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ASSOC. PROF. DR. ELİF ÖZLEM ÖZÇATAL**

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THE INTERPLAY BETWEEN MORPHOLOGY, PHONOLOGY AND PHONETICS IN THE ENGLISH LANGUAGE

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Abstract

Language itself is purely human and non-instinctive method of communicating ideas, feelings and thoughts through a set of produced symbols which expose people to communication study. Many people look at language as a mere medium of communication without inquiry into what constitutes the building block for such discourse. Morphological and phonological processes are tightly interrelated in spoken production. The morphological structure of a complex word determines how the constituent morphemes of a word are realized phonetically. The phonological structure of a complex word reflects its morphological structure, but is not isomorphic to that structure. Hence, this paper highlights the importance of linguistics in human endeavour with special attention given to the relationship between phonetics, phonology, morphology and other disciplines.

Key words: Phonetics, Phonology, Morphology, phoneme, morpheme, Morphophonology.

Introduction

Language as a sign system can be discussed in terms of articulation i.e. exposing the matter of the sound system as its material formulation. In that sense language can be researched in terms of Phonetics - the sounds, accent, intonation as its material side and Phonology i.e. the sounds and their functional role in the language system. Phonetics and Phonology are two different sciences whereas Phonetics is considered as a helping linguistic discipline which is about the sound notions of the word apart from their linguistic function which is discussed further in Morphology, Syntax and Semantics. Phonetics does not deal with the sound complex and its meaning but the material side of the sounds and human speech i.e. the physiological description of the sounds.

Defining Morphology, Phonetics and Phonology

Morphology is the study of the forms of word or word structure. Morphology is part of linguistics that deals with the study of word forms, their construction and grammatical meanings. The word

“morphology” is of ancient Greek origin and means the science of forms. According to Ndimele, morphology is the study of the structure of the words (1999) thus, the main purpose of morphology is to study the structure of words and the rules and principles according to which the words are united into groups in terms of different types of morphemes. Ndimele (1999) notes that a free morpheme is a morpheme (or word element) that can stand alone as a word. A free morpheme is also called an unbound morpheme. Many words in the English language consist of a single free morpheme. For example, each word in the following sentence is a separate morpheme: “I have to go now, but you can stay”. None of the nine words in the sentence can be divided into smaller parts that are also meaningful. These are also called lexical morphemes and new lexical morphemes are easily added to the language and that is why they are also treated as an “open” class of words (Yule, 2007). However, in the table below, examples of words that can be divided into morphemes can be seen:

Table 1. Free and bound morphemes

Bound morpheme	Free morpheme	Bound morpheme
Un-	Happy	Ly
Trans	Form	Ation
Im	Possible	Ly

Phonetics is a science that deals with the sounds of human speech. Though the sounds can be perceived of a language as something simple and mundane, it is much more than that. Phonetics is one of the main building blocks in learning a new language. Phonetics teaches how different words are pronounced verbally by something called International Phonetic Alphabet (IPA). The IPA stands as a standardized representation of the sounds of spoken language. It was first devised in the 19th century by scientists looking to standardize how some words are said across the world no matter the language barrier. To bypass this, a new alphabet was needed, an alphabet filled with signs that have different sounds. That is called the Phonemic Transcription. Further, phonetics studies the sound system of the language and the sounds of speech.

Basically, two branches that deal with sounds can be distinguished – Phonetics and Phonology. They both deal with sounds. No language description is possible without describing the sound system of it. Every language uses a subset of speech sounds. When we consider a sound system of any language from the point of view of its articulatory, acoustic, auditory characteristics we deal with phonetics. From one hand, the study of production, perception and analysis of speech sounds is not a new subject. It originates since 500 BC when the Sanskrit grammarian Panini from India included material on this subject in his grammar. On the other hand, much later in the late nineteenth century, various attempts were made to produce a phonetic alphabet. The most critical questions that arise in phonetics and phonology concern the ways in which languages are encoded in their orthographies because they systematically represent sounds on paper rather than in practice, and this is an important aspect of the study of speech. It would be convenient if the spelling, or spelling system, had a single sound or syllable associated with each symbol. Therefore, David Crystal defines the phonetic alphabet as “an attempt to make a permanent and unambiguous record of what goes on in our speech” (p.168). Finally, in 1889, the International Phonetic Alphabet was formulated, and this system is still in use (pic. 1).

