A Study of English Nominalization
Suffixes and How to Teach Them

A THESIS
PRESENTED TO
THE DEPARTMENT OF ENGLISH
„SANATA DHARMA"
TEACHER'S TRAINING INSTITUTE

IN PARTIAL FULFILMENT
OF THE REQUIREMENTS OF THE
SARJANA DEGREE

BY
TARCISIUS MURYANTA
I. 1168

MARCH, 1980
YOGYAKARTA

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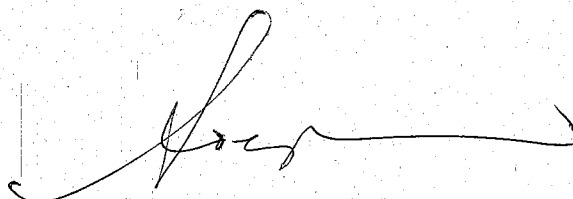Sarjana Degree

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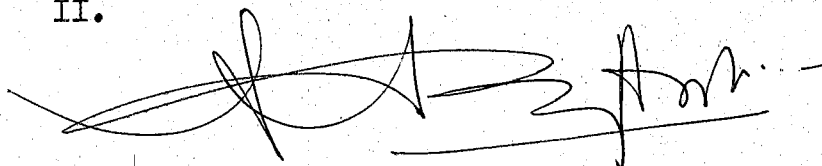
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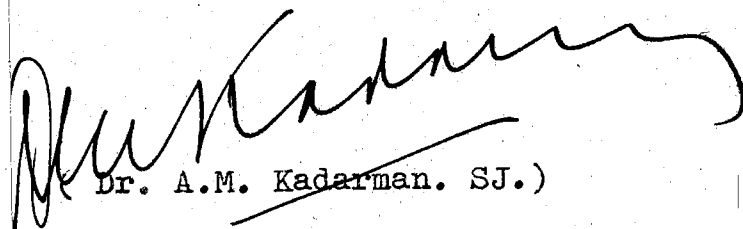Rector of I.K.I.P.   Head of the English De-
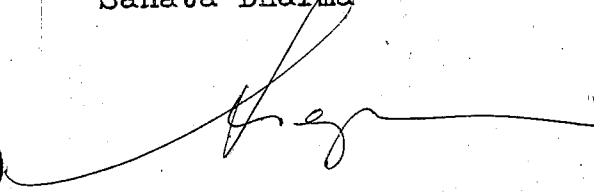Sanata Dharma   partment of I.K.I.P.

                                          Sanata Dharma

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ACKNOWLEDGMENTS

INTRODUCTION

One of the most important parts of Linguistics is word-formation. It belongs to morphology, which is the study of meaningful speech sounds and the pattern in which they are combined to make words.

The meaningful element of speech sound is called a morph or morpheme. One morph or more can make up a word. In other words, a word may consist of one morph, or it may consist of two or some more morphs as well. The following set of examples can illustrate the statement:

girl	/gə:l/	girls	/gə:lz/
boy	/bɔi/	boys	/bɔiz/
house	/hauz/	houses	/hauziz/
engage	/ingidʒ/	engagement	/ingeidʒmənt/
friend	/frend/	friendship	/frendʃip/
take	/teik/	takes	/teiks/

From the above examples, we learn that in the first column we cannot divide the phoneme combination of those six words listed. If the phoneme combination of words in the first column is divided into several parts, they will be meaningless. we cannot divide /gə:l/ into /g/ - /ə:l/, nor /gə:/ - /l/, because each part of those divisions (/g/, /ə:l/, /gə:/, /l/) does not have any meaning. The same thing we can find in the other words (boy, house, engage, friend, take) that they cannot be more divided into the smaller meaningful units. we call those six words as words consisting of one morpheme or words of single morpheme.

It is a little bit different from words listed in the second column. We can divide the phoneme combination of the words in a certain way, and we still find them meaningful.

/gə:lz/	/gə:l/ + /z/
/bɔiz/	/bɔi/ + /z/

/hauziz/	/hauz/ + /iz/
/ingidʒmənt/	/ingid / + /mənt/
/frendʃip/	/frend/ + /ʃip/
/teiks/	/teik/ + /s/

In the second column we find words consisting of two morphemes.

The following set of examples illustrate words consisting of several morphemes:

impossible	/impɔsibl/
cleverness	/klevənis/
conformity	/kən'fɔ:miti/
tenderly	/tendəli/
reduplication	/ridju:plikeiʃən/
unforgettable	/ʌnfɔgeteibl/

Let us take the last word as an example. We are going to divide the phoneme combination into several meaningful units. From the word <u>unforgettable</u>, we arrive at the following division: /ʌn/ + /fəget/ + /eibl/. In Linguistics, we call the morph /ʌn/ as a prefix, /fəget/ as a base, and /eibl/ as a suffix. Both prefix and suffix are called affixes.

Bases and affixes are the most important morphemes which we can find in English. The chief processes of English word-formation by which the base may be modified are[1]:

    1. Affixation: a. adding a prefix to the base, with or without a change of word-class (eg: <u>author</u> - <u>co-author</u>, without a change of word-class.
danger- endanger, with a change of word-class.)

