

## 0. Announcements

-No homework for this week; first exam on the 11<sup>th</sup>, but I will post some readings.

## 1. What to know for the exam

### Sound change

-Types of sound change:

- Conditioned vs. unconditioned;
  - Assimilation, palatalization, backing, etc.;
- Phonemic vs. allophonic;
  - Merger, split;
- Changes in phonological systems due to symmetry/maximization of contrast;
  - Chain shifts (drag, push), addition of phonemes;
- Rule gain/loss; rule re-ordering.

### Analogical change

-Types of analogical change:

- Proportional analogical change, analogical leveling, analogical extension;
- Hypercorrection, metanalysis, folk etymology, back-formation.

### Morphological/syntactic change

- Morphologization;
- Change in morphological type: isolating/agglutinating/inflectional;
- Compounding, blending, derivation, zero derivation, clipping, blending.
- Grammaticization

### Borrowing

- Nativization;
- Adoption vs. adaptation;
- Hyper-foreignization;
- Calquing, loan shifts;
- Influence of prestige on borrowing.

## 2. Questions from last time

-Which Dravidian languages borrowed k to tʃ before front vowels?  
Telugu, Tamil, Malayalam.

-Were there no phonological constraints on comparative *-er* suffixation before the 'more A' construction, as there are now? Excerpt from Kytö & Romaine (1997):

“Historically speaking, the ... periphrastic constructions with *more* and *most*... are innovations. In Old English the comparative and superlative forms of adjectives were uniformly marked by inflectional endings... The periphrastic forms first appeared in the thirteenth century..., possibly under the influence of Latin (and to a lesser extent French). They gained ground steadily after the 14th century until the beginning of the 16th century when they had become as frequent as they are today....

“As is often the case with syntactic innovations in the history of English, a variety of factors has been cited as responsible. We have already noted above historians' attribution of the development to foreign influence... More generally speaking, however, the loss of inflectional morphology accompanying the gradual shift in English toward a more analytical syntax provided a typology consistent with the periphrastic construction. Nevertheless, what we will show is that after the newer forms are introduced, change proceeds along a divergent track. After an initial spurt in the use of the new periphrastic type of comparison in some environments, the newer forms eventually oust the older ones completely. In other environments, however, the newer forms recede in favor of the older inflectional type. The majority of both comparative and superlative adjectives in present-day English are in fact of the inflectional type, contrary to what one might expect from the general trend in English towards a more analytical syntax.”

-Do languages with rich nominal inflection but weak verbal inflection tend to borrow verbs rather than nouns, since they are easier to accommodate?

2009 dissertation by Jan Wohlgemuth, *A Typology of Verbal Borrowings*:

“The question as to why most languages appear to have more trouble borrowing verbs than nouns, and as to the possible mechanisms and paths by which verbs can be borrowed or the obstacles for verb borrowing, have been a topic of interest since the late 19th century. However, no truly substantial typological research had been undertaken in this field before the present study... The present work is the first in-depth cross-linguistic study on loan verbs and the morphological, syntactic and sociolinguistic aspects of loan verb accommodation...”

“One major result of the present study is the falsification, on empirical grounds, of long-standing claims that verbs generally are more difficult to borrow than other parts of speech, or that verbs could never be borrowed as verbs and always needed a re-verbalization in the borrowing language.

### 3. The role of prestige in borrowing

In the history of English:

-Large number of borrowings from Old Norse, including basic vocabulary (*they, their, them, give, like, take*); in some cases borrowing alongside native words, e.g., *skin/shin, skirt/shirt*. Lexical meanings do not differ in social connotations (e.g., *to raise* vs. *to rear*).

-Heavy borrowing from French; basic vocabulary unaffected. Social connotations reflect higher prestige.

-Little borrowing from Celtic languages; borrowing limited to names for places (e.g., *London*), topography (e.g., *crag*)

-Little borrowing from Native American languages; borrowing limited to names of places (many names of states, such as *Illinois, Michigan*), animals (*woodchuck, moose*).

### 4. Adoption vs. adaptation and social attitudes, linguistic nationalism

Adaptation            Chinese *dian hua*, lit. 'lightening speech'  
Adoption             Chinese *de lü feng*

How do social attitudes affect adaption vs. adoption?

What is linguistic nationalism?

Icelandic, Chinese resistant to adoption (pp. 263-265).

Social attitude vs. linguistic structure in determining how foreign words are borrowed.

Sanskrit-based Hindi adaptations from English (p. 270, (27)).  
Compare Urdu and Tamil, which do not use Sanskrit for adaptations.

### 5. For next time: grammaticalization

Lexical verbs 'go', 'want', 'come', 'must' are often grammaticalized as future markers.

- (1) I'm going to the store.
- (2) I'm going to get some coffee.
- (3) I'm going home.
  
- (4) You're going to like this.
  
- (5) I'm gonna get some coffee.
- (6) \*I'm gonna the store.

### 6. Homework review

#### References

Kytö, M. and Romaine, S. 1997. Competing Forms of Adjective Comparison in Modern English: What could be more quicker and easier and more effective?  
<http://www.natcorp.ox.ac.uk/archive/papers/kytorom.html>: