UNIVERSITY OF DIYALA

IRAQI EFL COLLEGE STUDENTS' PERFORMANCE IN ENGLISH WORD FORMATION PROCESSES : PROBLEMS AND REMEDIAL WORK

**A THESIS
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REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN
METHODS OF TEACHING ENGLISH AS
A FOREIGN LANGUAGE**

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accounted for using a relatively simple set of deterministic principles (e.g.rules, parameters, constraints)".

More precisly, problems with word formation processes may be divided into "grammatical" and"lexical " problems(Crystal ,2003:502) besides the problems of productivity (Quirk et al ., 1972:976)

Lexically, all these processes change the meaning of the word in one way or another.Some of these processes yield completely new words with new meanings that may not have any relation with an original word, for example, in the processes of invention and echoism, the new words are completely invented and have not any relation with an old one such as **kodak, nylon, hiss, peewe**. Others come "from reshaping existing meanings". (Wardhaugh,1977:213) As a result,"if we know the meaning of the original word,the meaning of a new word can be deduced without much difficulty " (English word formation processes :1) Though sometimes, "some inspiration has to be thrown into it, for example, (**I'm going to <u>bottle </u>some pears this afternoon**) the meaning of **bottle** here is selfevident" (Ibid.)

Grammatically,Kharma and Hajjaj(1989:37)states that:

> *One quite cause of mistakes is the*
> *fact that the combination of affixes*

> *and roots in English to change a verb*
> *into a noun or a noun into an adjective*
> *etc.is quite arbitrary. Consequently in*
> *the absence of any rules or even*
> *generalisations , the student has no*
> *alternative but to learn each derivative*
> *as he comes across it".*

Finally,a rule of word formation usually differs from a syntactic rule in one important aspect that it is of limited productivity, in the sense that not all words which result from the application of the rule of word formation are acceptable ; they are freely acceptable only when they have gaind an institutional currency in the language.(Quirk et al ., 1972:976)

So , the present study is an attempt to investigate the areas of difficulty in recognizing and producing words resulting from the processes of word formation through answering these questions:

1.Do the students understand the meaning of new words, resulted from word formation processes , with the same degree of understanding ? Why?

2.Do the students produce new words of all types of word formation processes with the same degree of mastery ? Why?

To the researcher's best knowledge, no study has been conducted in Iraq to tackle the subject . So , the study is going to bridge the gap in the literature related to methodology.

1.2 Aims of the Study

The study aims at :

1.investigating Iraqi EFL learners' performance in the area of word formation processes at recognition and production levels,so as to know the difficulties faced by them in this area,

2.establishing a hierarchy of difficulty among linguistic levels, recognition and production,and

3.suggesting remedial work for the alleviation of the difficulties.

1.3 The Hypothesis

It is hypothesized that Iraqi EFL college students fail to recognize and produce words resulted from word formation processes.

1.4 Value of the Study

The current study is expected to be of value to :

1.Iraqi EFL students at the College of Education , Department of English to pinpiont the difficulties in the area of word formation processes, and

2.teachers of English to devise the essential methods and techniques that will help learners overcome the problems in this specific area.

1.5 Limits of the Study

1.This study is limited to these word formation processes : clipping , borrowing , coinage(invention) , compounding , blending , backformation , conversion , acronymy ,echoism , folk etymology , antonomasia and reduplication .

2.The sample of the study is randomly drawn from the second year , EFL students of the College of Education , University of Diyala , for the academic year 2005-2006.

1.6 The procedures

The procedures to be followed are:

1.reviewing literature concerning the topic under investigation,

2.selecting a representative sample which consists of second year EFL students of the College of Education University of Diyala ,

3.constructing a test which covers all word formation processes at both recognition and prodution levels,

4.analysing data statistically through using suitable means, and

5.drawing conclusions based on the findings of the study.

CHAPTER TWO

Theoretical Background

2.1 An Introductory Note

This chapter deals with the presentation of word formation processes . This presentation is meant to provide a theoretical perspective of the subject under investigation . It discusses the ways in which language produces new words with new meanings , by using these processes:

derivation , compounding , conversion , borrowing , clipping ,blending , acronymy , back- formation , coining(invention) , echoism , reduplication , antonomasia and folk etymology .

The purpose of this chapter is to provide background information on the major theoretical issues that will be refered to in the empirical part of the study . It also aims to review some studies that share in some points with this study.

2.2 Word Formation

Morphology is a branch of linguistics concerned with the " forms of words " in different uses and constructions (Matthews , 1974:3). More precisely , the term morphology refers to the study of internal structure of words . (Brown and Miller , 1980:161)

The principle division of morphology lies between inflection and word formation . According to Brown (1984:72) , inflection refers to aspects of word structures that relate to variations in word form associated with such grammatical categories as " number " , " tense " , etc . Word formation , which is the main study concern , refers to " the ways of creating new words in English " (Rubba , 2004: 1) .