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1. Quick. R. Greenbaum.S., Leech.G., Startvik.J., <u>A Grammar of Contemporary English</u>, Longman, London, 1976.

b. adding a suffix to the base, with
or without a change of word-class.
(eg. drive - driver, with a change
of word-class.
neighbour - neighbourhood, without a
change of word-class.)

2. Conversion: assigning the base to a different
word-class without changing its form.
(eg. drive as a noun and to drive
as a verb.)

3. Compounding: adding one base to another (eg.
tea + pot = teapot.)

Among those kinds of word-formation, suffixation,
that is the process of adding the suffix to the base,
is the most frequent one in English word-formation. In
general, English suffixes are divided into two parts.
Those are inflectional and derivational suffixes. To
make them clear, let us look at the following collec -
tion of suffix forms:

A		B	
show	- shows	clever	- cleverness
see	- seeing	child	- childish
play	- played	agree	- agreement
pull	- pulls	combine	- combination
develop	- develops	develop	- development

We see from the above examples, that the words
listed in the left hand both in group A and B are words
of single morphemes. They are morphemes which cannot be
divided any more into the smaller meaningful units.
Whereas the words listed in the right hand in both
groups are words of more than one morpheme. Look at the
following divisions of the above words listed in the
right hand:

A	B
show - s	agree - ment
see - ing	child - ish
play - ed	clever - ness
pull - s	friend - ship
develop - s	develop - ment

If we add some more attention to the kind of suffixes of group A and B, we will find two different kinds of suffixes. The suffixes added in group A are called inflectional suffixes, since they do not change the word-class of the bases. In the sentence he pulls the string, the word pulls is still a verb like the infinitive pull found in the base form.

The suffixes added in group B are called derivational suffixes, since they change the word-class of the bases they attach to. In the sentence: After a serious debate, they come to the final agreement., the suffix -ment in the word agreement changes the word-class of the base form. According to the grammar, agreement is a noun. The suffix -ment changes the base agree, which is a verb, into a noun in the word agreement.

From the point of view of English word-class, we can find four kinds of suffixes, since in English we have four word-classes. As in English we have noun, adverb, adjective, and verb, we also have nominalization, adverbial, verbal, and adjectival suffixes in its word-formation. Most of these suffixes are derivational, because they change the word-class of the bases.

Nominalization suffixes are suffixes which are added to the bases to form nouns. The bases can be those of verbs, adjectives, adverbs, and nouns. The suffix

-ment in management is an example of nominalization suffixes added to verbs. The suffix -ness in bitterness and madness is an example of those which are added to adjectives. An example of those which are added to adverbs is -scope in telescope and microscope. Whereas -hood in childhood and neighbourhood is a nominalization suffix added to noun bases.

There is a great difference that distinguishes derivational suffixes from inflectional ones. The inflectional suffixes have a very wide distribution; that is, the form-classes which they mark have a great many numbers. As an example, let us take the inflectional suffix -s as the marker of the third single person. This suffix can almost be freely attached to every English verb, such as in eats, drinks, sings, plays, etc.

Derivational suffixes, including nominalization ones, on the other hand, have a more limited distribution. For example, the number of bases to which the suffix -ship may be attached is relatively limited. It is not like the above suffix -s which can be attached to every English verb, the suffix -ship cannot be attached to every English noun. We cannot combine -ship to nouns fight, love, father, boy, since we never encounter the English words fightship, loveship, fathership, and boyship.

Moreover, we may also be faced with a choice between various derivational suffixes that are more or less arbitrary in their application.[2] In the following set of examples, we find some pairs in which the choice of suffixes is arbitrary. There is no rule why a certain

2. Nelson Francis, W., The Structure of American English, The Ronald Press Co, New York, 1958, p. 198.

suffix must be attached to certain bases, whereas some
others must be attached to certain other bases.

A	B
active - activity	bitter - bitterness
certain - certainty	black - blackness
curious - curiosity	clean - cleanness
electric - electricity	clear - clearness
noble - nobility	close - closeness
stupid - supidity	ill - illness

The choice of the suffix -ity or -ty which should
be added to the bases of group A and the suffix -ness
to the bases of group B is more or less arbitrary. We
never find -ness is combined with the bases active, cer-
tain, electric, and noble, nor the suffix -ity with the
bases bitter, black, clean, clear, close, and ill. If
we are faced with the alternatives of several suffixes
which should be attached to a certain base, the only
wayout is to consult the dictionary or a native speaker.

Our concern in this thesis is to deal with a cer-
tain kind of derivational suffixes, those are the no-
minalization suffixes. There are five points of discus-
sion in this short work. Chapter 1 will present the in-
ventory, meanings, and functions of the nominalization
suffixes. Chapter II will deal with the classification
of the suffixes. This includes:

1. The classification of the suffixes according
   to their meanings and functions, which consists
   of :
   a. the concrete-noun forming suffixes
   b. the abstract-noun forming suffixes
   c. the collective-noun forming suffixes
2. The classification of the suffixes based on
   their classes of words to which the suffixes

are appended.

