

Workshop on Halq'emeylem reduplication

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Stó:lō Shxwelí


The background features several sets of curved lines in the corners, some solid and some dashed, creating a sense of motion or flow. A large red speech bubble is positioned on the left side of the slide.

Overview

- Introduction
- What is reduplication?
- What are the key reduplication patterns?
 - Meanings
 - Forms
- How do we learn and teach reduplication patterns?
- Activities

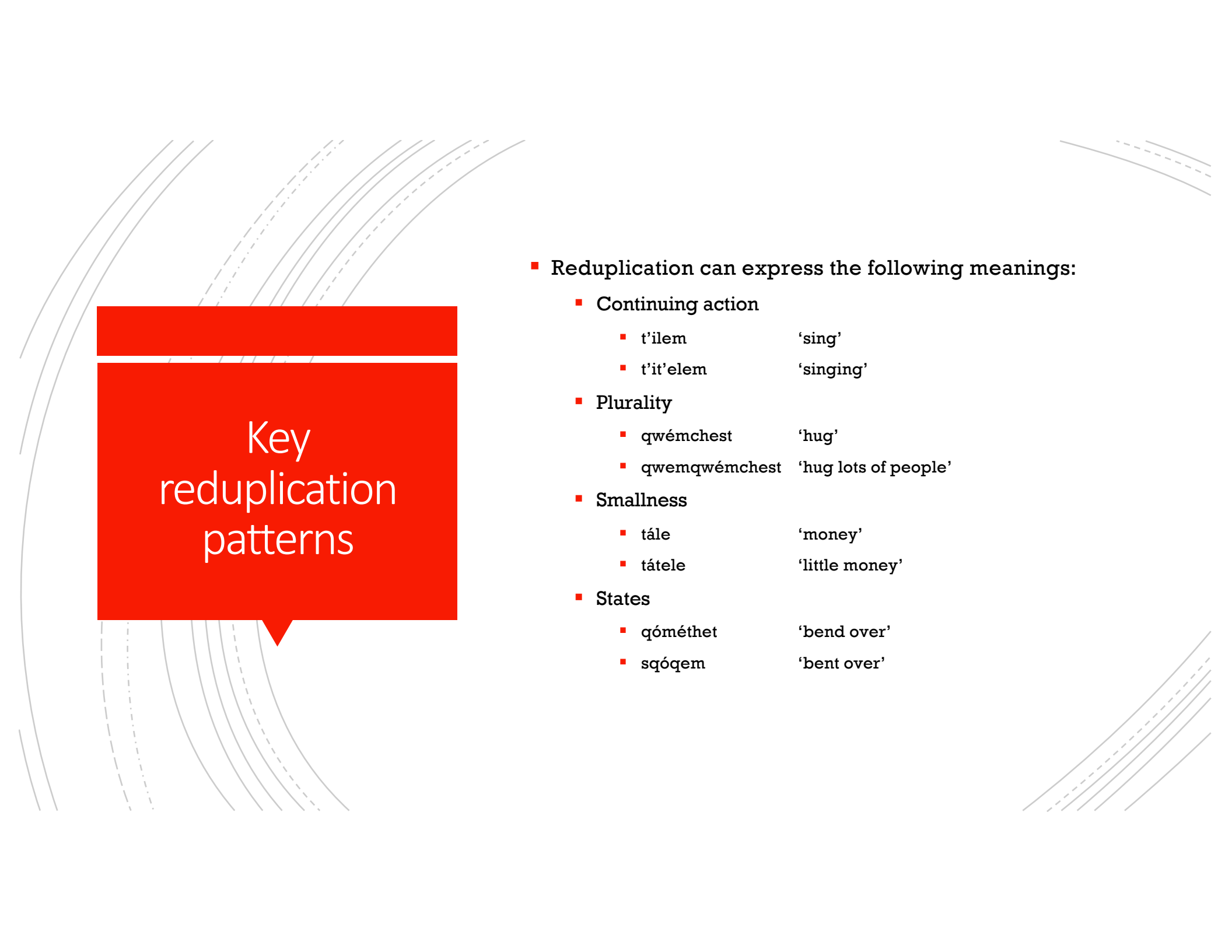


Introductions

- **Background and work with Stó:lō Shxweli**
- 


What is reduplication?