More specifically , " word formation is concerned with the patterns along in which a language forms new lexical units" . (Marchand , 1969 :2).

One of the most important properties of word formation is productivity . It can be defined as " the property which makes possible the construction and interpretation of new signals , i.e , of signals that have not been previously encounterd and are not to be found on some list " . (Lyons , 1990:22)

Bauer(1983:3) states that the search for full productivity seems futile because such rules are inherently semi productive in the same manner that derivational rules are often characterized as semi productive.Quirk et al., (1972:976) point out that rules of word formation can become productive or lose their productivity , can increase or decrease their range of meaning or grammatical acceptability.They (Ibid.) also maintain that a rule of word

formation is of limited productivity , in the sense that not all words which result from the application of the rule are acceptable . They are freely acceptable only when they have gained an institutional currency in the language.Thus, there is a line to be drawn between actual English words (e.g.**sandstone** , **unwise**) and potential English words (e.g. (*) **lemonstone** , (*) **un excellent**), both of these being distinct from non-English words like * **selfishless** which , because it shows the suffix –less added to an adjective rather than to a noun , does not even obey the rules of word formation.

Katamba (1993:66) views productivity in terms of generality. The more general a word formation process is , the more productive it will be assumed to be . He (Ibid.) adds that there are two key points related to word formation as follows:

1.Productivity is a matter of degree. Probably , no process is so general that it effects without exception , all the bases to which it could potentially apply .The reality is that some processes are relatively more general than others.

2.Productivity is subject to the dimension of time . A process which is very general during one historical period,

may become less so at a subsequent period. A reverse state can also be done .

The processes of word formation play a crucial part in English vocabulary change and such change occurs in a variety of ways. Linguists deal differently with these ways. In this respect , Wardhaugh(1977:208) states that the change of vocabulary may be due to :

1.Developing the inner resources of the language: The inner resources of a language are used in such a process as compounding , back-formation , invention , acronyms , morphemic split and morphemic merger.

2.Borrowing : It happens when the speakers of a language have contact with speakers of other languages.

3.Semantic change: It is a change in meaning which includes narrowing , widening ,elevation , degradation ,folk etymology and euphemism.

Quirk et al ., (1972:981) observe that word formation can be divided into two types: major and minor. Major processes tackle the processes of affixation conversion and compounding while minor processes deal with forming new words on the basis of old ones , include blending , clipping and acronymy .

Generally , word formation covers all the processes whereby new words can be created . The processes which

include derivation , compounding , conversion , borrowing , clipping , blending , acronymy , back-formation , coining , echoism , reduplication , antonomasia , folk etymology and invention are discussed in details below:

2.2.1 Derivation

Crystal (2003:132) defines this process as a term used in morphology to refer to one of the two main categories or processes of word formation , the other being inflection. Basically , the result of a derivational process is a new word. **e.g nation** $\longrightarrow$ **national**. The result of an inflectional process is a different form of the same word. Derivation is accomplished by means of a large number of small bits of the English language which are not usually given separate listing in dictionaries. These small bits are called affixes such as **un-, pre-, -less , -full ,** etc. (Yule,1996:69)

There are three types of affixes . The first one is prefix, which means an affix attached before a root or stem or base like **re-, un-,**as in **rewrite** and **unhappy** . The second type of affixes is suffix, which is an affix attached after the root (or stem or base)like **–ly, -er** as in **teacher** and **kindly**. The last type of affixes is infix which is inserted into the root

itself such as **kangaroo** ⟶ **kanga-bloody-roo(**Katamba, 1993:44).

In the light of the above divisions,derivations can also be classified into two types:class maintaining derivation and class changing derivation. Allerton (1979:229) points out that class maintaining affixes mainly have the function of indicating a particular lexico-semantic characteristics such as female **" –esc ",** pejorative **" miss- " ,** diminutive **"–let ",** negative **"un-"** etc. Class changing affixes are characterized by having more abstract meaning . However, they are considered as indication of a syntactic class within an exocentric construction.

Derivation must be distinguished from inflection. Inflection deals with the processes whereby the forms of the lexeme are derived from the lexical stem. Thus, suffixation of **–s** to **unwind** gives **unwinds**. This is an inflectional process (Huddleston,1988:25). Derivational morphemes are used to form new words in the language and are used to make words of a different grammatical category from the stem. Inflectional morphemes are also used to indicate aspects of the grammatical function of a word. They are used to show if a word is plural or singular , if it is past tense or not, and if it is comparative or possessive form. (Yule ,1985:62).

Stageberg and Oaks (2000:97) identify three characteristics of derivational suffixes as follows:

1.The word with which derivational suffixes combine is an arbitrary matter. For example ,we must add**-ment** to the verb to make a noun whereas the verb **fail** combines only with **–ure** –to make the noun **failure**.

