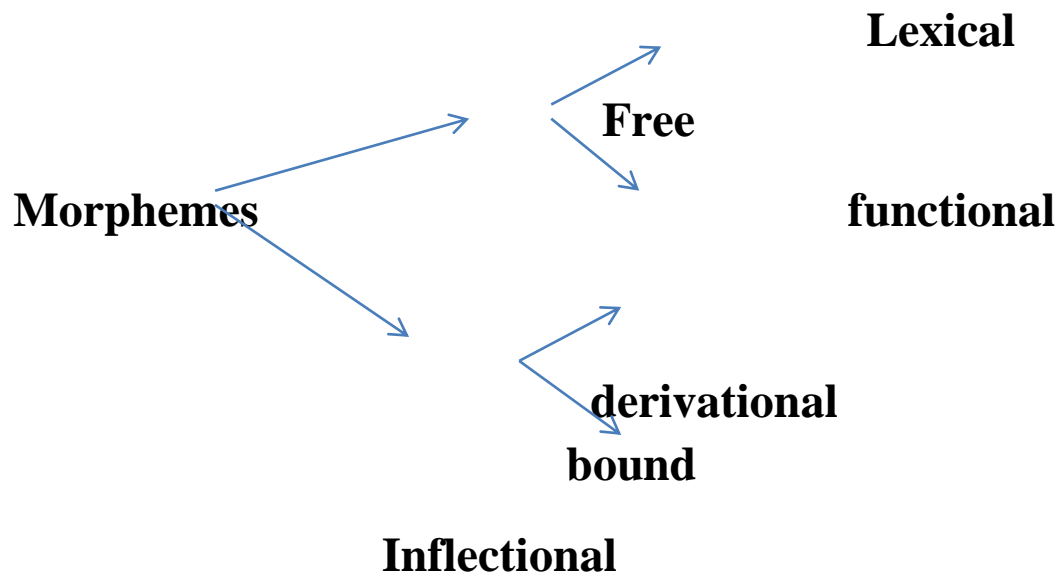
Morphological description

Armed with all these terms for the different types of morphemes , you can now take most sentences of English apart and list the elements.

Such as :-

Example: The girl's wildness shocked the teacher .

The (functional) girl (lexical) -'s(inflectional)
 wild(lexical) -ness(derivational) – shock(lexical) -
 ed (inflectional) the (functional) teach (lexical) –er
 (derivational) .



Problems in morphological description

There are a number of problems in the analysis of English morphology . for example, the inflectional morpheme –s (plural) is added to *cat* and we get the plural *cats*. What is the inflectional morpheme that makes *sheep* the plural of *sheep*, or *men* the plural of *man*?. But when we add some derivational suffix such as –*al* to the stem *institution* to give us *institutional*, then can we take –*al* off the word *legal* to get the stem *leg*? The answer is 'No'.

Morphs and Allomorphs

Morphs :- Are the actual forms used to realize morphemes (phonological realization of a morpheme) that cannot be broken down into smaller components, Such as :- the plural morpheme { -s pl } in English can be realized as two morphs, as /s/ ,/iz/ in the words *cut* + -s and *bus* + -es. Just as we treated phones as the actual phonetic realization of phonemes. A morph is the phonetic representation of a morpheme, how the morpheme is said. This distinction occurs because the morpheme can remain the same, but the pronunciation changes.

Allomorphs: Allomorphs of a particular morpheme is a group of different morphs, all are versions of one morpheme. It is a unit of meaning which varies in sound without changing meaning. Allomorphs any of two or more actual representations of a morpheme, such as the plural endings –s (as in bats) –z (as in bugs) and –iz (as in buses). It is a variant forms of a morpheme. We can recognize the existence of allomorphs of a particular morpheme.

محتوى المحاضرة الرابعة

Chapter Seven / Syntax

Syntax :- the word 'syntax' is derived from a Greek word . It means a setting out together or arrangement . It studies the ways in which words are arranged together in

order to make larger units . it deals with analyzing structure, underlying rule system that we use to produce or generate sentences.

Generative grammar :- It's a particular type of grammar which have a very explicit system of rules specifying what combinations of basic elements would result in well-formed sentences .

Another definition of Generative grammar:- is a branch of theoretical linguistics that works to provide a set of rules that can accurately predict which combinations of words are able to make grammatically correct sentences. The analysis of syntactic rules is based on limited set of rules that will be capable of producing a large and potentially infinite number of well-formed structures

Some properties of the grammar:-

1.This grammar will generate all the well-formed syntactic structures (e.g. sentences) of the language and fail to generate any ill-formed structures .