ɪ SEE	ɪ SET	ʊ BOOK	u: TOO	ɪə HERE	eɪ PAY		
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	oʊ TOUR	ɔɪ BOY	əʊ OO	
æ CAT	ʌ BIT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ NOW	
p PIE	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KID	g GO
f FIVE	v VERY	θ THINK	ð THE	s SEX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Picture 1: The International Phonetic Alphabet

The Connection of Phonetics and Other Disciplines

Phonetics is one of the basic branches of linguistics and that is why it is said that it is naturally closely related to other linguistic disciplines. The connection of phonetics with grammar, lexicology and stylistics is realized within the study of spelling, which is very closely related to phonetics. Phonetics formulates the rules of pronunciation for individual sounds and sound combinations. Reading rules are based on the relationship of sounds with spelling and represent certain difficulties in learning English, especially at the initial stage of learning. Phonetics is also related to stylistics, primarily through the intonation and its components: speech melody, stress, rhythm, pause and sounds that serve to express emotions, to distinguish the different attitudes of the author and the speaker. Very often the writer helps the reader to interpret their ideas through special words and remarks such as: pause, short pause, anger, hope, tenderness, disbelief, etc. Phonetics is also related to stylistics through the repetition of words, phrases and sounds. Repetition of this kind serves as the basis of rhythm, rhyme and alliteration.

Phonetics is also related to lexicology. Due to the presence of different language variations and accents in the right place, certain nouns from verbs can be distinguished (formed by conversion). Homographs can only be distinguished by pronunciation because they are identical in spelling.

Special attention should be paid to the relationship between phonetics and social sciences. The functioning of phonetic units in society is studied by Sociophonetics. It should be mentioned that in the last few decades a number of different interdisciplinary topics have appeared, such as sociolinguistics (and accordingly sociophonetics), psycholinguistics, mathematical linguistics and others. These, as their titles suggest, refer to aspects of language that can be studied from two points of view (sociology and linguistics, psychology and linguistics, and so on). Sociophonetics studies the ways in which pronunciation interacts with society. In other words, it is the study of the way phonetic structures change in response to various social functions. Sociophonetics studies the ways in which pronunciation functions in society. It is interested in the ways in which phonetic structures vary in response to different social functions.

Psycholinguistics covers an extremely broad area, from acoustic phonetics to language pathology, and includes such problems as acquisition of language by children, memory, attention, speech perception, second-language acquisition and so on. Another example of interdisciplinary overlap is the relationship of linguistics to psychology. Psycholinguistics in its early form covers psychological implications from acoustic phonetics to language pathology. Here are some of the problems addressed by psycholinguistics:

language acquisition by children, the extent to which language mediates or structures thinking, the extent to which language is influenced by and itself affects brain functions such as memory, attention, perception; problems of speech production and speech perception - speech pathology.

Phonetics is also closely related to several non-linguistic disciplines that study various aspects of speech and speech perception: Physiology, Anatomy, Physics (acoustics) while Mathematics, Statistics, Computer Science are used in phonetic research.

The Connection of Morphology and Phonology

The relationship between morphology and phonology is very close. Both are synchronically and diachronically related. For example, the allomorphic variation of affixes is often determined by the phonological context, and affixation itself often imposes phonological requirements. It may be recalled that morphology deals with the study of word forms and their formation. Phonology helps in the study of word formation.

