WORD-FORMATION AND THE ORGANIZATION OF THE MENTAL LEXICON

MEI:COGSCI, WS 2016/17
UNIVERSITY OF VIENNA
29 NOVEMBER 2016

Word-formation is part of morphology

- Word-formation is part of morphology
- Morphology consists of the following components:

- Word-formation is part of morphology
- Morphology consists of the following components:
 - Word-formation (production of new words)
 - Derivation, e.g. lehren 'to teach' → Lehrer 'teacher'

- Word-formation is part of morphology
- Morphology consists of the following components:
 - Word-formation (production of new words)
 - Derivation, e.g. lehren 'to teach' → Lehrer 'teacher' (combination of morphemes)

- Word-formation is part of morphology
- Morphology consists of the following components:
 - Word-formation (production of new words)
 - Derivation, e.g. lehren 'to teach' → Lehrer 'teacher' (combination of morphemes)
 - Compounding, e.g. Lehrerzimmer 'teachers' room'

- Word-formation is part of morphology
- Morphology consists of the following components:
 - Word-formation (production of new words)
 - Derivation, e.g. lehren 'to teach' → Lehrer 'teacher' (combination of morphemes)
 - Compounding, e.g. Lehrerzimmer 'teachers' room' (combination of words)

- Word-formation is part of morphology
- Morphology consists of the following components:
 - Word-formation (production of new words)
 - Derivation, e.g. lehren 'to teach' → Lehrer 'teacher' (combination of morphemes)
 - Compounding, e.g. Lehrerzimmer 'teachers' room' (combination of words)
 - Inflection (production of word-forms)

- Word-formation is part of morphology
- Morphology consists of the following components:
 - Word-formation (production of new words)
 - Derivation, e.g. lehren 'to teach' → Lehrer 'teacher' (combination of morphemes)
 - Compounding, e.g. Lehrerzimmer 'teachers' room' (combination of words)
 - Inflection (production of word-forms)
 E.g. lehre, lehrst, lehrt, etc.

- Word-formation is part of morphology
- Morphology consists of the following components:
 - Word-formation (production of new words)
 - Derivation, e.g. lehren 'to teach' → Lehrer 'teacher' (combination of morphemes)
 - Compounding, e.g. Lehrerzimmer 'teachers' room' (combination of words)
 - Inflection (production of word-forms)

E.g. lehre, lehrst, lehrt, etc. Lehrbuch, Lehrbücher, etc.

There are five basic morphological techniques:

□ Addition, e.g. to teach → teach-er

There are five basic morphological techniques:

□ Addition, e.g. to teach → teach-er

-er is an affix, more precisely a suffix

- □ Addition, e.g. to teach → teach-er
 - -er is an affix, more precisely a suffix
- □ Substitution, e.g. Marx-ism → Marx-ist

- □ Addition, e.g. to teach → teach-er
 -er is an affix, more precisely a suffix
- □ Substitution, e.g. Marx-ism → Marx-ist
- Modification, to impórt → ímport

- □ Addition, e.g. to teach → teach-er
 -er is an affix, more precisely a suffix
- □ Substitution, e.g. Marx-ism → Marx-ist
- Modification, to impórt → ímport
- □ Conversion, to cut → a cut

- □ Addition, e.g. to teach → teach-er
 -er is an affix, more precisely a suffix
- □ Substitution, e.g. Marx-ism → Marx-ist
- Modification, to impórt → ímport
- □ Conversion, to cut → a cut
- Subtraction, e.g. Russian biologija 'biology' ->
 biolog 'biologist'

There are five basic morphological techniques:

- □ Addition, e.g. to teach → teach-er
 -er is an affix, more precisely a suffix
- □ Substitution, e.g. Marx-ism → Marx-ist
- Modification, to impórt → ímport
- □ Conversion, to cut → a cut
- □ Subtraction, e.g. Russian biologija 'biology' → biolog 'biologist'

These techniques represent all possible cognitive operations that can be performed on a morphological form.

