**Scopes of Linguistics:**

There are two levels to deal with language studies in the field of linguistics, Macro-linguistics and Micro-linguistics. Micro-linguistics consist of (Phonetics and phonology, Morphology, Syntax, semantics and Pragmatics). In this part, we dedicate ourselves to deal with the micro part of language and start dealing with morphology

 **Micro linguistics:**

1. **Morphology.**

Morphology is the study of words. Morphemes are the minimal units of words that have a meaning and cannot be subdivided further. There are two main types: free and bound. Free morphemes can occur alone and bound morphemes must occur with another morpheme. An example of a free morpheme is "bad", and an example of a bound morpheme is "ly." It is bound because although it has meaning, it cannot stand alone. It must be attached to another morpheme to produce a word.

Free morpheme: bad
Bound morpheme: -ly
Word: badly

In many languages, what appear to be single forms actually turn out to contain a large number of “word-like” elements. For example, in Swahili (spoken throughout East Africa), the form nitakupenda conveys what, in English, would have to be represented as something like I will love you. Now, is the Swahili form a single word? If it is a “word,” then it seems to consist of a number of elements which, in English, turn up as separate “words.” A rough correspondence can be presented in thefollowing way:

|  |  |  |  |
| --- | --- | --- | --- |
| ni- “I  | ta- will  | ku- you  | pendalove” |

**Free and bound morphemes**

From these examples, we can make a broad distinction between two types of morphemes. There are free orphemes, that is, morphemes that can stand by themselves as single words, for example, open and tour. There are also bound morphemes, which are those forms that cannot normally stand alone and are typically attached to another form, exemplified as re-, -ist, -ed, -s. These forms are descrtibed as affixes. So, we can say that all affixes (prefixes and suffixes) in English are bound morphemes. The free morphemes can generally be identified as the set of separate English word forms such as basic nouns, adjectives, verbs, etc. When they are used with bound morphemes attached, the basic word forms are technically known as stems. For example:

|  |  |
| --- | --- |
| undressed  | Carelessness |
| dress stem (free)  |
| Carestem (free) |
| un- prefix (bound)Edsuffix (bound) | Lesssuffix (bound)-ness |
| Suffix (bound) |

We should note that this type of description is a partial simplification of the morphological facts of English. There are a number of English words in which the element treated as the stem is not, in fact, a free morpheme. In words such as receive, reduce and repeat, we can identify the bound morpheme re- at the beginning, but the elements -ceive, -duce and -peat are not separate word forms and hence cannot be free morphemes. These types of forms are sometimes described as “bound stems” to keep them distinct from “free stems” such as dress and care.

**Lexical and functional morphemes**

What we have described as free morphemes fall into two categories. The first category is that set of ordinary nouns, adjectives and verbs that we think of as the words that carry the “content” of the messages we convey. These free morphemes are called lexical morphemes and some examples are: girl, man, house, tiger, sad, long, yellow, sincere, open, look, follow, break. We can add new lexical morphemes to the language rather easily, so they are treated as an “open” class of words

Other types of free morphemes are called functional morphemes. Examples are, and, but, when, because, on, near, above, in, the, that, it, them. This set consists largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. Because we almost never add new functional morphemes to the language, they are described as a “closed” class of words.

**Derivational and inflectional morphemes**

The set of affixes that make up the category of bound morphemes can also be divided into two types. These are the derivational morphemes. We use these bound morphemes to make new words or to make words of a different grammatical category from the stem. For example, the addition of the derivational morpheme -ness changes the adjective good to the noun goodness. The noun care can become the adjectives careful or careless by the addition of the derivational morphemes -ful or -less. A list of derivational morphemes will include suffixes such as the -ish in foolish, -ly in quickly, and the -ment in payment. The list will also include prefixes such as re-, pre-, ex-, mis-, co-, unand many more.

The second set of bound morphemes contains what are called inflectional morphemes. These are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.

**2. Phonetics and phonology.**

Phonetics and phonology are related, dependent fields for studying aspects of language. Phonetics is the study of sound in speech; phonology is the study (and use) of sound patterns to create meaning. Phonetics focuses on how speech is physically created and received, including study of the human vocal and auditory tracts, acoustics, and neurology. Phonology relies on phonetic information for its practice, but focuses on how patterns in both speech and non-verbal communication create meaning, and how such patterns are interpreted. Phonology includes comparative linguistic studies of how cognates, sounds, and meaning are transmitted among and between human communities and languages.

1. **Syntax**

Syntax is the grammatical structure of sentences. The format in which words and phrases are arranged to create sentences is called syntax. Let’s look at an example of how a sentence can be rearranged to create varied syntax.

 **Examples of Syntax in a Sentence:**

The boy jumped *happily*. The boy *happily*jumped. *Happily*, the boy jumped.

The following examples have similar diction but different syntax.

The boy jumped *happily*. The boy *happily Happily*, the boy jumped. Each of these sentences has the same diction. Each sentence uses the same four words. However, each sentence has different word order to create different syntax.In other words, diction and syntax focus on different things. Diction focuses on word choice, while syntax focuses on the order and structure of those words