Chapter III will discuss some morphophonemic changes which may occur in the suffixation process . Chapter IV, in which we can find the discussion of the form, will try to state the allomorphs of the same morphemes of English nominalization suffixes which are really productive. In this chapter we also look for further information of how the process of suffixation is done. In chapter V, finally, we can find some suggestions of techniques used to teach English nominalization suffixes as a means to enlarge the students' vocabulary.

This thesis, which discusses the English nominalization suffixes, excluding, however, the diminutive forming suffixes, is not very complete. It is still far from being perfect. We hope that it might be of a great help for those who are interested in the word-formation of English.

I. The Inventory of the Nominalization
Suffixes and Their Meanings

There are more than 80 nominalization suffixes in English that we have succeded in collecting. In this chapter we will make an inventory of them and point out their meanings. we have the data by collecting words using those suffixes from books, dictionaries , word-lists, and encyclopedia.

1. -acy /əsi/: having the quality of, character of,
        e.g. fallacy
           legitimacy

2. -ade /eid/: indicates a continuous action, result of action, or person acting,
        e.g. accolade
           barricade
           brigade
           lemonade

3. -age /idʒ/: indicates:
    a. a thing belonging to or pertaining to, collective,
        e.g. appendage
           bandage
    b. a residence or place,
        e.g. orphanage
           cleavage

4. -al /əl/ : used to form nouns of action from verbs,
        e.g. denial
           refusal
           arrival
           dismissal

5. -an /ən/ : indicates belonging to, pertaining to,
  -n   expressing a connection with a place, class, leader,
        e.g. American
           historian
           Indian
           musician

6. -ana /ənə/ : indicates items of information a-
   -iana /iənə/ bout persons, places, etc,
   e.g. Americana
   Lincolniana

7. -ance /əns/ : indicates an action, quality or
   /ns/ condition,
   e.g. riddance
   distance
   abundance

8. -ancy /ənsi/ : the extended form of -ance,
   e.g. ascendancy
   redundancy

9. -ant /ənt/ : denoting a person or thing doing
   -ent or being something,
   e.g. tenant
   regent
   servant

10. -arch /ək/ : indicates a leader, a ruler,
    /a:k/ e.g. monarch
    patriarch
    matriarch

11. -archy /əki/ : indicates a rule, government,
    /a:ki/ e.g. monarchy
    oligarchy

12. -ard /ə:d/ : denotes a disposition or character,
    e.g. coward
    sluggard
    drunkard

13. -arian /εəriən/: refers to pursuits, doctrines,
    or age,
    e.g. humanitarian
    antiquarian
    octogenarian

14. -arium /εəriəm/: denoting something connected with,
    a place for, a collection of,
    e.g. aquarium
    honorarium
    sanatorium

15. -ary /əri/ : indicates:

      a. pertaining to or connected with,

        e.g. military

          boundary

      b. one concerned with, a place for,

        e.g. dictionary

          granary

16. -aster /æstə*/: denotes contempt, inferiority,

      or petty resemblance:

      e.g. poetaster

        criticaster

17. -ate /eit/: denotes:

      a. a person charged with some duty,

        function, dignity, or special

        character,

        e.g. advocate

          candidate

          curate

      b. result of action,

        e.g. mandate

      c. a substance derived from,

        e.g. stearate

          nitrate

          sulfate

18. -ation /eiʃən/: indicates an action or process,

      state or condition, result of action,

      e.g. elation

        migration

        separation

        isolation

        moderation

19. -cide /said/: indicates a killer, or the killing,

      e.g. homicide

        suicide

        genocide

20. -cracy /krəsi/: indicates a rule, government, go-

      verning body,

      e.g. democracy

        autocracy

21. -craft /kra:ft/: indicates work, art, practice of,
    e.g. handicraft
        woodcraft
        witchcraft
        stagecraft

22. -crat /kræt/: indicates a ruler, member of a ruling body, advocate of a specific form of rule,
    e.g. aristocrat
        democrat

23. -cy /si/ : indicates a state of, rank or office,
    e.g. bankruptcy
        idiocy
        baronetcy

24. -dom /dəm/ : indicates a power of jurisdiction, state of,
    e.g. kingdom
        martyrdom
        wisdom

25. -drome /droum/: indicates a race course, running course,
    e.g. hippodrome
        canodrome

26. -ee /i:/ : indicates one who is acted upon, a recipient,
    e.g. employee
        trustee
        standee

27. -eer /iə*/: indicates one who is concerned with or takes part in an action,
    e.g. engineer
        profiteer
        racketeer
        auctioneer

28. -ence /əns/ : indicates an action, quality or
      /ns/ condition,

e.g. diffidence

confidence

evidence

29. -ency /ənsi/: an extended form of -ence,

e.g. urgency

emergency

agency

30. -er /ə*/ : indicates:
-ar

a. one who is concerned in or with
an action,

e.g. baker

buttler

helper

beggar

b. place of origin or special cha-
racter,

e.g. villager

southerner

sixfooter

New ɪorker

c. instruments or tools,

e.g. fastener

duster

poker

31. -ery /əri/ : indicates a business or place of
business, goods or products, quali-
ties, action, etc. It also denotes
collectivity of things or certain
activity,

