

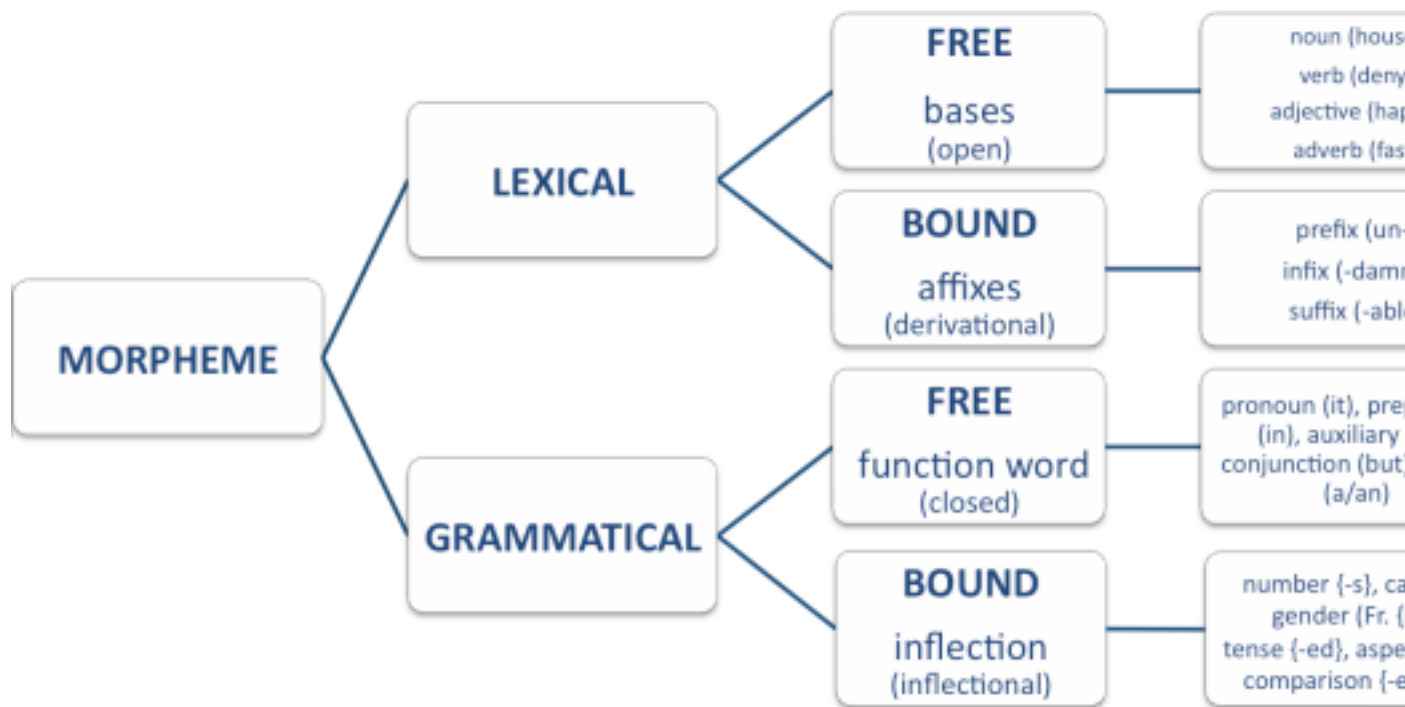
MORPHOLOGY: THE WORDS OF LANGUAGE

Overview: What is MORPHOLOGY? Why is important?