Manova (2011). Understanding Morphological Rules. Dordrecht: Springer.

real \rightarrow

real → real + -ize

```
real → real + -ize →

→ real + -iz + -ation
```

```
real → real + -ize →

→ real + -iz + -ation →

→ real + -iz + -ation + -al
```

Note that an alternative ordering of the suffixes is not possible, i.e. *real-iz-al-ation, *real-alation-ize, etc. do not exist.

Explanation of the order of the suffixes

- According to the type of information used in suffix ordering:
 - 1) phonological
 - 2) morphological
 - 3) syntactic
 - 4) semantic
 - 5) statistical
 - 6) psycholinguistic
 - 7) cognitive
 - 8) templatic

Manova & Aronoff (2010)

The mental lexicon

- A notion used in linguistics and psycholinguistics
 - Psycholinguistics studies how language works in the brain
- The mental lexicon is something like a mental dictionary where systematic information about language (words and their use) is stored in an easily accessible way
- There are different opinions about what information exactly is stored in the mental lexicon
 - Some linguists believe that only whole words (and no suffixes) are represented in the mental lexicon

Structure of the talk

- My research: Languages analyzed
- My cognitive approach
- Hypotheses about the organization of the mental lexicon
- Two psycholinguistic experiments
- Discussion of the results of the experiments
- Conclusions about what is stored in the mental lexicon

My research: Languages analyzed

- Slavic
 - Bulgarian (South Slavic)
 - Russian (East Slavic)
 - Polish (West Slavic)
- Germanic
 - English
 - German
- Romance
 - Italian
- Editor of papers on about 30 typologically diverse languages

Slavic word versus English word

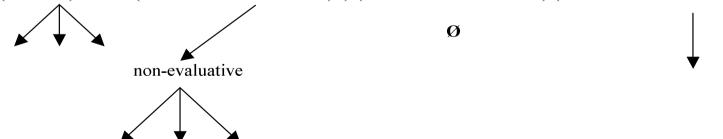
Slavic word

(PREFIX)-BASE-(DERIVATIONAL SUFF)-(THEMATIC MARKER)-(INFLECTIONAL SUFF)

non-evaluative evaluative

English word

(PREFIX)-BASE-(DERIVATIONAL SUFF)-)-(THEMATIC MARKER)-(INFLECTIONAL SUFF)



The combinability of the English suffix -ist

SUFF1	Lexical category of SUFF1	Followed by SUFF2
-ist	N	-dom, -ic, -y, -ize

Data from Aronoff & Fuhrhop (2002), based on OED, CD 1994

Explanation of the combinability of -ist

- According to the type of information used in suffix ordering:
 - 1) phonological
 - 2) morphological
 - 3) syntactic
 - 4) semantic
 - 5) statistical
 - 6) psycholinguistic
 - 7) cognitive
 - 8) templatic

Manova & Aronoff (2010)

My approach

- According to the type of information used in suffix ordering:
 - 1) phonological
 - 2) morphological
 - 3) syntactic
 - 4) semantic
 - 5) statistical
 - 6) psycholinguistic
 - 7) cognitive
 - 8) templatic

Manova & Aronoff (2010)

English -ist: My cognitive approach

SUFF1	Lexical category of SUFF1	SUFF2
-ist	N	N: -dom (2) ADJ: -ic (631), -y (5) V: -ize (3)

Table from Manova (2011)
Data from Aronoff & Fuhrhop (2002), based on OED, CD 1994

Nouns, adjectives and verbs are seen as cognitive categories, cf. Langacker (1987).

Lexical categories: Noun (N), Adjective (ADJ) and Verb (V)

Langacker (1987), based on *relationality* (i.e. +/- relational) and way of scanning (whether summarily scanned, i.e. conceived statistically and holistically, or sequentially scanned, i.e. mentally scanned through time), recognizes things (N), processes (V) and modifiers (ADJ).