2.Derivational suffixes change the part of speech of the word to which it is added. The noun **act** becomes an adjective by the addition of **–ive**.

3.Derivational suffixes usually do not close off a word. They usually pile up at the end of a word as in **fertilizer**.

There is another type of derivation referred to as zero derivation.A new word may be created simply by shifting the part of speech to another without changing the form of the word and without adding any affix for example release.

Katamba (1993:47) states that derivational morphemes form new words either:

1.by changing the meaning of the base to which they are attached ,or

2.by changing the word class that a base belongs to .

2.2.2 Compounding

A compound is a unit of vocabulary which consists of more than one lexical stem . On the surface , there appear

to be two (or more) lexemes present , but in fact the parts are functioning as a single item which has its own meaning and grammar e.g. **landlord,red-hot, window cleaner**. (Crystal, 2004 : 129).

In English, the most important part of compounding is the head (the part of a word that determines the meaning and the grammatical category). Thus, the class of the second or the final part of a compound word will be the grammatical category of the compound. For example, noun + adjective = adjective as in **headstrong, waterlight;** verb + noun = noun as in **pickpocket,pinchpenny**.(Fromkin et al, 2003:93) .

Orthographically,compounds are written either as solid as in **bedroom** or hyphenated as in **tax-free** or open as in **reading material**.(Quirk et al ., 1972:1019)

Compound words resemble grammatical structures in that they imply grammatical relationships.These relation-ships can be either syntactic or semantic.

Kharma & Hajjaj (1989:49) claim that the syntactic relation that holds between the elements of a compound noun may be one of the following relations:

1.syntactic word group relations, e.g.**parts of speech**,**son-in-law**.

2.co-ordination,e.g. **bread and butter,gin and tonic**.

3.verb and object or adjunct,e.g. **cease- fire, break down.**

4.qualifier and noun, e.g. **black bird, blue bell**.

5.adverb and verb,e.g. **down pour,out lay**.

6.adverb and noun, e.g. **out post**.

7.the first element may denote the subject ,e.g.**day- break**.

8.the first element may denote the object ,e.g. **bloodshed**.

They (Ibid.) maintain that semantic relations are almost unlimited in number, the following are the most common:

1.The first element denotes place or time , e.g. **headache**, **nightclub**

2.The first element denotes purpose, e.g. **wineglass**.

3.The first element denotes means or instrument ,e.g.**hand writing, sword-cut**.

4.The first element denotes resemblance, e.g. **goldfish**.

5.The first element denotes sex, e.g. **manservent**.

Other kinds of relations can be detected in such words as **newspaper,rainbow** and **motor car** .

Stageberg and Oaks(2000:122)differentiate between compound words and grammatical structures as follows:

1.One cannot insert or intervene material between the two parts of a compound word whereas grammatical structure can be so divided as in these two sentences:

2.1. She is a sweetheart.

2.2. She has a sweet heart.

In the first one, the compound word is indivisible. But in the second sentence , one can say:

2.3. She has a sweeter heart than her sister.

2.4. She has a sweet, kind heart.

2.5. She has a sweet, sweet heart.

2. A part of a compound word cannot participate in grammatical structures. As in **hard ball** and **baseball**. **Hard ball** is a grammatical structure of a modifier plus a noun. So we can say :

2.6. It was a very hard ball.But we cannot say:

2.7. *It was very baseball.

3.Some compound words have the stress pattern { ' ' }, as in **blue bird**, that distinguishes them from a modifier plus a noun, as in **blue bird**, whose structure carried the stress pttern { ^ ' }.

A compound word may be used in any grammatical function,for instance,it can be a noun(**wish bone**),adjective (**foolproof**),adverb (**overhead**),verb (**gain say**),or preposition (**without**). (Pyles,1971:293)

2.2.2.1 Meaning of Compounds

From a syntactic point of view ,the head of the compound is central to its meaning. In a compound word, the non-head modifies the meaning of the head making it

more specific in some way or another. (Kuiper and Allan ,1996:145)

Sometimes ,the meaning of individual parts reflects the meaning of the whole word. However ,many compounds do not reflect the meaning of the individual parts at all. **A jack– in – a – box** is a tree and **a turncoat** is **a traitor** .(Fromkin ,et al., 2003:93)

Generally ,compounding appears to be irregular in many respects. This implies the unsystematic way in which morphemes combine; for instance ,we say **English man** and **Irish man** but not **German man** . Also we find the word **into** but not **in through**. (Falk, 1978:42)

Phonologically ,the first word in a compound is usually stressed and in a noun phrase the second word is stressed. Thus ,we stress **Red** in **Redcoat** but **coat** in **redcoat.** (Fromkin et al ., 2003:95).