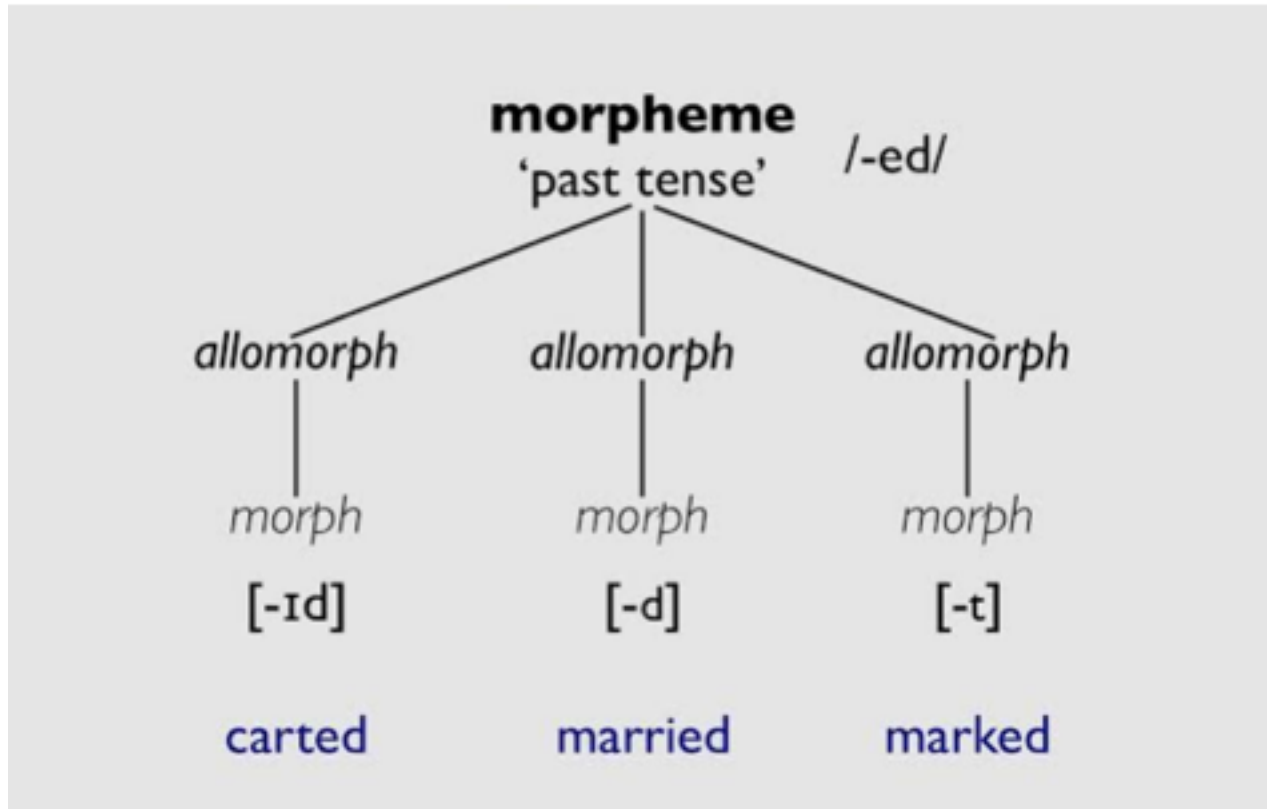
Morphology is the study of word structure and word formation. A *morpheme* is the smallest grammatical unit in a language that carries meaning. Morphology is important for English Language Learners because it breaks down language and creates patterns of meaning for speakers. Learning English isn't simply about reading sentences and words, rather to truly know English, the speaker must be able to make meaning of the sounds within words. For example, once a speaker understands the morpheme of *s* or *ing*, they will be able to apply and comprehend that construct of language with many different words.

Important Terms

- **MORPHEME**: the smallest linguistic unit that carries meaning.
- **Bound Morpheme**: a morpheme that cannot stand by itself to form a word; it must be joined to other morphemes. (Prefixes and suffixes are bound morphemes. Ex: S)
- **Free Morpheme**: a morpheme that by itself can function as a word in a language.(Ex: CAT)
- **Derivational Morpheme**: when a morpheme is added to a stem or root to form a new stem or word, possibly, but not necessarily, resulting in a change in syntactic category. The result of a derivational process is a new word. a derivational morpheme can change the grammatical category of a word. (Ex: The verb TEACH becomes the noun TEACHER if we add the derivational morpheme -ER. The morpheme may be a prefix or suffix.)
- **Inflectional Morpheme**: serve as grammatical markers that indicate tense, number, possession, or comparison. Inflectional morphemes in English include the suffixes -s (or -es); 's (or s'); -ed; -en; -er; -est; and -ing. An inflectional morpheme never changes the grammatical category of a word. For example, both old and older are adjectives.