Nouns have different ways of forming the plural. Most nouns in English change from singular to plural by adding -s or -es, , and others ending in “f”, the “f” changes to “v” and the -es is added, as follows:

Table 2: Singular/Plural Nouns

Singular	Plural
Bun	Buns
Leaf	Leaves
Bus	Buses

The allomorph variation of affixes is often determined by the phonological context and often imposes phonological requirements. These plural markers are therefore usually pronounced as /s/, /z/ or /iz/ in realizing the correct pronunciation for these plural sounds. The last sound segment is responsible for this. Examples:

/s/	/z/	/iz/
lips \lɪps\	dogs \dɔgz\	houses \haʊzɪz\
stops \stɒps\	girls \gɜ:lz\	buses \bʌsɪz\
roots \ru:ts\	boys \bɔɪz\	ridges \rɪdʒɪz\

From the above illustrated examples, it can be clearly seen that when sounds are added to words, they change the pronunciation and completely new words are formed. As previously stated, the effect of knowledge of phonology on morphology in the field of study is of great importance because they are closely related. It can best be described and illustrated using a concept called morphophonology.

Morphophonology is the branch of linguistics that studies the interaction between morphological and phonological or the phonetic processes. Its focus are the sound changes that occur in morphemes when they combine to form words. The morphophonological analysis often involves an attempt to provide series of formal rules that successfully predict the regular sound changes that occur in the morphemes

of a given language. Such series of rules transform a theoretical base representation into a surface form that is heard. The unit of which the basic representations of morphemes are composed is sometimes called a morphophoneme. The surface form produced by the morphophonological rules may consist of phonemes (which are then subjected to ordinary phonological rules to produce a speech sound) or else the morphophonological analysis may bypass the phoneme stage and produce the voice itself.

According to Cohen-Goldberg and others, morphology and phonology are interrelated and play combined roles in speech production (Cohen-Goldberg et al., 2013). First, phonemes depend on morphemes because the output of the morphological processes is often the input of the phonological progressions. In words with more morphemes, for example, the phonemes derive their roles from morphemes and, therefore, the phonemes themselves have no meaning. For example, in English, the word “boy” is a single morpheme word, which can be changed to “boys” to get the plural form. The two morpheme combinations “boy” and “-s” enable the subsequent phonological process to take place.

Furthermore, the phonological constraints of a given language can manipulate the position a morpheme occupies in a different context. For example, in the multimorphemic word “tablecloth”, in the phonological process, especially of the phoneme /k/, depends on the morphological environment, because the mentioned phoneme has a different phonological realization in the morpheme “cloth”. Therefore, it is obvious that the integration of phonemes in any content depends on the combination and environment of the morphemes. Research in language has found that the role of the morpheme/phoneme and sensitivity to each of the two elements is vital to the achievement of decoding skills (Singson et al., 2000). However, Casalis and Colé (2009) state that it is imperative to note that language learners develop awareness of morphemes and phonemes independently. In the specific case, research was conducted to examine the morpheme-phoneme interface among foreign language learners (kindergarten students). In the research, students were divided into three groups. One empirical group of children was trained in phonological awareness, while the second was trained in morphological skills. The third was the control group that received no morphological or phonological awareness training. The first two groups showed improvement in the respective areas where they were trained.

From the research conducted, the reciprocal influence revealed that morphological awareness increases phonological sensitivity in children. However, the group that received morphological awareness training could not explicitly deal with phonemes. Furthermore, the phoneme-trained groups were able to segment morphemes but had trouble in producing complex words (they had no explicit understanding of morphemes). There is a phoneme-morpheme relationship and, therefore, phonology and morphology are interrelated. However, the relationship is both indirect and unclear.

Conclusion

In conclusion, it should be noted that phonology has a greater influence on morphology than morphology has on phonology. The phonological rules that determine some morphological features of words in English are morphophonemic rules and their application applies to specific morphemes such as the past tense suffix and the plural suffix. There are other purely phonological rules that can be applied in principle to every morpheme in the language. These rules reveal the activity of phonology in an even more striking way than the morphophonemic rules. Roach (2009), gives one disadvantage when you continue to learn more about phonetics you become able to hear a lot of sound differences that you were not aware of before, and this is what students sometimes find frustrating is not to be able to write down more detailed information of sounds. Thus, the point of researching the phonological processes (of which only a very few are explored here) is not to come up with a set of rules about how a language (English) should be pronounced, but to try to come to an understanding of the regularities and patterns in phonology that underlie the actual use of sounds in language, and the influence or manner in which

knowledge of phonology influences the study of morphology. Thus, it is the formation or combination of sounds that leads to morphology and language acquisition begins with phonology.

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