e.g. bakery

finery

nunnery

grocery

hatchery

poetry

32. -eur /ə:*/: indicates one who is concerned with
a certain action,

e.g. chauffeur

chasseur

amateur

33. -ful /ful/ : indicates the amount of,

e.g. mouthful

spoonful

plateful

34. -gen /dʒən/ : indicates something produced or born,

e.g. hydrogen

androgen

oxygen

35. -gon /gən/ : indicates geometric figures with a specified number angles,

e.g. octagon

hexagon

36. -gony /gəni/ : indicates production, origination,

e.g. theogony

cosmogony

sporagony

37. -gram /græm/ : indicates something drawn or written,

e.g. diagram

monogram

epigram

38. -graph /graːf/ : indicates:

a. something drawn or written,

e.g. autograph

paragraph

b. an apparatus that writes or records,

e.g. telegraph

seismograph

39. -graphy /grəfi/ : indicates process or form of drawing, writing, representing, recording, describing, etc. It can also denote art or science,

e.g. biography

choreography

photography

40. -head /hed/ : indicates a state, condition, character,

e.g. godhead

maidenhead

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41. -hood /hud/ : indicates a state, condition, na-
ture, or a group of persons of a
particular state or condition.
e.g. priesthood
childhood
neighbourhood

42. -ic /ik/ : indicates something pertaining to,
science or art,
e.g. magic
academic
acrostic
acrylic

43. -ics /iks/ : indicates :
a. the science or art of,
e.g. graphics
poetics
Linguistics
semantics
b. the act, practice, or activities,
e.g. hysterics
athletics

44. -ine /in/ : indicates:
a. action, procedure,
e.g. discipline
doctrine
medicine
b. place,
e.g. latrine
c. persons belonging to one group,
e.g. Ursuline
d. chemical elements,
e.g. chlorine
bromine

45. -ing /iŋ/ : indicates;
a. the substance of which the noun
is composed,
e.g. matting
tubing
panelling
b. activity or state,
e.g. bathing

          driving

          betting

    c. the result of the activity,

      e.g. painting

          building

          shavings

46. -ion /n/ : /iən/ /ən/   indicates an act or process, or the outcome of an action or process,

    e.g. fusion

          suspicion

          action

          conception

47. -ism /izm/ : -asm /æzm/   indicates:

a. an action, practice, or process,

    e.g. terrorism

          favouritism

b. a state of being,

    e.g. pauperism

          enthusiasm

c. a characteristic behaviour or quality,

    e.g. heroism

          individualism

d. distinctive using of feature, especially of language,

    e.g. malapropism

          Latinism

e. a doctrine, theory, system, or principle,

    e.g. Platonism

          expressionism

          pacifism

48. -ist /ist/ : -ast /æst/   indicates a person who belongs to a certain system of thoughts, or a person who likes or does something,

    e.g. atheist

          communist

          florist

          gymnast

49. -ite /ait/ : indicates:

    a. a person who is native or resident of a certain place,
       e.g. New Jerseyite

    b. an adherent of someone speci -
       fied,
       e.g. Luddite

    c. biology: a part of an organ of a body,
       e.g. somite

    d. a mineral or rock,
       e.g. graphite

    e. a commercial product,
       e.g. lucite

50. -ity /iti/ : indicates a state, condition, or quality,
    e.g. visibility
       readability
       comicality

51. -later /lətə*/: indicates one who worships,
    e.g. idolater

52. -latry /lətri/: indicates the worship of,
    e.g. idolatry
       physiolatry
       bibliolatry

53. -le /l/ : denotes instruments,
    -el
    e.g. needle
       saddle
       navel

54. -logy /lədʒi/: indicates a speaking, doctrine, science,
    e.g. eulogy
       tautology
       theology
       biology

55. -lysis /ləsis/: indicates dissolving or decom -
    position,
    e.g. analysis

hydrolysis
catalysis
paralysis

56. -ment /mənt/ : indicates a product, means, action,
    e.g. appeasement
    measurement
    fragment
    casement

57. -meter /mitə*/: indicates measure,
    e.g. hydrometer
    hexameter
    barometer

58. -metry /mətri/: indicates science, or process of
    measuring,
    e.g. calorimetry
    photometry
    geometry
    optometry

59. -lyte /lit/ : indicates a substance that can be
    decomposed by a specific process,
    e.g. electrolyte

60. -mony /məni/: indicates a state,
    e.g. matrimony
    parsimony

61. -ness /nis/ : indicates a state, quality, con-
    dition,
    e.g. kindness
    redness
    fullness
    quietness

62. -nomy /nəmi/ : indicates the systematization of
    knowledge about, or laws govern-
    ing, a specified field,
    e.g. astronomy
    autonomy
    economy
    taxonomy

63. -on /ən/ : indicates:
  /ən/   a. animal,
    e.g. falcon
     dragon

64. -or /ə*/ :   indicates:

a. one who performs, or things used
as an instrument or tool,
e.g. actor
    doctor
    sailor
    perforator
b. action, state, quality,
e.g. behaviour
    valour
    tremor
    honour
    error

65. -orium /əriəm/: indicates a place, instruments, or
apparatus,
e.g. sanatorium
    auditorium
    crematorium

66. -ory /əri/: denotes the function or effect of,
serving for, or pertaining to,
e.g. laboratory
    purgatory
    directory