- Reduplication is a word formation process that expresses a new meaning by copying part of a word
- In Halq'emeylem only a portion of the word is copied
 - t'ilem 'sing'
 - t'it'elem 'singing'
- In other languages a whole word can be copied, as in English



Key reduplication patterns

- Reduplication can express the following meanings:
 - Continuing action
 - t'ilem 'sing'
 - t'it'elem 'singing'
 - Plurality
 - qwémchest 'hug'
 - qwemqwémchest 'hug lots of people'
 - Smallness
 - tále 'money'
 - tátele 'little money'
 - States
 - qóméthet 'bend over'
 - sqóqem 'bent over'

The slide features a decorative background of curved lines in shades of gray, some solid and some dashed, sweeping across the top and bottom. A prominent red speech bubble is positioned on the left side, containing the title text.

Key reduplication patterns

- There are several reduplication forms that are found
 - One consonant
 - Two consonants
 - Vowel changes
- Some meanings are expressed by reduplication plus other ways to express meaning
- Let's look at the handout to see some examples of how the meanings are expressed and also the different types of changes that express the meanings

A red speech bubble with a white border is positioned on the left side of the slide. The text inside the bubble is white and reads "'continuative' patterns". The background of the slide features several sets of curved lines in shades of gray, some solid and some dashed, creating a sense of motion or flow.

'continuative' patterns

- The meaning expressed by 'continuative' is often translated as '-ing' in English
- There are lots of different patterns, but there seems to be one overall goal of what a 'continuative' verb form can be
- There seems to be a general goal to have a certain target shape of the word, based on stress and sonority

'continuative'
forms tend to
have a prominent
first syllable

- **Stress**
 - Most 'continuative' verbs have initial stress
 - This makes the first syllable the most prominent
- **Quality of segments**
 - Two types of vowels – strong vowels and schwa (e)
 - Two types of consonants –
 - Sonorants – consonants that can be hummed, like *l, m, y, w*
 - Obstruents – more closed articulation, like *s, th, sh, ch, t', x*
- **Sonority**
 - How prominent a sound is, based on the opening of the mouth

Sonority

X			
X	X		
X	X	X	
X	X	X	X
strong vowel	schwa	sonorant	obstruent

Sonority profiles compared

- With reduplication, the sonority profile of the first syllable stays the same

X		X
X X		X X X
XXXX		X XXXX
XXXXX		XXXXXXXX
t' i l e m	→	t' i t' e l e m
'sing'		'singing'

- With vowel changes, the sonority profile improves

		X
X X		X X
XXXX		XXXX
X XXXX		X XXXX
th é y e m	→	th á y e m
'bake'		'baking'