2.2.3 Conversion

Conversion is the use of a word as a part of speech other than that which it primarily is .(Algeo ,1974:210). It is also defined as a derivational process whereby an item adopted or converted to a new word class without the addition of an affix. For example ,the verb **release** corresponds to a noun **release. (**Quirk et al ., 1972:1009)

Conversion requires a change only in the grammatical properties of the stem, leaving the other features such as pronunciation and spelling unchanged.

Bauer (1983:32) states that Lyons and Marchand regard conversion as a branch of derivation ,others regard it as a separate process of word formation because nothing is added and nothing is deleted. Regardless of the truthfulness of such claims ,they remain invalidated.

Crystal (2004 :129) states that converted forms can be expressed in various ways as follows:

- verb to noun ⟶ **win , hit , bore**

- adjective to noun ⟶ **bitter , natural , final , monthly**

- adjective to verb ⟶ **to dirty , empty , dry, calm down**

- noun to verb ⟶ **to bottle , catalogue , oil , brake**

- noun to adjective ⟶ **its cotton , brick , reproduction**

- grammatical word to noun ⟶ **the how and the why**

- affix to noun ⟶ **ologies and isms**

- phrase to noun ⟶ **has – been , free – for – all**

-grammatical word to verb ⟶ **to down tools ,to up and do it**

There are two types of conversion ,complete conversion and partial conversion . Zandvoort & Vanek (1972:266) claim that in the complete conversion ,the converted word has all intents and purposes to become

another part of speech .Thus ,when **slow** is used as a verb ,it may take any of the forms and functions of a verb.Whereas in the partial conversion ,the converted word takes only some of the characteristics of the other part of speech .So that it really belongs to two parts of speech at the same time .Thus ,**the poor** ,though plural in meaning ,does not take a plural ending: it becomes a noun to some extent only ,while remaining to some extent an adjective.

2.2.4 Borrowing

When English speakers enter into contact with other cultures and civilizations ,they have to enrich their native word stock by adopting thousands of words from many languages all over the world in order to keep pace with the rapid advances of scientific discoveries ,the widespread diffusion of knowledge and the development of international relationships.So borrowing happens when one language takes lexemes from another ,the new items are usually called loan words. (Crystal ,2004:126)

Borrowing may involve the levels of syntax and semantics without involving pronunciation at all. (Hudson ,1980:59).On the same line ,Falk (1978:50) illustrates that the new word is pronounced according to the sound system of the language to which it is being added.

There is a close relation between borrowing on one hand and history and culture on the other .In this concern ,Fulk (1978) suggests that:

" to trace the history of linguistic borrowing
is to trace the history of a people , where they
settled ,whom they conquered ,who conquer-
ed them ,their patterns of commerce ,their rel-
igious and intellectual history and the develo-
pment of their society " (p:50)

Borrowing takes place when two speech communities are in contact. This can occur when the territories of the two linguistic groups bordered on one another resulting in inter-communication , " whereby speakers of one language are in linguistic contact with speakers of another language" (Ibid.:51)

Historically ,in the early Middle Ages ,Vikings raided and then settled Northern England .Words from the Norse dialects which the Vikings spoke and which were borrowed include : **egg , husband.** Later ,in the Middle Ages the Normans invaded England and settled there . Borrowed vocabulary which dates from this period includes the following : **warden** and **castle**. Finally ,the colonial period of settlement ,when English speakers settled in places likes

North America and India. Thus ,most of these languages contact lead to some degree of borrowing ,for instance ,**tomahawk** came from North America and curry from India. (Kuiper and Allan ,1996:182)

Wardhaugh (1977:209) clarifies an interesting pairs of words as **cow** and **beef** ,**sheep** and **mutton** ,**calf** and **veal** ,**pig** and **pork** in which the first item ,the name of the animal ,is Germanic in origin and the second item ,the meat of the animal ,is borrowed from French.

According to Wood (1971:229) ,borrowings have come into English through the following three means:

1-They may have been brought by foreign invaders who settled in Britain . Words introduced in this way usually pass into the spoken language first and then are adopted by the litrary language.

2-They may come through foreign contact originating in war, exploration ,trade , travel , etc .They are also first adopted by the spoken language and later pass into the litrary one.

3-They may come through scholarship ,learning , religion and culture .These words usually appear in the written language first and later pass into the spoken language.

A special type of borrowing called internal borrowing "borrowing between varieties of the same language"

(Strang ,1979:33). Such borrowing can be made from local dialects and the diction of special groups into the standard language.

2.2.4.1 Loan – Translation (Calque)

German has made extensive use of a special type of borrowing which is called loan-translation or calque.