67. -osis /əsis/: indicates:

a. condition or process,
e.g. metamorphosis
    osmosis
b. disease or abnormal condition,
e.g. tubercolosis
    neurosis
    sclerosis

68. -pathy /pəθi/: indicates feeling, perception,
e.g. telepathy
    sympathy
    antipathy

69. -phil /fil/ : indicate a lover of, friend of,
    -phile   e.g. Anglophil
    Anglophile
    Francophil
    Francophile

70. -phobe /foub/: indicates one who fears or is a-
verse to something,
    e.g. Anglophobe
       Francophobe

71. -phobia /fəubiə/: indicates persistent, illogi-
cal, abnormal, or intense fear,
    e.g. hypnophobia
       hidrophobia

72. -phone /foun/ : indicates sound, voice, or sound
emitting device,
    e.g. megaphone
       microphone
       telephone

73. -ry /ri/ : indicates a collectivization or
place,
    e.g. nunnery
       poetry
       jewelry

74. -scape /skeip/: indicates a scene or view,
    e.g. cityscape
       seascape
       landscape

75. -scope /skoup/: indicates what assits in seeing,
    e.g. telescope
       microscope
       periscope

76. -ship /ʃip/: indicates :
    a. the quality of condition of,
    e.g. friendship
       scholarship
    b. status, rank, or office,
    e.g. professorship
       authorship
    c. the art of functioning of,
    e.g. penmanship
       leadership

77. -sy /si/ : indicates a state,
   /zi/
    e.g. phantasy
       heresy

78. -ster /stə*/ : indicates one who,
                    gangster
                    songster
                    master

79. -t /t/ : indicate a state, condition,
    -th /θ/   e.g. flight
                    height
                    breadth
                    death
                    health

80. -teen /ti:n/: used in the names of cardinal numbers,
                    nineteen
                    thirteen

81. -tude /tju:d/: indicates a condition or state of being,
                    e.g. fortitude
                        exactitude
                        attitude
                        gratitude

82. -ty /ti/ : indicates:
                    a. a condition or quality,
                    e.g. cruelty
                        certainty
                        loyalty
                    b. a multiple of ten,
                    e.g. forty
                        fifty
                        sixty

83. -type /taip/: indicates a representative form or model,
                    e.g. monotype
                        archetype
                        prototype
                        collotype

84. -ure /ə*/ : indicates:
                    a. an act or process,
                    e.g. erasure
                        capture
                        gesture

b. a functioning or office or bo--
dy performing a function,
e.g. legislature
c. a thing produced,
e.g. picture
gesture

85. -urgy /ədʒi/: indicates technology, work,
e.g. metallurgy
zymurgy
dramaturgy

86. -y /i/   : indicates a condition or state of
being or quality,
e.g. jealousy
beggary
theory
history
family

There are 86 English nominalization suffixes we
succeed in collecting, too many to be dealt with si-
ngly. The suffixes, however, are morphemes that are ad-
ded to certain bases to form new words. Besides giving
new form to the bases to which they attach to, they
bring new meaning to the bases and may change they word-
class. we can, therefore, treat the nominalization suf-
fixes according either to their meaning or to the bases
they append to. In the next chapter we are going to see
how the classification of those nominalization suffixes
will be treated.

CHAPTER II

The Classification of the Nom-
inalization Suffixes

As it has been mentioned in the previous chapter, we find that there are two possibilities of treating the suffixes in English. We can make a classification by treating them according either to their meanings or to the bases to which they are attached to. As these two are innately related to the noun formation, we will present them both, one after the other.

A. The Classification According to Their Meanings

It has previously been collected that there are 86 nominalization suffixes in English. It is impossible to treat them separately. Here we are going to try to group them according to their meanings.

Looking at their meanings, we come to the conclusion that the suffixes can be divided into several groups. Since their function is to form nouns, we group them according to the three main bodies of nouns, namely: the concrete noun; the abstract nouns; and the collective nouns.[3] We have, therefore, concrete noun forming suffixes, abstract noun forming suffixes, and collective noun forming suffixes. In treating them we will always follow the procedure of inventory of the suffixes with their meanings and examples, and of grouping them according to their meanings.

1. The Concrete Noun Forming Suffixes

Looking closely at those 86 noun forming suffixes,

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3. This claasification is based on the classification made by R.W. Zandvoort in his 'A Handbook of English Grammar'. He classifies nominalization suffixes into: a. personal and non-personal noun suffixes, b. abstract and collective noun suffixes.

we find the following suffixes to form concrete nouns.
We list them again here with their meanings that are
relevant to the forming of concrete nouns.