2- This grammar will have a finite (i.e. limited) number of rules , but will be capable of generating an infinite number of well-formed structures .

3- The rules of this grammar will also need the crucial property of **recursion** , that is the capacity to be applied more than once in generating a structures .

4- This grammar will have to capture the fact that a sentence can have another sentence inside it .or a phrase can have of the same type inside it .

5- This grammar should also be capable of revealing the basis of two other phenomena :-

First :- how some superficially distinct sentences are closely related .

Second :- how some superficially similar sentences are in fact distinct .

Deep and surface structure

Surface structure :- It's the syntactic form they take as actual English sentences .

For instance :-

-Charlie broke the window

-The window was broken by Charlie.

In traditional terminology , the first is an active sentence and the second is passive . the distinction between them , it can be claimed . is a difference in their surface structure .

Deep structure :- is an abstract level of structural organization in which all the elements determining structural interpretation are represented .

This other ' underlying ' level where the basic components shared by the two sentences would be represented.

-The same deep structure can be the source of many other surface structures such as (it was Charlie who broke the window) and (Was the window broken by Charlie?) so, the grammar must be capable of showing how a single underlying abstract representation can become different surface structure.

محتوى المحاضرة الخامسة

Structural ambiguity

It has two distinct underlying interpretations that have to be represented differently in deep structure. Deep structure has two distinct ideas underlying interpretations.

-e.g. Annie bumped into a man with an umbrella.

This example represents structural ambiguity as it has two ideas:

1. Annie had an umbrella and she bumped into a man with it.
2. Annie bumped into a man and the man happened to be carrying an umbrella.

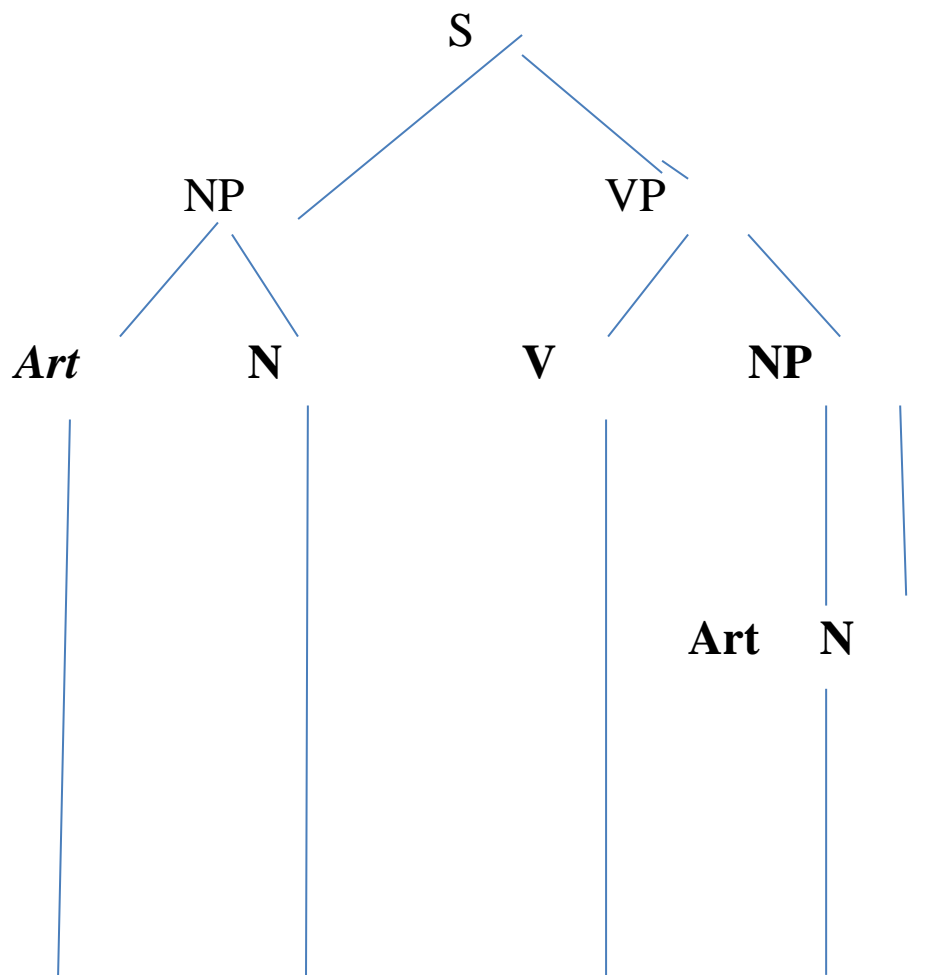
Recursion

Recursive rule is repeatable any number of times. This rule can be applied more than once in generating a structure. For example, we can have one prepositional phrase describing location (*on the table*) in the sentence *the gun was on the table*. We can also repeat this type of