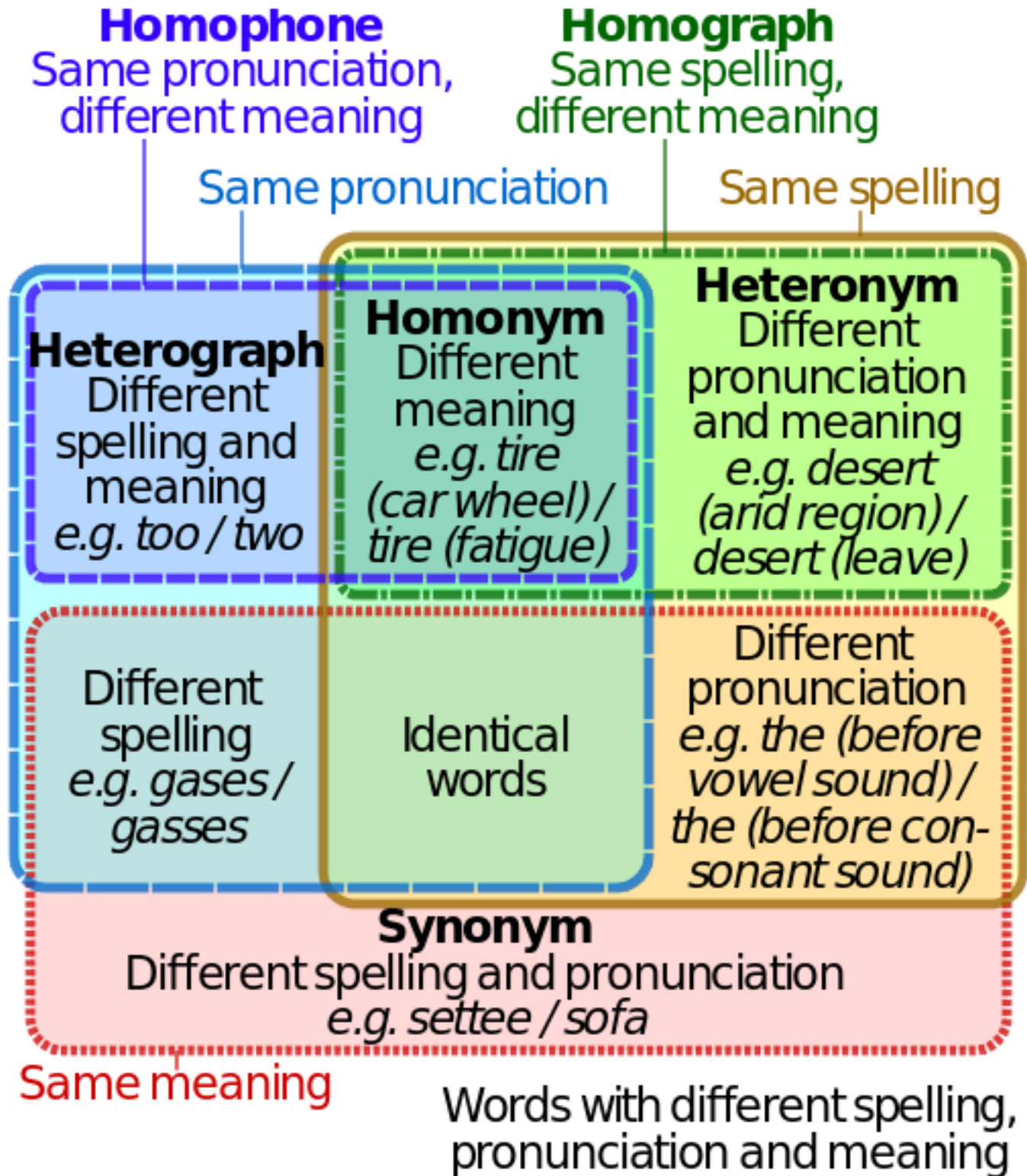


- **AFFIX:** A *bound morpheme* that attaches to a root or stem that occurs before (prefix), after (suffix), in the middle of (infix), and around (circumfix) stems (root morphemes).
- **Derivational Affix:** an affix by means of which one word is formed (derived) from another. The derived word is often of a different word class from the original. (Ex: JOYFUL)
- **Inflectional Affix:** serve as grammatical markers that indicate tense, number, possession, or comparison. Inflectional Affix: an affix that expresses a grammatical contrast that is obligatory for its stem's word class in some given grammatical context, does not change the word class of its stem. (Ex: The "es" in BUSES.)