1. -age : indicates:
      a. a thing belonging to or pertaining to
         collectively,
           e.g. appendage
              baggage
      b. a residence or place,
           e.g. orphanage
              cleavage

2. -an : indicate someone belonging to, pertaining
   -n   to, or expressing a connection with a place,
        class, leader,
        e.g. American
           historian
           Roman

3. -ana : indicate items of information about per-
  -iana sons or places,
        e.g. American
           Lincolniana

4. -ant : denote a person or thing doing or being
  -ent   something,
        e.g. tenant
           servant
           regent

5. -arch: indicates a leader, ruler,
        e.g. monarch
           patriarch
           matriarch

6. -ard : denotes a disposition or character,
        e.g. coward
           sluggard
           drunkard

7. -arian; refers to pursuits, doctrines, or age,
        humanitarian
        antiquarian
        octogenarian

8. -ary : indicates one concerned with, a place, a
thing connected with,
    e.g. apothecary
        dictionary
        granary
        functionary

9. -aster: denotes contempt, inferiority, or petty
resemblance,
    e.g. poetaster
        criticaster

10. -ate : denotes:
a. persons charged with some duty, function,
dignity, or special character,
    e.g. advocate
        candidate
        curate
b. a substance derived from,
    e.g. stearate
        nitrate
        sulfate

11. -cide: indicates a killer,
    e.g. homicide
        suicide

12. -crat: indicates a ruler, member of a ruling bo-
dy, advocate of a specific form of rule,
    e.g. aristocrat
        democrat

13. -drome: indicates a race course, running course,
    e.g. hippodrome
        canidrome
        velodrome

14. -ee : indicates one who is acted upon, a reci-
pient,
    e.g. employee
        trustee
        standee

15. -er : indicate:
-ar
a. one who takes part in or is concerned
with an action,
    e.g. baker

helper

beggar

b. place or origin or special characteris-
tics,

e.g. southerner

villager

six-footer

c. means to perform an action (instrument)

e.g. duster

fastener

16. -eer: indicates one who is concerned with or
takes part in action,

e.g. engineer

profiteer

racketeer

17. -ery: indicates a business or place of the busi-
ness, goods, or products,

e.g. bakery

grocery

finery

18. -eur: indicates one who is concerned with or

takes part in action

e.g. amateur

chasseur

chauffeur

19. -gen: indicates something produced or born,

e.g. hydrogen

androgen

20. -gram: indicates something drawn or written,

e.g. diagram

monogram

21. -graph: indicates something drawn or written,

e.g. autograph

paragraph

b. an apparatus that writes or records,

e.g. telegraph

seismograph

22. -ine: indicates:

a. place,

e.g. latrine

b. chemical elements,

  e.g. chlorine

   bromine

23. -ist: indicate a person who belongs to a cer-
    -ast tain system of thought, or a person who

   likes or does something,

   e.g. atheist

    florist

    communist

    gymnast

24. -ite: indicates:

   a. a person who is native or resident of

   a certain place,

   e.g. New Jerseyite

   b. an adherent of someone specified,

   e.g. Luddite

   c. biology, a part of an organ body,

   e.g. somite

   d. mineral rock,

   e.g. graphite

   e. a commercial product,

   e.g. Lucite

25. -later: denotes one who worships or admires,

   e.g. idolater

26. -le : indicate instruments,
    -el e.g. needle

    saddle

    navel

27. -ment: indicates a means of or result,

   e.g. monument

    ornament

28. -meter: indicates a measure,

   e.g. hydrometer

    barometer

29. -on: indicates sub-atomic particle, unit, or

   quantum,

   e.g. electron

    neutron

30. -or : indicates :
   a. one who performs the action expressed
   by the base verb,
   e.g. sailor
        actor
   b. things used to perform the action ex-
   pressed by the base verb,
   e.g. percolator
        perforator

31. - orium: indicates a place, instrument, or appa-
      ratus,
      e.g. crematorium
           sanatorium

32. -ory: indicate a place or instrument,
   -ry   e.g. laboratory
               directory
               purgatory

33. -scope: indicates what assists in seeing,
      e.g. telescope
           microscope
           periscope

34. -ster: indicates one who,
      e.g. gangster
           songster

35. -phobe: indicates one who fears or is averse to
      something,
      e.g. Anglophobe
           Francophobe
           Xenophobe

36. -phone: indicates sound, voice, or sound emitting
      device,
      e.g. megaphone
           microphone
           telephone

37. -ure : indicates a function, office, or body per-
      forming a function,
      e.g. legislature
           picture

There are, therefore, 37 concrete noun forming suf-

fixes in English that come into our collection. It seems wise to classify them to have a clear picture of their use. Looking at their meanings, the suffixes can be grouped into: a) the suffixes denoting persons, b) the suffixes denoting residence or place, c) the suffixes denoting products, goods, d) the suffixes indicating substance, chemistry, e) the suffixes indicating instruments, tools, means.

a. The suffixes denoting persons

    1) The suffixe showing a person to be inferior, contemptuous:
        a) -aster: poetaster, criticaster

    2) The suffixes showing that a person is a recipient of an action:
        a) -ee: employee, trustee, standee
        b) -arian: octogenarian
        c) -cide: homicide, suicide

    3) The suffixes indicating that a person performs or involves in an occupation or a function:
        a) -eer: engineer, profiteer, racketeer
        b) -er: helper, grocer, teacher, singer
        c) -eur: chauffeur, chasseur
        d) -or: actor, sailor, doctor
        e) -ar: beggar, liar
        f) -an: historian, musician
        g) -ast: gymnast
        h) -ist: communist, atheist

    4) The suffixes showing a person charged with a duty:
        a) -ant: tenant, servant
        b) -ent: regent
        c) -ate: advocate, candidate, curate