phrase using different words (*near the window*) or (*in the bedroom*). So, in order to generate a sentence such as *the gun was on the table near the window in the bedroom*, we must be able to repeat the rule that creates a prepositional phrase over and over again. So a sentence can have another sentence inside it or that a phrase can be repeated as often as required.

Tree diagrams

A visual representation of underlying syntactic structure. some useful symbols are like : Art=article /N=noun /V=verb/ NP=noun phrase / PP=prepositional phrase, ...etc. to label parts of the tree , we try to capture the hierarchical organization of those parts in the underlying structure of phrases and sentences.



The girl saw a dog

Symbols used in syntactic description :-

we need to introduce three more symbols which are commonly used :-

The first of these is in the form of an arrow ,and it can be interpreted as "consists of " .

NP → Art N

The second symbol used is in the form of parentheses , or round brackets-() . whatever occurs inside these brackets will be treated as an optional constituent .

NP → Art (Adj) N.

The third symbol used is in the form of brackets , or curly brackets-{ } . these indicate that only one of the elements enclosed within the brackets must be selected .

NP → Art

NP → pronoun

NP → proper noun

NP →

Art N

pronoun

proper noun

We can now present a list of symbols and abbreviations commonly found in syntactic descriptions :-

S = sentence , N = noun , Pro = pronoun

PN = proper noun , V = verb , Adj = adjective

Art = article , Adv = adverb , Prep = preposition

NP = noun phrase , VP = verb phrase , PP = preposition phrase

* = 'ungrammatical sequence'

= 'consists of '

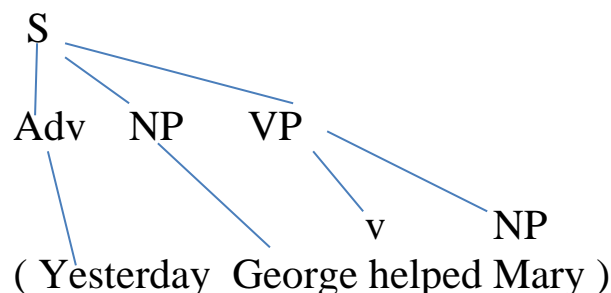
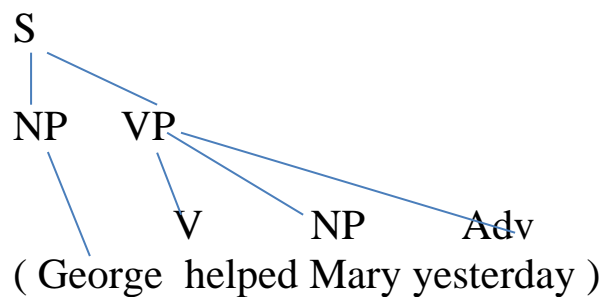
() = ' optional constituent '

{ } = 'one and only one of these constituents must be selected '

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Transformational rules

It's a set of rules which will change or move constituents in the structures derived from the phrase structure rules.



Phrase structure rules

When we use a tree diagram, we can think of it in two different ways. In one way, we can treat it as a stable representation of the structure of the sentence shown

in the tree diagram. By using the tree diagram we can generate a large number of other sentences with similar structure. the second approach is that by using a small number of rules we can generate a large number of sentences. These rules are called **phrase structure rules**. These rules state that the structure of a phrase of a specific type will consist of

محتوى المحاضرة السادسة

Chapter Eight

Grammar/ phrases and sentences

Grammar/ the process of describing and analyzing the structure of phrases and sentences in such a way that we account for all the grammatical sequences in a language and rule out all the ungrammatical sequences.

Example :

-the lucky boys.

***boys the lucky.**

***lucky the boys.**

Traditional grammar

It is the term that used in describing the parts of speech. It is concerned with the description of the structure of phrases and sentences based on established categories used in the analysis of Latin and Greek.