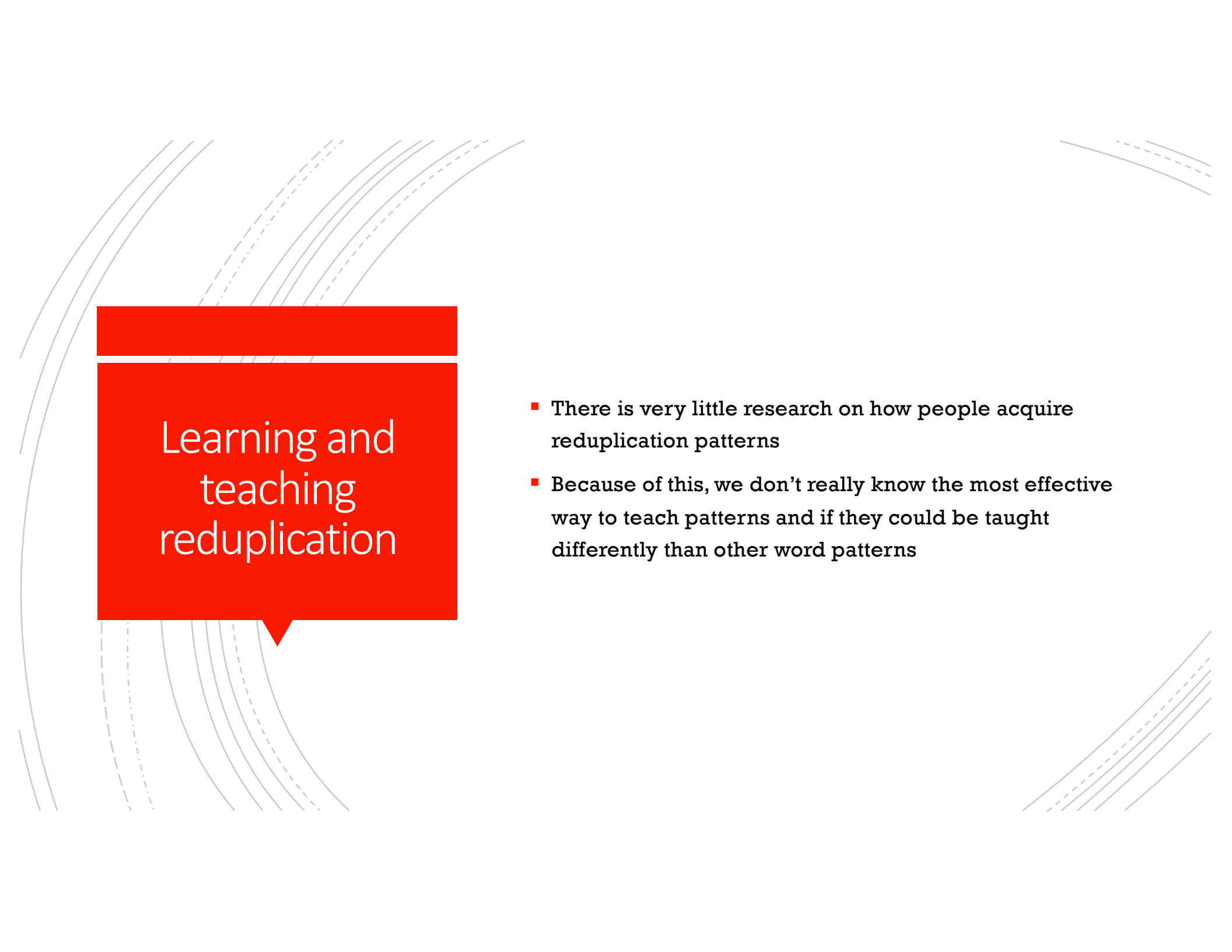
More sonority profiles

- With stress shift, the first syllable becomes more well-formed and also the sonority profile improves

X		X
X		X
X		X
X X X X		X X X X
kw' x á t	→	kw' á x t
'count'		'counting'

- With the *le-me-ye-we* rule, the sonority profile also improves

X		X
X X		XX
X X X X		X XXX X
ch- mékw'	→	ch- hémk'w
'find'		'finding'

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Learning and teaching reduplication

- There is very little research on how people acquire reduplication patterns
- Because of this, we don't really know the most effective way to teach patterns and if they could be taught differently than other word patterns

Linking reduplication to other patterns of repetition

- One potential way to teach reduplication is to link it to other patterns of repetition found in material objects
 - Weaving
 - Parts of the word are repeated, much like a pattern
 - Also, there are different “strands” for meanings
 - Coping consonants, changing the vowel, etc.
 - SFU mathematician Vesselin Jungic and ʔayʔajuθəm speaker and weaver Betty Wilson have identified a number of concepts from mathematics in weaving patterns on Tla’amin baskets.



A basket of the Tla'amin Nation.

Linking reduplication to other patterns of repetition

- One potential way to teach reduplication is to link it to other patterns of repetition found in material objects
 - Knitting
 - Knitting includes patterns in different colours, but also includes techniques to increase one stitch to two stitches



- Could make a chart with colours to show the pattern

		t'	i	lem
t'	i	t'	e	lem

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Activities

- What are some activities to practice and learn the patterns?
- VERBO game –
- Worksheets from report
- Action “What am I doing”
- Flip cards – words on different sides
- “Who am I” – guessing game

VERBO



VERBO





Final thoughts

- Borrowed from WAYK:
 - Pluses and delta's
 - How to support learning
 - Anything else?
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