    5) The suffixes indicating a person of a certain geographical origin or resident:
        a) -an or -n: American, Roman, Iranian
        b) -er : Vermonter, westener

    6) The suffix showing one who is subjected to the

main element :
a) -later: idolater

7) The suffixes showing a leader, ruler, or member of a
ruling body, or advocate of a specific form of rule:
a) -arch: patriarch, monarch
b) -crat: democrat, aristocrat

8) The suffixes denoting persons of the same religious
belief or belong to one group:
a) -ion: communion
b) -ine: Ursuline

9) The suffix denoting a person changing his belief
or a unit of persons with special duties:
a) -ade: renegade, brigade

b. The suffixes denoting a residence or place
a) -arium: aquarium, planetarium
b) -age: orphanage, cleavage
c) -ary: dictionary, granary
d) -drome: hippodrome, velodrome
e) -ery: nunnery, bakery
f) -ry: grocery, chemistry
g) -orium: sanatorium, crematorium
h) -ory: laboratory, directory, purgatory

c. The suffixes denoting products, goods, or result of
a) -ade: lemonade
b) -ery: finery
c) -gram: diagram, monogram
d) -graph: autograph, paragraph
e) -ure: picture, capture

d. The suffixes denoting substance or chemical elements
a) -ate: nitrate, stearate, sulfate
b) -gen: hydrogen, androgen
c) -ine: chlorine, bromine
d) -lyte: electrolyte
e) -on: electron, neutron

e. The suffixes indicating instruments, tools, means,
or apparatus
a) -er: duster, fastener
b) -graph: telegraph, seismograph

c) -le: needle, saddle

d) -el: navel

e) -ment: monument

f) -meter: barometer, hydrometer, hexameter

g) -or: percolator, perforator

h) -ory: refectory, factory, directory

i) -phone: megaphone, microphone, telephone

j) -scope: telescope, periscope, microscope

2. The Abstract Noun Forming Suffixes

There are fifty one suffixes that help to form abstract nouns. We list them here with their meanings. Then follows their grouping into six different functions.

1. -acity: indicates a quality of, character,
    e.g. tenacity
        veracity

2. -acy: having the quality of, character of,
    e.g. fallacy
        legitimacy

3. -ade: indicates a continuous action, result of an action,
    e.g. accolade
        barricade

4. -age: indicates:
    a. a relation or connection with,
        e.g. parentage
    b. condition, position, or status,
        e.g. vagabondage
            marriage
    c. charge or fee, act or process,
        e.g. postage

5. -al: used to form nouns of action from verbs,
    e.g. denial
        refusal

6. -ance: indicates an action, quality or condition,
    e.g. riddance
        abundance
        advance
        distance

7. -ancy: an extended form of -ance,
     e.g. ascendancy
      redundancy

8. -archy: indicates a rule, government,
     e.g. monarchy
      oligarchy

9. -ate: indicates:
     a. a result of an action,
     e.g. mandate
     b. a special condition,
     e.g. episcopate
      senate
      consulate

10. -ation: indicates an action or process, state or
     condition, product or result,
     e.g. elation
      separation
      isolation
      moderation

11. -cide : indicates the killing,
     e.g. genocide

12. -cracy: indicates a rule, government,
     e.g. democracy
      aristocracy

13. -craft: indicates a certain work, art, or practice
     of,
     e.g. handicraft
      woodcraft
      stagecraft

14. -cy : indicates a state of, rank or office,
     e.g. bankruptcy
      idiocy
      baronetcy

15. -dom : indicates a power of jurisdiction, state of,
     e.g. kingdom
      martyrdom
      wisdom

16. -er : indicates an action or process,
     e.g. dinner
      remainder

17. -gon : indicates geometric forms with a specified
number of angles,
e.g. octagon
hexagon

18. -gony: indicates production, origination,
e.g. cosmogony
theogony
sporagony

19. -graphy: indicates a process or form of drawing,
writing, representing, recording, describing,
etc. It also denotes the art or science,
e.g. biography
choreography
geography
oceanography

20. -head: indicates a state, condition, or character,
e.g. godhead
maidenhead

21. -hood: indicates a state, condition, nature, or
group of persons of a particular state or
condition,
e.g. childhood
priesthood
neighbourhood

22. -ic : indicates pertaining to,
e.g. magic
public
logic

23. -ics : indicates:
a. a science or art of,
e.g. graphics
poetics
b. the acts, practices or activities,
e.g. hysterics
athletics

24. -ine : indicates an action, procedure, art,
e.g. discipline
doctrine
medicine

25. -ion : indicates an act, process, or the result

of an act or process,

e.g. idention

suspicion

fusion

opinion

26. -ism : indicates:
    -asm
    a. an action, practice, or process,

    e.g. terrorism

    favouritism

    b. a state of being,

    e.g. pauperism

    enthusiasm

    c. a characteristic behaviour or quality,

    e.g. heroism

    individualism

    d. a distinctive using of feature, especial-
       ly of language,

    e.g. malapropism

    e. a doctrine, theory, system, or princi-
       ple,

    e.g. expressionism

    pacifism

27. -ity : indicates a state or quality,

    e.g. authenticity

    readability

    possibility

28. -latry: indicates the worship of,

    e.g. idolatry

    bibliolatry

    physiolatry

29. -logy: indicates speaking, doctrine, science,

    e.g. eulogy

    tautology

    theology

30. -lysis: indicates dissolving or decomposition,

    e.g. analysis

    hydrolisis

    catalysis

    paralysis

31. -ment : indicates an action or state of being,

e.g. appeasement
measurement
management

32. -metry: denotes science, process, or art of meas-
uring,
e.g. geometry
optometry
photometry