Strang (1979:95) called this process ," half loan ,loan formation or loan translation" respectively .She adds that this process "is represented by a type in which the elements are rendered into corresponding ones in the borrowing language; there is no outer similarity of form ,but the structure and function are alike".For example ,the English **superman** is a loan-translation of the German **Ubermensch**, and the expression **" I,ve told him I don,t know how many times"** is a direct translation of French **"fe le lui a: ditje ne sais pas combien defois"** (Bloomfield ,1933:457)

2.2.5 Clipping

Clipping refers to the process of word formation in which an existing form is abbreviated (Matthews ,1997:56).More precisely ,it is the cutting off the beginning or the end of a word or both , leaving a part to stand for the

whole (Stageberg and Oaks ,2000:129). This process is likely to occur " if a word,s form seems rather long and cumbersome .(Kuiper and Allan ,1996 :187). Many forms of clipping are characteristics of informal or casual speech or tended to belong to colloquial language.

Clipped forms can be used in all fields of life .In colleges ,for example ,one can find many forms like **lab** , **exam** , **prof.** , **math** , etc.

Quirk et al ., (1972:1030) state that the shortening may occur in the following phases

a- the beginning of the word as in:

Phone   telephone

plane   airplane , aeroplane

bus   omnibus

b-the end of the word (more commonly)

ad   advertisement

photo   photograph

exam   examination

c-at both ends of the word:

flu   influenza

fridge   refrigerator

A special type of clipping occurs after an initial unstressed syllable has been lost ,as in childish**" scuseme"** and **"I did it cause I wanted to"** (Pyles ,1971: 296)

Sometimes ,clipped words can be formed from grammatical units such as modifier plus noun. In this case the first part is shortened and the second remains intact such as paratrooper from parachutist trooper (Stageberg and Oaks,2000:130)

2.2.6 Blending

Blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word (Yule ,1996:66). Thus , bit , in computer terminology is derived from binary digit. Crystal (2004 : 130) states that "in most cases,the second element is the one which controls the meaning of the whole". So ,brunch is a kind of lunch not a kind of breakfast.

In the oldest period of the language ,blending was considered an unconscious process as in the example **flush** from **flash** and **gush**. In recent years ,there is a great proliferation of conscious blending such as the most successful one **smog** from **smoke** and **fog**. (Pyles ,1971 :298)

Fromkin et al.,(2003:99) explain that Lewis Carroll invents some interesting blends in his poem "Jabber Wocky" such as **chrotle** from **chuckle** and **snort** . Carroll called them " portmanteau" words.

Stageberg and Oaks(2000,131) argue that "   many blends are nonce words ,here today and gone tomorrow ,and relatively few become part of the standard lexicon". Kuiper and Allan (1996:185) define nonce words as" words used just once and then are not used again"

Below are some new examples of blending:

infotainment   from   **information + entertainment**

simulcast   from   **oadsimultaneous + brcast**

Franglais   from   **French + English**

telex   from   **teleprinter + exchange**

modem   from   **modulator + demodulator**

2.2.7 Acronymy

Matthews (1997:6) defines the acronym word as " a word formed from the initial letters of two or more successive words ,for example ,**ash** from   "**Action on Smoking and Health**".

The word acronym has Greek origin which was coined from Greek **akros "tip"** and **anyma "nam**" ,by analogy with homonym. (Pyles ,1971:300)

Acronym is one type of abbreviations ,the other being clipping ,blending and others.There are many reasons for using abbreviations.Crystal (2004:120) illustrates that the main reasons are the desire for linguistic economy,

succinctness and precision are highly valued. It is also important in technological constrains ,it helps to convey a sense of social identity.

Acronyms tend to abound in large organization ,for instance ,in the army ,in government ,and in big business where they offer neat ways of expressing long and cumbersome terms.(Stageberg and Oaks ,2000:131)

Acronyms must be distinguished from initialisms where the words are spoken as individual letters such as **BBC , MP , EEC**. These are also called alphabetisms. Acronyms ,on the other hand ,are pronounced as a single word such as **NATO** , **laser** , **UNESCO**. Such items would never have periods separating the letters ,a contrast with initialisms .Some linguists never recognize a sharp distinction between acronyms and initialisms ,but use the former term for both.(Crystal ,2004 :120)

Acronyms can be used also in trade for expressing trade names as Louis Pound said of them in 1913" there are probably many terms so built ;but they are not always easy to recognize ,especially by those unfamiliar with the inventors or the manufacturer's name ,or with the story of the naming".(Pyles ,1971:301)

Lastly ,with the widespread use of the internet and with the proliferation of computers ,acronyms are being added to

the vocabulary daily ,including **MORF** (**male** and **female**) ,**FAQ** (**frequently asking questions**) ,**FYI** (**for your information**). (Fromkin et al ., 2003:95)

2.2.8 Back Formation

In back formation " a short word is created from a longer one on the basis of similarities between the word and other words in the language .For example ,the word **editor** existed in the lexicon of English long before the word **edit**" (Falk ,1978:58). More precisely ,this term refers to an abnormal type of word formation where a shorter word is derived by deleting an imagined affix from a longer form already present in the language .These derivations took place because native speakers saw an analogy between editor and other words where a normal derivational process had taken place .(Crystal ,2003:47)