-ist: Fixed combinations

SUFF1	Syntactic category of SUFF1	SUFF2
-ist	N	N: -dom (2) ADJ: -ic (631), -y (5) V: -ize (3)

Table from Manova (2011)
Data from Aronoff & Fuhrhop (2002)

Types of SUFF1-SUFF2 combination

Fixed (unique)

SUFF1 combines with only one particular SUFF2 of a major lexical category, N, V, ADJ

-ist: Predictable combinations

SUFF1	Syntactic category of SUFF1	SUFF2
-ist	N	N: -dom (2) ADJ: -ic (631), -y (5) V: -ize (3)

Table from Manova (2011)
Data from Aronoff & Fuhrhop (2002)

Types of SUFF1-SUFF2 combination

Fixed (unique)

SUFF1 combines with only one particular SUFF2 of a major lexical category, N, V, ADJ

Predictable

- SUFF2 applies by default the majority of words are derived by that suffix.
 - Suffixes that 'compete' with the default suffix are unproductive and derive no more than 10 words

Hypotheses

- **H1**: If SUFF1 tends to combine with only one SUFF2 of a major lexical category (N, ADJ, V), SUFF1-SUFF2 combinations are unique pieces of structure and speakers should know them by heart.
- H2: If speakers know suffix combinations by heart, they should be able to differentiate between existing and non-exisiting combinations and existing combinations should be recognised with higher accuracy and faster than non-existing ones.

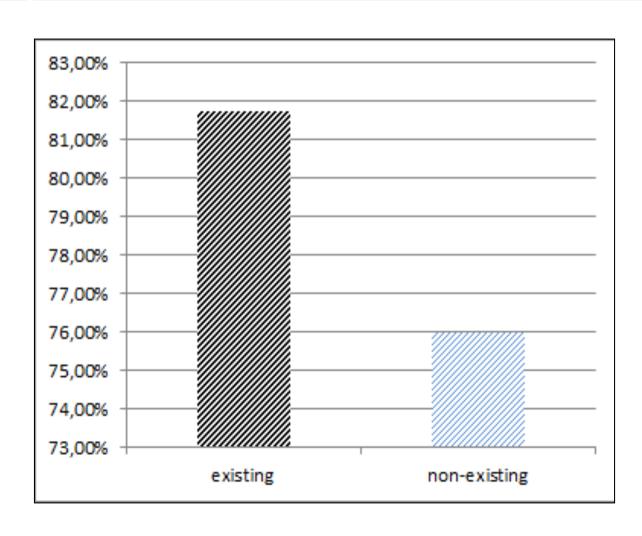
Experiment 1

- Participants: 64 native speakers of Polish
 - □ age: M=23.2, SD=1.76
 - no history of developmental dyslexia or reading disabilities
 - non-linguists
- Materials: 60 items
 - 30 existing suffix combinations from Polish, e.g.:
 - -ar-nia as in kawi-ar-nia 'café'
 - 30 non-existing suffix combinations created by changing the order of the suffixes of the legal ones or by manipulating phonemes, e.g.:
 - from the existing $-ar-nia \rightarrow -ni-ar$ or -ur-nia.
 - 2 lists
 - each with the suffixes of the other in reverse order
 - each participant saw all combinations

Experiment 1: Procedure

- Task: decide as quickly and as accurately as possible if a combination exists or not
- Training: a few examples of derivations of existing and non-existing words with two suffixes in Polish to ensure that the participant understands the task
- List of items: participants received a list of existing and non-existing suffix combinations and have to complete the task
- Maximum time for decision: 10 minutes

Experiment 1: Accuracy of recognition of existing and non-existing combinations



Acc for existing:

M=81.72%,

SD = 0.29

Acc. for non-existing:

M=75.99%,

SD=0.22

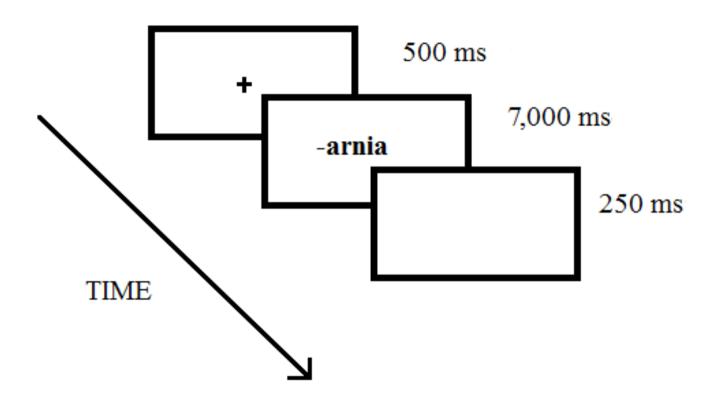
The result is statistically significant:

t(63)=2.34, p=0.02

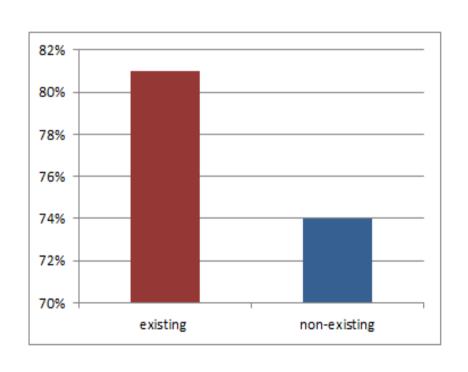
Experiment 2

- Participants: 53 native speakers of Polish
 - □ age: M=21.43, SD=1.83
 - no history of developmental dyslexia or reading disabilities
 - non-linguists
- Task: Press the right arrow button if a string of letters is an existing combination or the left CTRL button if it is not. In case of a doubt, behave as if a stimulus does not exist.
- Materials: 88 items, randomized with the E-prime 2.0 software
 - 44 existing and 44 non-existing suffix combinations
 - non-existing combinations produced as in Experiment 1
 - 2 lists
 - each with the suffixes of the other in reverse order
 - each participant saw all combinations

Experiment 2: Procedure



Experiment 2: Accuracy



Existing combinations:

 $M_{ACC} = 81\%$, SD=.09

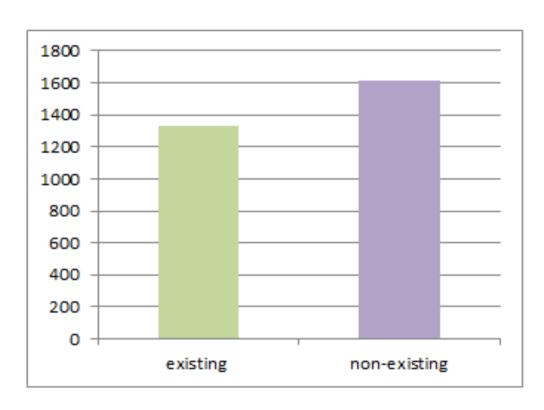
Non-existing combinations:

$$M_{ACC} = 74\%$$
, SD=.12

The result is statistically significant:

$$t(52)=3.03$$
, $p=0.004$

Experiment 2: RTs



Existing combinations:

1333 ms

 M_{RT} =1333.14, SD=420.57

Non-existing combinations:

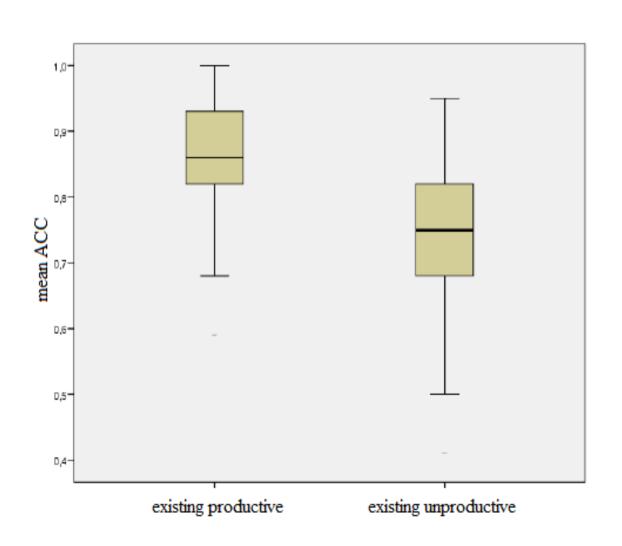
1610 ms

 M_{RT} =1610.38, SD=556.02

The difference is statistically significant:

t(51)=-7.53, p<0.001

Experiment 2: Mean accuracy of the productive combinations (derive > 10 words)



Productive combinations:

 $M_{ACC} = 86\%$, SD=.09

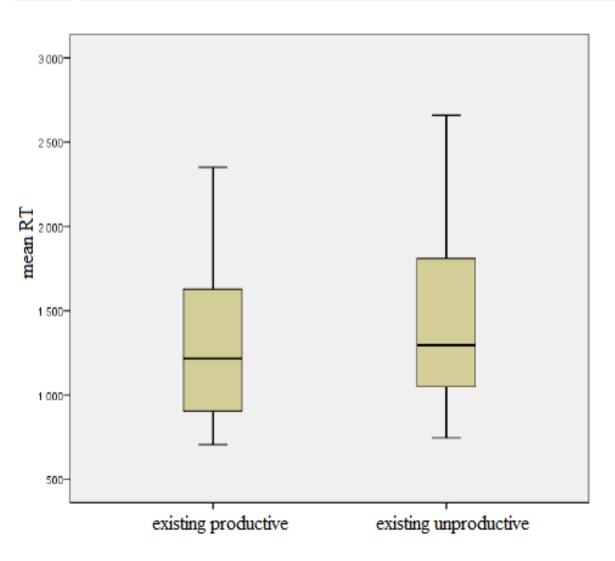
Unproductive combinations:

 $M_{ACC} = 75\%$, SD=.11

The difference is statistically significant:

t(51)=7.81, *p*<0.001

Experiment 2: Mean RTs of the productive combinations (derive > 10 words)



Productive combinations:

 M_{RT} =1288.44, SD=429.14

Unproductive combinations:

 M_{RT} =1421.01, SD=488.41

The difference is statistically significant:

$$t(51)=-4.08, p<0.001$$

Summing up & Discussion

- The results of the two experiments converge:
 - The accuracy of recognition of the existing combinations is significantly higher than the accuracy of recognition of the non-existing combinations.
 - The reaction times to the existing combinations are significantly shorter than to the non-existing ones.
 - Thus, recognition of suffix combinations seems to resemble recognition of words and non-words in psycholingustics.
 - The productive combinations are recognized more accurately and faster than the unproductive combinations.

Suffixation and suffix ordering

```
real → real + -ize →

→ real + -iz + -ation →

→ real + -iz + -ation + -al
```

Suffixation in the mental lexicon: Conclusions

```
real → real + -ize →

→ real + -iz + -ation →

→ real + -iz + -ation + -al
```

- Our research shows that parts of words such as suffixes and suffix combinations are stored in the mental lexicon
- When speakers produce complex words, they, most probably, do not attach suffixes step by step but use them as wholes, i.e. as -ization, -ational and, maybe, -izational.