- **ALLOMORPHY:** Any of the variant forms of a morpheme. For example, the phonetic (s) of cats (k ts), (z) of pigs (p gz), and (z) horses (hôr s z) are allomorphs of the English plural morpheme.

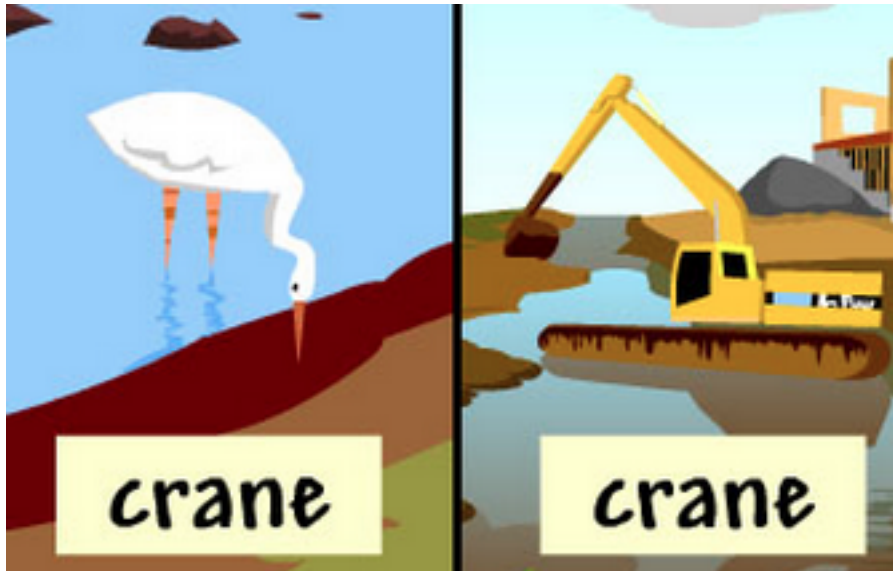


- **WORD FORMATION PROCESSES:**The processes by which new words are formed.
- **Clipping:** In linguistics, clipping is the word formation process which consists in the reduction of a word to one of its parts. Clipping is also known as "truncation" or "shortening." (Ex: Clipping DO NOT to DON'T)
- **Acronym:** an abbreviation formed from the initial components in a phrase or a word. (Ex: IBM-International Business Machines)
- **Blends/Consonant Clusters:** a sequence of two or more consonant sounds within a syllable (Ex: "BL" in blend)