If we take the word **editor** and **edit** as an example ,the process here is just the reverse of the method of word formation ,whereby we begin with a verb such as **speak** and by adding the agent morpheme – **er** – from the noun **speaker**.(Stageberg and Oaks ,2000:132)

Yule (1996:67) illustrates a particular type of back – formation which produces forms technically known as hypocorisms. First , a longer word is reduced to a single

syllable ,then **– y** or **–ie** is added to the end ,for instance ,**movie** from **moving pictures** and **telly** from **television**

2.2.9 Coining (Invention)

Coining of words is an " entirely original creation , utilizing neither words from another language nor morphemes and words already in use in one's own language" .(Falk , 1978:60)

It is also defined as " the invention of totally new terms" . (Yule , 1996:64) . These words are like **nylon** and **goof**.

Some linguists such as Pyles (1971:275) claim that many of these words are far from any associations with any existing word or words such as **Kodak** which made its first appearance by George Estman who invented the word as well as the device which it names . Others , contrasted this viewpoint saying that " many of coining words were created from existing words such as **Kleenex** from the word **clean** and **Jell-o** from **gel.**

Other origins of coining words came from Greek roots , borrowed into English , for example , **thermos** "hot" plus **metron** " measure" gives us **thermometer**. (Fromkin et al . , 2003:92)

2.2.10 Echoism

Echoism is " the formation of words whose sound suggests their meaning , such as **hiss** and **peewee**" (Stageberg and Oaks , 2000:129). Yule (1996:2) illustrates that " all modern languages have some words with pronunciations which seem to echo naturally occurring sounds" . For example when a **cow** making a **CAW** sound, the early man used this sound to refer to the object associated with it. Such words are called onomatopoeic. Falk (1978:60) defines an onomatopoeic words as " a modified type of coining in which a word is formed as an imitation of some natural sound"

Pyles (1971:276) clarifies that Bloomfield disinguishes between words, which are usually imitative of sounds like **moo**, **meow** and those which he calls them symbolic , "some who illustrating the meaning more immediately than do ordinary speech forms . To the speaker , it seems as if the sound were especially suited to the meaning " , like **bump** and **flick**.

2.2.11 Reduplication

Stageberg and Oaks (2000:134) define reduplication as " the process of forming new words by doubling a morpheme ,usually with a change of vowel or initial

consonant ,as in **pooh – pooh** ,**tiptop**" .The basic morpheme is the second half like **dilly – dally** ,but it may be the first half , like **ticktock** ,or both halves ,like **singsong** , or neither half ,like **boogie – woogi** .

The new word usually called " twin words" because the word reduplication has three meanings ,the process ,the result of the process ,and the element repeated .(ibid).

Crystal (2004:130) illustates that reduplicatives are used in a variety of ways:

1. some simply imitate sounds :**ding–dong , bow-wow**

2.some suggest alternative movements :**flip–flop,ping-pong**

3. some are disparaing :**dilly-dally , wishy-washy**

4. some intensify meaning :**teeny-weey , tip-top**

This process is used to express some concepts such as distribution ,plurality ,repetition ,customary activity ,increase in size ,added intensity ,and continuance. (Katamba ,1993:180)

2.2.12 Antonomasia

Antonomasia is the use of a proper name to stand for something else having an attribute associated with that name .For example ,the use of a "**Solomon**" to stand for a wiseman and the use of "**Land of Lakes**" to stand for

Minnesota .(Headword Morphology , AH : 1) The opposite substitution of a proper name for some generic term is alos sometimes called antonomasia; as "**Cicero**"for an **orator** (Louis,2006:1)

Stageberg and Oaks (2000:134) add that " names from history and literature have given us many common nouns ,for instance ,a lover may be called a **Romeo** , **a Donjuan** ,or a **Casanova**"

Nouns may be used generically or because of some supposed appropriateness like **billy** in (**billycock ,hillybilly ,sillybilly** and alone as the name of **a policeman,s club**) . (Pyles ,1971:307)

This process has been given different names ,for instance ,"proper name conversion" (Kuiper and Allan ,1996:187) ,and "eponymy" (Fromkin et al .,2003:98) ,and "antonomasia" (Stageberg and Oaks ,2000:134).

2.2.13 Folk Etymology

Crystal(2003:167) states that folk etymology " occurs when a word is assumed to come from a particular etymon ,because of some association of form and meaning ,e.g.**spite** and **image** become **spitting image"**.