Thank you!

stela.manova@univie.ac.at
http://homepage.univie.ac.at/stela.manova/

Selected references

- Aronoff, M. (1994). Morphology by itself. Cambridge, Ma: MIT Press.
- Aronoff, M. & N. Fuhrhop (2002). Restricting Suffix Combinations in German and English: Closing Suffixes and the Monosuffix Constraint. *Natural Language & Linguistic Theory*, 20(3), 451-490.
- Baayen, H. R. (2015). Experimental and Psycholinguistic Approaches. In *The Oxford Handbook of Derivational Morphology*, eds. R. Lieber and P. Štekauer, 95-117. Oxford University Press.
- Booij, G. (2010). Construction morphology. New York: Oxford University Press.
- Crepaldi D., L. Hemsworth, C. J. Davis & K. Rastle 2015. Masked suffix priming and morpheme positional constraints. *The Quarterly Journal of Experimental Psychology*. Published online: 11 Mar 2015. DOI:10.1080/17470218.2015.1027713
- Croft, W. (2001). Radical construction grammar: Syntactic theory in typological perspective. New York: Oxford University Press.
- Diependale, Kevin, Jonathan Grainger, and Dominiek Sandra. 2012. Derivational morphology and skilled reading: An empirical overview. In *The Cambridge handbook of psycholinguistics*. Edited by Michael J. Spivej, Ken McRae, and Marc F. Joanisse, 311–332. Cambridge, UK: Cambridge Univ. Press.
- Halle, M. & A. Marantz (1993). Distributed morphology and the pieces of inflection. In *The view from building 20*. In Hale K. and S. J. Keyser (eds.), 111-176. Cambridge, MA: MIT Press.
- Hay, J.. 2003. Causes and Consequences of Word Structure. London: Routledge.
- Hay, J. & I. Plag. 2004. "What Constrains Possible Suffix Combinations? On the Interaction of Grammatical and Processing Restrictions in Derivational Morphology." Natural Language and Linguistic Theory 22: 565–596.

- Hyman, L. (2003). Suffix ordering in Bantu: A morphocentric approach. In G. Booij & J. van Marle (Eds.), Yearbook of morphology 2002 (pp. 245–281). Dordrecht: Kluwer.
- Langacker, R. (1987). Foundations of Cognitive Grammar, Volume I, Theoretical Prerequisites.
 Stanford University Pres
- Lázaro, M, V. Illera & J. Sainz (2015). The suffix priming effect: Further evidence for an early morphoorthographic segmentation process independent of its semantic content. *The Quarterly Journal of Experimental Psychology.* Published online: 20 May 2015. DOI:10.1080/17470218.2015.1031146
- Lieben, G. (2015). Word-formation in psycholinguistics and neurocognitive research. In Word-Formation: An International Handbook of the Languages of Europe, eds. Müller, P. O. et al, 203-217. Berlin: De Gruyter.
- Manova, S. & M. Aronoff (2010). Modeling affix order. Morphology 20(1): 109-131.
- Manova, S. (2011). A cognitive approach to SUFF1-SUFF2 combinations: A tribute to Carl Friedrich Gauss. Word Structure 4(2): 272–300.
- Manova, S. (2014). Affixation. Oxford Bibliographies in Linguistics. New York: Oxford University Press.
- Manova, S. (2015). Affix order and the structure of the Slavic word. In Affix ordering across languages and frameworks, ed. S. Manova, 205-230. New York: Oxford University Press.
- Muysken, P. (1986). Approaches to affix order. Linguistics 24. 629-643.
- □ Plag, I. & H. Baayen (2009). Suffix ordering and morphological processing. *Language*, 85(1): 109-152.
- □ Rice, K. (2000). *Morpheme Order and Semantic Scope*. Cambridge: Cambridge University Press.
- Rice, K. (2011). Principles of affix ordering: an overview. *Word Structure* 4(2): 169-200.
- Saloni, Z., W. Gruszczyński, M. Woliński & R.Wołosz. 2007. Słownik gramatyczny języka polskiego.
 Warszawa: Wiedza Powszechna.
- Schneider, W., A. Eschman & A. Zuccolotto. 2002. E-Prime reference guide. Pittsburgh: Psychology Software Tools, Inc.
- TALAMO, Luigi. 2015. "Suffix Combinations in Italian: Selectional Restrictions and Processing Constraints." In Affix Ordering Across Languages and Frameworkd, edited by Stela Manova, 175–204.
 New York: Oxford University Press.