The parts of speech

Nouns : are words used to refer to people (boy), objects (backpack), creatures (dog), places (school), qualities (roughness), phenomena (earthquake) and abstract ideas (love) as if they were all 'things'.

Articles: are words(a, an, the)used with nouns to form noun phrases classifying those "things" (*you can have **a** banana or **an** apple*) or identifying them as already known (*I'll take **the** apple*).

Adjectives :are words , typically with nouns, to provide more information about things referred to (***happy** people, **large** objects, a **strange** experience*)

Verbs : are words used to refer to various kinds of actions (go, talk) and states (be, have) involving people and things in events (*Jessica **is** ill and **has** a sore throat so she can't **talk** or **go** anywhere*).

Adverbs: are words used, typically with verbs, to provide more information about actions, states and events (slowly, yesterday). Some adverbs (really, very) are used with adjectives to modify information about things (***Really*** large objects move ***slowly***. I had a ***very*** strange experience ***yesterday***).

Prepositions : are words (*at, in, on, near, with, without*) used with nouns in phrases providing information about time (***at*** five o'clock, ***in*** the morning). Place (***on*** the table, ***near*** the window) and other connections (***with*** a knife, ***without*** a thought) involving actions and things.

Pronouns : are words (*she, herself, they, it, you*) used in place of noun phrases, typically referring to people and things already known (***she*** talks to ***herself***. ***They*** said ***it*** belonged to ***you***).

Conjunctions : are words (*and, but, because, when*) used to make connections and indicate relationships between events (*Chantel's husband was so sweet **and** he helped her a lot **because** she couldn't do much **when** she was pregnant*).

محتوى المحاضرة السابعة

Agreement

The grammatical connection between two parts of a sentence, as in the connection between a **subject** (Cathy) and the form of a **verb** (lives chocolate).

This agreement is based on the category of **number**, that is, whether the noun is singular or plural. It is also based on the category of **person**, which covers the distinction of first person (involving the speaker), second person (involving the hearer) and third person (involving any others).

Examples:

-I love my mom. **First person**

-Cathy loves her mom. **Third person singular**

The form of the verb must be described in terms of another category called **tense**, the verb loves is in the present tense which is different from the past tense (loved) .

The sentence in the **active voice**, describing what Cathy does (i.e. she performs the action of the verb). While **passive voice** , can be used to describe what happens to Cathy (i.e. she doesn't perform the action)

The final category is **gender**, mainly derived from a biological distinction between male and female. The agreement between Cathy and her is based on a distinction made in English between reference to female entities (she, her), male entities (he, his) and things or creatures, when the sex is unknown or irrelevant (it, its).

Grammatical Gender

A grammatical category designating the class of a noun as masculine or feminine (or neuter), in contrast to other types of gender. It is not tied to sex.

Traditional Analysis

It depends on the notion of "appropriateness" in the analysis of categories for a specific language. In the following list of verbs in the present tense in English in comparison with Latin:

We see that each of the Latin verb forms is different according to the categories of person and number. In English, the categories describe different pronouns in contrast with Latin. The influence of Latin goes beyond the types of descriptive labels.

The prescriptive approach

An approach to grammar that has rules for the proper use of the language, traditionally based on Latin grammar, in contrast to the descriptive approach. It claims that the structure of English sentences should be like the structure of sentences in Latin. Some familiar examples of prescriptive rules for English sentences are:

You must not split an infinitive.

You must not end a sentence with a preposition.

According to these rules, traditional teachers would correct sentences like (Who did you go with?) to (with whom did you go?). That the preposition not come at the end of the sentence. (And Mary runs faster than me) would be corrected to (Mary runs faster than I). *And me and my family* (would have to be corrected to (My family and I), as Ann Landers would recommend. And, in proper English writing one should never begin a sentence with and.

Captain Kirk's infinitive

The infinitive in English has the form to+ the base form of the verb, such as *to go*, and can be used with an adverb such as *boldly*. Captain Kirk, used the expression *to boldly go...* this is an example of a split infinitive. Captain Kirk's teacher might have expected him to say *to go boldly* or *boldly to go*, so that the adverb didn't split the infinitive. If Captain Kirk had been a Roman space traveler, speaking Latin, he would have used the expressions *ire* (to go) and *audacter* (*boldly*). In saying (*ire audacter*)... in Latin so he would not have the opportunity to split his infinitive (*ire*) because Latin infinitives are single words and do not split.