In popular usage ,the term has also come to mean an "**explanation**" of the meaning of the word based on its

superficial similarity to other words and not on its morphology ,documented history or scientifically reconstructible past forms. (Room et al ., 2005 :1)

Linguistically ,folk etymology means a process by which a word or phrase changes because of a popularly **– held fake** etymology ,or misunderstanding of the history of a word or phrase ,for instance the form of a word changes so that it better matches its popular realization ,for example ,Old English **sam-blind ,semi-blind** or **half blind** became **sand-blind** (as if blinded by the sand) (ibid)**.**

Wardhaugh (1977:212) relates the two phenomena of borrowing and semantic change to folk etymology .He states that "in this process , a word or phrase is borrowed from a foreign language and its sound and meaning are reshaped during the process of borrowing because of certain similarities it has with words already in the language .In this way **crawfish** has taken on an association with **fish, female** with **male**".

Stageberg and Oaks (2000:134) state that "some etymologies become established in the speech of particular individuals but are not widespread enough among speakers of a language to necessitate changes within a dictionary".

2.3   Description of Studies Reviewed

2.3.1 Rassam (1987)

The objectives of this study were:

1-finding out what kind of errors Iraqi pupils make in this aspect of learning English as aforeign language,

2-analyzing such errors, and

3-suggesting, in an indirect manner, possible solutions to overcome causes for such errors.

It was hypothesized that:

1-Iraqi pupils encounter problems in learning Standard English derivatives,

2-learning new derivatives doesnot receive much help from the patterning governing the formation of much deriratives,

3-the differences between Standard Arabic derivational system and its Standard English counterpart are so big that Arabic interference in particular aspect of English learning is almost negligible , and

4-learning new derivatives nearly acounts to learning any new non-derived words.

The test was administered during the later part of the second half of the academic year 1986 – 1987 – It was given to fifth year pupils from different schools in Baghdad,

The major findings of this study can be summed up as follows:

1-The characteristics of English derivational system are: complex, on the one hand, helpful on the other. It is complex for the following reasons:

a. The same affix may form different word classes.

b. A word – class is not formed by one affix.

c. Stress placement makes a difference in the formation of derivatives.

d.Certain derivational affixes may have more than one meaning and can be added to more than one category of word – base.

It is helpful for the following reasons :

a.Certain affixes do denote a certain word – class.

b.Knowing the meaning of an affix helps in understanding new words carrying the same affix.

2- The characteristics of the Arabic derivational system are as follows :

a.It requires a thorough study in accordance with modern morphological views and approach.

b. There is no clear difference between inflection and derivation.

c. The study of Arabic derivation carried out by this study is (to the researcher's best knowledge) unprecedented, because:

1- Traditionally, either the verb or the verbal nouns was considered the root for word – formation . Both are not correct because in any verb or any noun there are affixal elements which denote this or that grammatical feature.

2- Radicals are the true base of the Arabic word and radicals are what this thesis has adopted.

3- Comparison renders the two systems wholly different in so many aspects. Therefore, Arabic transfer of learning is almost non – existent.

4- The test has shown the following general findings:

a. Iraqi pupils are weaker on the production level than on the rccognition one .

b. Certain affixes are more attractive than others.

c. Attractiveness of an affix is highly correlated with the high frequency of that affix in the material Iraqi pupils are exposed to.

d.Iraqi pupils tend to over generalize a highly frequent affixes.

e. Odd looking affixes tend to attract pupils of the lower academic level.

f. Arabic distractors are chosen because they are odd – looking, not because they reflect the influnce of the mother tongne, a fact confirmed by the near absence of Arabic choices on the production level.

g. Socio-economic factors influnce the over all achievement of Iraqi pupils in learning English in general and in learing new derivatives for that matter.

h. Seriousness in responding to the test items is very much correlated with the socio – economic background of Iraqi pupils the higher the standard of living of an Iraqi pupils, the more serious he or she is.

2.3 .2   Abdul-Razzaq (1996)

This study expected to provide an empirical evidence for Bauer,s (1983) claim that foreign language learners are not aware of the analysability of this type of words. It is also expected to validate the employment of student,s awareness of the analysability of English words as a means for expanding their vocabulary.

The study is based on the following hypotheses:

1-Advanced Iraqi EFL learners are not aware that English words that contain Greek and /or Latin roots are analysable.

2-Once these learners realize that such words are analysable, they will be able to expand their vocabulary considerably.

3-These learners find the meanings of words containing Greek roots easier to deduce than those words containing Latin roots.

The following are the major delimitations of the study:

1-The sample of the learners has been limited to third year EFL students at the college of Arts, Baghdad University.

2-The teaching materials developed as well as the items of the two tests (apart from part 1 of the pretest)

have been limited to the Greek and Latin root listed in appendices E and F.

3-The area of student's ability which this research seek to improve has been delimited to the student's receptive into their component parts.

The major findings of this study were :

1-Advanced Iraqi EFL learners are not aware of the analysability of English words containing Greek and Latin root. Moreover, these learners command of this type of vocabulary items is markedly poor.