Homonyms/Homophones/Homographs



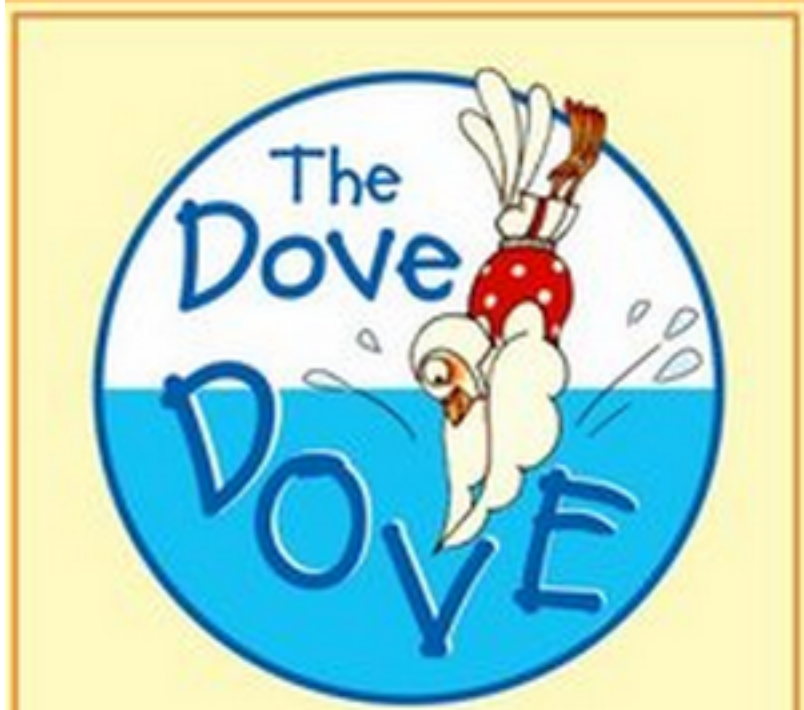
- **Homonym:** a word that is spelled and pronounced like another word but is different in meaning. (Ex: BEAR & BEAR)



- **Homophone:** words that are pronounced alike but have different meanings and spellings. (Ex: HAIR & HARE)



- **Homograph:** a word that is spelled like another word but that is different in origin, meaning, or pronunciation. (Ex: DESERT & DESERT; BOW & BOW)



Source: *Finegan, Edward. Language Its Structure and Use. 6th ed. Boston: Wadsworth, 2012. Print.* Source: *Loos, Eugene E., Susan Anderson, Dwight H. Day, Jr., Paul C. Jordan, and J. Douglas Wingate. "Glossary of Linguistic Terms." Glossary of Linguistic Terms. SIL International Linguistics, 29 Jan. 2004. Web. 13 July 2014. Source: www.dictionary.com*

Resources

YouTube Videos

- The Morphology of "CON": <https://www.youtube.com/watch?v=KmnzJv0kQ7I>
- Mandarin v. English Morphemes: <https://www.youtube.com/watch?v=3V2C9zOCCj0>
- Blends: <http://www.youtube.com/watch?v=sYmwStHMezc>
- Homophones: <http://www.youtube.com/watch?v=3prL9EHifw0>

Teacher Information/Resources

- Homograph Examples: <http://examples.yourdictionary.com/examples-of-homographs.html>
- Dear Deer: <http://www.amazon.com/gp/product/0312628994?ie=UTF8&camp=213733&creative=393177&creativeASIN=0312628994&linkCode=shr&tag=ny>
- Homo-phone/graph/nym Lesson Plans: <https://www.spellingcity.com/homophones-and-homonyms.html>

Activities

- Homophone Activity: <http://www.english-zone.com/grammar/hom1.html>
- Homophone Sample Lesson Plan and Activities: <http://mscraftynyla.blogspot.com/2013/02/homophone-activities-and-lesson-plan.html>
- Homograph Challenge Activity: <http://fivejs.com/homograph-sentences-for-reading-aloud/>
- Homophone Flashcards: <http://mscraftynyla.blogspot.com/2013/02/free-illustrated-homophone-word-cards.html>
- Homophones Dominoes Activity: <http://www.teacherspayteachers.com/Product/Homophones-Dominoes-Matching-Game-236566>

Strategies for Teaching ELs

- Focus on teaching the morphological structure of words to ELs. When they can understand the basics, they can go onto to understanding complex words, sentences, and readings.
- Use pictures/illustrations! Have students draw morphemes/words or create a picture-based dictionary
- Have students act out words in contextual meaning
- Incorporate interactive or kinesthetic games
- Practice, monitor, and encourage correct use of morpheme structure in conversation
- Colorin Colorado Methods/Approaches: <http://www.colorincolorado.org/article/27876/>

- Use SPEED DRILLS to develop automatic recognition of syllables and morphemes
- Teach students the different syllable types
- Teach the meanings of morphemes within the context of a sentence

Source: *Key Literacy Component: Morphology*. (2008, January 1). . Retrieved July 13, 2014, from <http://www.colorincolorado.org/article/27876/>