The descriptive approach

An approach to grammar that is based on a description of the structures actually used in a language, not what

should be used, in contrast to the prescriptive approach. The uses of well formed grammatical description of Latin is useful guide for some languages (e.g. Italian or Spanish) but it is less useful for others like(English) and may be misleading if you are trying to describe some non- European languages. This point becomes clear to those linguists who were trying to describe the structure of the native languages of North America toward the end of the nineteenth century. The rules that were appropriate for Latin grammar did not fit these languages.

Structural analysis

The investigation of the distribution of grammatical forms in a language. It is a type of descriptive approach and it is concerned to investigate the distribution of forms in a language.

محتوى المحاضرة الثامنة

Chapter Eight / Semantics

Semantics -: the scientific or philosophical study of the relations of words and their meaning .It deals with the conventional meaning conveyed by the use of words and sentences of a language.

Semantics: deals with the description of words and sentences meaning.

Semantic field : Here , we would talk about how a semantic approach helps us to understand something about the nature of language .

For instance :- the 'oddness' of the following sentences is not derived from their syntactic structure which is acceptable (NP+V+NP). They are well-structured sentences . they are syntactically good , but semantically odd (meaningless) .

e.g

- * The hamburger ate the man .
- * My cat studied linguistics .
- * The table was listening to some music .

Semantic Features :- It is a procedure that is used as a means of analyzing meaning . Features such as [+animate];[-animate];[+human];[-human];[+male];[-male] .

for example , can be treated as the basic features involved in differentiating the meanings of each word in the language from every other word. If you were asked to give the crucial distinguishing features of the meanings of this set of English words (table , cow , girl , woman , boy , man) you could do so by means of the following diagram.

	Table	Cow	Girl	Woman	Boy	man
animate	-	+	+	+	+	+
human	-	-	+	+	+	+
Male	-	-	-	-	+	+
adult	-	+	-	+	-	+

Semantic roles : it's the underlying relationship that a participant has with the main verb in action. Also it divided into the following kinds :

1- Agent :- It's an entity that performs the action .

2- Theme:- It's an entity that is involved in or affected by the action.

3- Instrument :- It's another entity which used by an agent in performing an action .

4.An experiencer - is an entity that receives a sensory impression, or in some other way is the locus of some event or activity that involves neither volition nor a change of state.

For instance :- If someone asks , ***Did you hear that noise*** ? the experience in this sentence is ***you*** and the theme is ***that noise*** .

5. Location - It's one of semantic role a which identifies the location or spatial orientation of a state or action.

6. Source - It means where an entity moves from .

7. Goal - It means where an entity moves to .

All these semantic roles are illustrated in the following -scenario:

Mary saw a mosquito on the wall.

↓ ↓ ↓
Experiencer theme location

She borrowed a magazine from George
↓ ↓ ↓
Agent theme source

and She hit the bug with the magazine.

↓ ↓ ↓
Agent theme instrument

محتوى المحاضرة التاسعة

Lexical relations :- It refers to of a procedure of characterizing the meaning of a word not in terms of its component features , but in terms of its relationship to other words .

Such as :- we can say that the meaning of " **conceal** " is the same as " **hide** " or give the meaning of " **shallow** " as the opposite of " **deep** " . or the meaning of " **daffodil** " as It is a kind of **flower** .

Types of Lexical Relations

1- **Synonymy** :- synonyms are two or more forms, with very closely related meanings , which are often, but not always inter-substitutable in sentences .

Such as :- the pairs :- broad = wide , hide =conceal , nearly = freedometc.

2.**Antonyms** :- antonyms are two forms with opposite meanings.

Such as :- the pairs :- quick _x slow , big _x small , long _x short , old _x young , alive _x deadetc.

Note : Antonyms are usually divided into two types :-

(a) **Gradable Antonyms** :- these which can be used in comparative constructions (big-small , bigger than-smaller than) and the negative of one member of the pair does not necessarily imply the other .

Such as : if you say *that dog is not old* , you do not have to mean '*that dog is young* ' .


(b) **Non- Gradable Antonyms (or complementary pairs)** :- here comparative constructions are not normally used (e.g: 'deader ' or ' more dead ' sound strange ') also the negative of one member does imply the other .

Such as :- (that person is not dead) does indeed mean (that person is alive) .

3.Homophony: two or more different written forms have the same pronunciation: e.g., meet – meat, flour – flower, sew /saw/ so, bare – bear, pail – pale.

