

## 0. Announcements

-Assignment 2 is due Thursday, February 18<sup>th</sup>, Exercises 2.7 and 4.2.

**1. Analogy** = ‘...a process whereby one form of a language becomes more like another with which it is somehow associated.’ (Arlotto 1972:130, via Campbell 2004).

Two types of analogy tend to be more regular or systematic: **proportional** (often **four-part**) analogical changes and analogical **leveling**.

**1.1 Proportional** analogical changes can be represented in the form  $a : b :: c : x$ , solving for  $x$ . Often results in generalization or extension of a morphological pattern, e.g., sing to plural. Examples:

- (1) *stone : stones :: cow : x*. Here *cows* is solved for  $x$ . Originally *kine*.
- (2) *cactus: cacti :: octopus : x*; here *octopi* is solved for  $x$ . Greek *octopodes*.
- (3) *drive : drove :: dive : x*. Here *dove* is solved for  $x$ . Formerly *dived*.
- (4) *teach : taught :: catch : x*. Here *caught* is solved for  $x$ . Formerly *catched*.
- (5) Proto-Nahua had \**mo* to mark reflexives, retained as *mu* in Pipil:

<i>ni-mu-miktia</i>	<i>ti-mu-miktia</i>	<i>mu-miktia</i>
I-refl-kill	We-refl-kill	refl-kill
‘I kill myself.’	‘We kill ourselves.’	‘S/he kills her/himself.’

Classical Nahuatl has created distinct reflexive pronouns on analogy with the subject prefixes:

<i>ni-no-miktia</i>	<i>ti-to-miktia?</i>	<i>mo-miktia</i>
I-refl-kill	We-refl-kill	refl-kill
‘I kill myself.’	‘We kill ourselves.’	‘S/he kills her/himself.’

**1.2 Analogical leveling** = complete or partial elimination of allomorphs within a paradigm, making a paradigm more uniform. (*Sturtevant’s paradox*: sound change is regular, but produces irregularity; analogy is irregular, but produces regularity.)

- (6) In English, *old/elder/eldest* has been leveled to *old/older/oldest*.
- (7) P. 109, Table 5.1. French /a/ > /ai/ in stressed vowels, later leveled to /ai/.
- (8) *Late/later/latest* is the result of analogical leveling – we would have had *late/latter/last*, from Old English *latra* (comparative) and *latost* (superlative).

- (9) Many German verbs that once had different forms for singular and plural, e.g., *er fand* ‘he found’ / *sie fanden* ‘they found’ were leveled to *er fand/sie fanden*.
- (10) Voiced~voiceless historically alternating, with voiced fricatives intervocalically: *leaf~leaves; knife/knives; wife/wives; lifel/lives; shelf/shelves; elf/elves; wolf/wolves*. Alternation being leveled: *hoof, roof, dwarf, house*. For the interdentals, leveling to voiceless (*death/deaths*). Variation in plurals of *truth, path, mouth, moth, wreath*.

Leveling can split a paradigm into two:

- (11) Pre-Latin \**deiws* ‘heavenly, god’ had plural \**deiwi*, which through sound changes produced *deus* (sing), *divi* (pl). Both acquired new regular paradigms: *Deus/dei* and *Divus/divi*.

Analogy can sometimes block a sound change (**analogical maintenance**):

- (12) In English, /w/ was lost before /o:/, hence *sword* [sɔrd]. Should have applied to *swore* and *swollen*, which are still pronounced with [w]. Either the /w/ was later restored (leveling/restoration) on analogy *swear, swell*, or the rule was blocked here (**analogical maintenance**) to retain regularity within the paradigms.

**1.3 Analogical extension** = extends an existing alternation to new forms.

- (13) *Dive/dove*, which used to be *dive/dived*.
- (14) In some Spanish verbs, *e~ie*, as in *pensár~pienso*. In some rural dialects, the alternation is extended, as in *aprendér~apriendo*, cf. Standard Spanish *aprendér/apriendo*.

**1.4 Analogical Models.**

**Immediate models** (or **contamination**) = cases where the item that changes occurs in close proximity in speech to the item it is becoming more like. Typically found in frequently recited pieces of speech, e.g., numerals, days of the week

- (15) *February* has changed to [fɛbjuwɛri] on analogy with [dʒænjuwɛri].
- (16) *female* was earlier *femelle* [fɛmɛl], but changed to [fimeil], analogy with *male*.
- (17) *overt* (borrowed from French *ouvert* ‘open’) changes stress on analogy with *covert* (variant of *covered*).

(18) Spanish days of the week.

Originally from Latin:	<i>dies lunae</i> ‘day of the moon’	<i>lunes</i>
	<i>dies martis</i> ‘day of Mars’	<i>martes</i>
	<i>dies mercuri</i> ‘day of Mercury’	<i>miercoles</i>
	<i>dies jovis</i> ‘day of Jupiter’	<i>jueves</i>
	<i>dies veneris</i> ‘day of Venus’	<i>viernes</i>

The final *s* in *lunes* and *miercoles* came on analogy with the other days.

(19) Cicero’s *senātī populīque Romanī* ‘of the Roman senate and people’

Cf. **non-immediate models**, due to the influence of whole classes of words or paradigms.

### 1.5 Other Kinds of Analogy