2-When made aware of the analysability of these words, these learners will be able to increase their vocabulary considerably.

3-Students find guessing the meanings of words containing Greek roots easier than those of words containing Latin roots.

4-Students find guessing the meaning of words whose roots have undergone no linguistic changes (or those whose changes have been explained to the students) easier than those of words whose roots have undergone such changes.

2.3.3 Al – Saadi (2002)

This study investigated the morphological and semantic approaches to find out which one of these two approaches is considered the core of the process of English word – formation.

This research concentrated on the interface between morphology and semantics in English word – formation along with the effects they show in various processes of word make – up.

It was hypothesized that morphology and semantics have a parallel effect in the process of English word formation. Each suffix or prefix has a certain meaning which modifies the meaning of the base.

This study yielded the following conclusions :

1-This study displays the interface between morphology and semantics in English word formation. This interface may be invisible since we are dealing with the word and other minimal units in contrast with the interface between syntax and semantics in English sentence – construction.

2-The study of morphology approaches words as the maximum linguistic units with semantic contents and morphemes as the minimal units with semantic content too .

3-The meaning of words can be detected by two approaches. The first is illustrated by ordinary dictionary method and the second by componential analysis.

4-Though inflection is one part of morphology, it interacts with syntax, that is, it has a major role in syntax.Thus, inflectional suffixes are morphosyntactic, as Traugott and Pratt (1980 :91) stress that the importance of such inflections lies mainly at the level of sentence structure and sentence meaning, rather than at the level of word structure and word meaning.

5-Generally speaking, inflection is regular in form and meaning. For example, we can predict that most English words form their plural by adding [-s] or [-es] as in cat – cats " more than one cat " ; box – boxes " more than one box" But this does not mean that we do not have any kind

of irregularity in inflectional morphology. On the contrary, we have but the number of these is little in comparison with the irregularities found in other parts of morpology like derivation and compounding.

6-One of the morphological processes which figures in inflectional morphology is suppletion. In cases of suppletion, it is only on the basis of semantic analysis that we can relate the suppleted form to the base. For example, in **large – larger** there is a morphological relationship between the two words in addition to their meaning larger means " more large" whereas in **good – better** there is no morphological relationship between two words but the relationship is elicited by virtue of meaning. Thus ,**better** is related to **good** in the same way as **larger** is related to **large**.

7-Another part of morphology is derivation. This part is the original one in morphology. It does not have any role in syntax. It involves the addition of affixes (either prefixes or suffixes) to the base. The vast majority of prefixes in English are class – maintaining. They modify the meaning of the base to the extent of creating new words with new senses.

8-One of the morphological processes which figures in derivational morphology is conversion. In cases of conversion, the change in syntactic category is

accompanied by a change in meaning , i.e, a semantic change. Thus, as Hurford and Heasley say **open** as a verb denotes an action whereas open as an adjective denotes a state.

2.4   Discussion of the Studies Reviewed

The majority of studies reviewed deal with the study of word formation. These studies differ, in one way or another, in procedures, or approaches that are adopted to achieve the intended objectives.

One of the previous studies tackles the morphological and semantic approaches to find out which one of these approaches is considered the core of the process of English word formation as in (Al – Saadi 2002). Abdul – Razzaq (1996) tried to provide Baur,s (1983) claim that foriegn language learners are not aware of the analysability of words resulted from some processes of word formation as borrowing.Rassam's study (1987) deals with the comparison of English derivational system and its Arabic counterpart. The present study aims at:

1. investigating Iraqi EFL learners' performance in the area of word formation processes at recognition and production levels, so as to know the difficulties faced by them in this area,

2. establishing a hierarechy of difficulty among linguistic levels, and

3. suggesting remedial work for the elleviation of the difficulties.

As far as the samples in the studies reviewed, the samples range from (30 to 200) of both sexes as in Rassam and Abdul-Razzaq studies whereas Al-Saadi deals with a theoretical part without a test.In the present study the sample consists of (96) students.

Concerning the method of investigation, Rassam(1987) is concerned with presenting all standard English derivational affixes and presenting as many standard Arabic derivational affixes and carrying out comparison between the two systems.Abdul-Razzaq(1996) limits his study to words that have Greek and Latin roots. Al- Saadi(2002) tried to investigate the morphological and semantic approaches to find out which one of these two approaches is considered the core of the process of English word formation. The present study concerns itself in investigating eleven of English word formation processes presented in Stageberg's book "An Introductory English Grammer".

Abdul –Razzaq(1996) is similar to the present study in using the t-test formula for the test scores. Concerning the

computing of reliability , the present study is different from other studies in using test-retest method, Rassam (1987) and Abdul –Razzaq(1996) both used split –half procedure.

All in all, the studies reviewed above contribute to the present study, albeit to different approaches dealt with.