4.Homonymy: one form (written or spoken) has two or more unrelated meanings: e.g., bank (of a river), bank (financial institution) – pupil (at school), pupil (in the eye) – bat (flying creature), bat (instrument used in sports) – race (contest of speed), race (ethnic group) – mole (dark spot in skin), mole (small animal).

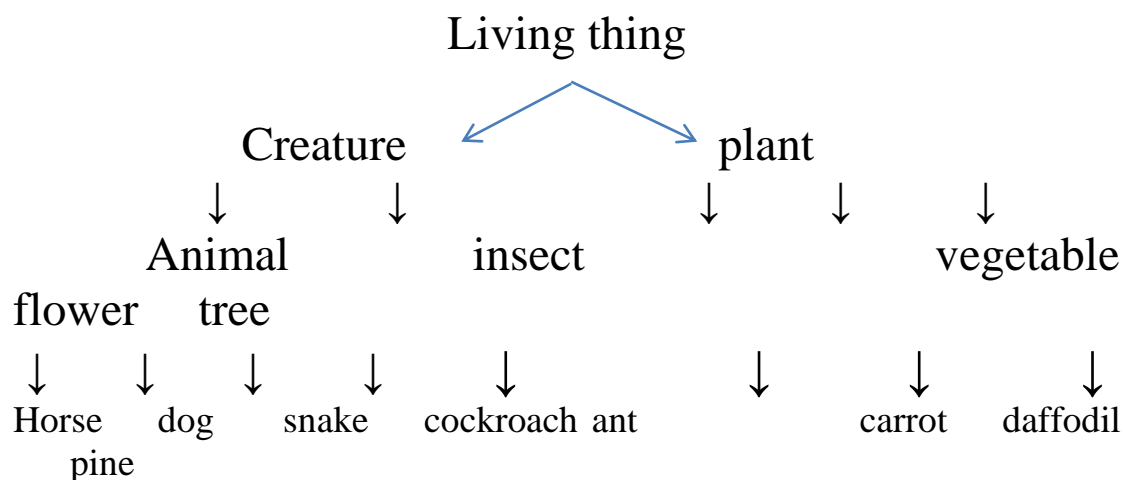
5.Polysemy: one form (written or spoken) having multiple meanings. e.g.:

Head		object on top of your body.
		object on top of a company or department.
		object on top of other things (glass).

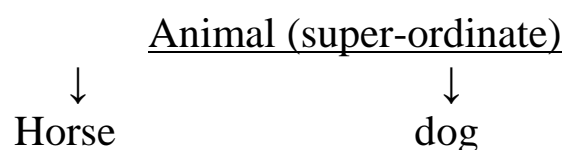
6.Hyponymy :- This refers to the meaning of one form when it is included in the meaning of another . some typical example pairs (daffodil – flower , poodle – dog , carrot – vegetable) .

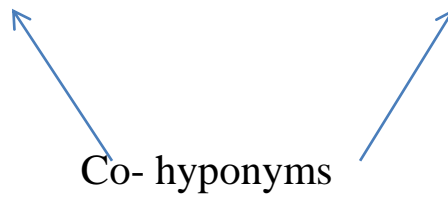
the concept of inclusion involved here is the idea that if any object is a 'daffodil' it is necessarily a 'flower' is included in the meaning of 'daffodil' or 'daffodil' is a hyponymy of 'flower' .

Note :- when we consider hyponymous relations, we are essentially looking at the meaning of words in some type of hierarchical relation . see the diagram below :-



Note:- Co-hyponyms :- refer to two or more terms sharing the same super-ordinate term . Such as :- " Horse and dog " are co-hyponyms and the super-ordinate term is (animal).





محتوى المحاضرة العاشرة

Pragmatics/ is the study of invisible meaning or how we recognize what is meant even when it isn't said or written.

Context/ there are different kinds of context, linguistic context or co_ text which is the set of other words used in the same phrase or sentence. While physical context, we know how to interpret words that if we see the word BANK on the wall of building in a city. the physical location will influence our interpretation .

Deixis/are common words in our language that can't be interpreted at all if we don't know the context especially the physical context of the speaker. These words are(here, there, this, that, yesterday, tomorrow) and the pronouns (you, me, she , him) . deixis means pointing via language and ther are three types, person deixis which are words pointing to people, things and spatial deixis which are words used to point to location and temporal deixix are words used to poit to time.

Reference / is an act by which a speaker uses language to enable a listener to identify something . we can use proper

nouns (Chomsky, Jennifer..) or other nouns or pronouns to refer to someone or something.