33. -mony : indicates a state of being,
e.g. matrimony
parsimony

34. -ness : indicates a state, quality, condition,
e.g. quietness
kindness
fullness
redness

35. -nomy: indicates the systematization of knowledge
about, or laws governing, a specified field,
e.g. astronomy
autonomy
economy

36. -or : indicate an action, state, condition, qual-
-our   ity,
e.g. behaviour
valour
honour
tremor
error

37. -osis : indicates :
a. a condition or process,
e.g. metamorphosis
osmosis
b. a disease or abnormal condition,
e.g. tuberculosis
neurosis
c. an increase or formation,
e.g. sclerosis
leukecytosis

38. -pathy: indicates :
        a. feeling, perception,
        e.g. telepathy
        b. a disease:
        e.g. neuropathy
        c. a system of treating disease,
        e.g. homeopathy

39. -phobia: indicates persistent, illogical, abnormal,
        or intense fear,
        e.g. hypnophobia
           hidrophobia

40. -scape: indicates a scene or view,
        e.g. landscape
           cityscape
           seascape

41. -ship: indicates :
        a. the quality or condition of,
        e.g. friendship
           scholarship
        b. a status, rank, or office,
        e.g. professorship
           autorship
        c. the art of functioning of,
        e.g. penmanship
           leadership

42. -sy :   indicates a state,
        e.g. phantasy
           heresy

43. -t :
    -th   indicate a state, condition,
        e.g. flight
           breadth
           height
           death

44. -teen :   used in the names of cardinal numbers,
        e.g. thirteen
           nineteen

45. -tude: indicates a condition or state of being,
        e.g. exactitude
           fortitude
           attitude
           gratitude

46. -ty   :   indicates:

　　　　a. a condition or quality,
　　　　e.g. cruelty
　　　　　　safety
　　　　　　certainty
　　　　b. a multiple of ten,
　　　　e.g. forty
　　　　　　sixty
　　　　　　fifty

47. -ure :   indicates an act or process,
　　　　e.g. erasure
　　　　　　capture
　　　　　　gesture

48. -urgy: indicates a technology, work,
　　　　e.g. metallurgy
　　　　　　zymurgy
　　　　　　dramaturgy

49. -y   :   indicates a condition or state of being,
　　　　e.g. jealousy
　　　　　　beggary
　　　　　　history
　　　　　　theory

50. -ence : indicates an action, quality or condition,
　　　　e.g. occurence
　　　　　　influence
　　　　　　confidence
　　　　　　incidence

51. -ency : the extended form of -ence,
　　　　e.g. emergency
　　　　　　fluency
　　　　　　frequency
　　　　　　impotency

We have, then, at least 51 abstract noun forming suf-
fixes. A close observation on them leads us to the conclusion
that several suffixes are similar in meaning and function.
Based on their meanings and functions, we group them into:

a. the suffixes indicating action or result of action;

b. the suffixes indicating art, work, science, knowledge of;

c. the suffixes showing a quality, state of being, or con-

dition;

d. the suffixes showing a rank, office, or governing do-
main;

e. the suffixes showing feeling;

f. the suffixes denoting a government or rule;

g. the suffixes denoting number.

Below is the list of suffixes according to the above classi-
fication:

a. <u>The suffixes indicating an action, or result of an action</u>

    a) -ade: accolade, barricade, renegade

    b) -age: cartage

    c) -al: denial, refusal, arrival

    d) -ance: riddance, advance, abundance

    e) -ancy: ascendancy, redundancy

    f) -ate: mandate

    g) -ation: elation, separation, negotiation

    h) -cide: genocide

    i) -er: dinner, remainder

    j) -ics: hysterics, athletics

    k) -ion: idention, suspicion, fusion

    l) -ism: terrorism, favouritism

    m) -lysis: analysis, catalysis, hydrolysis

    n) -latry: idolatry, bibliolatry, physiolatry

    o) -ment: appeasement, measurement, management

    p) -osis: metamorphosis, osmosis

    q) -type: collotype, prototype

    r) -ure: erasure, capture, gesture

    s) -urgy: zymurgy

b. <u>The suffixes indicating art, work, science, knowledge of</u>

    a) -craft: handicraft, woodcraft, stagecraft

    b) -ry: husbandry

    c) -gony: cosmogony, theogony

    d) -graphy: geography, oceanography, photography

    e) -ic: logic, magic

    f) -ics: graphics, poetics

    g) -ine: doctrine, medicine

    h) -metry: geometry, optometry, photometry

    i) -nomy: astronomy, economy, taxonomy

    j) -pathy: homeopathy

    k) -ship: penmanship, leadership

    l) -urgy: metallurgy, dramaturgy

c. The suffixes showing a quality, state of being, or condition

    a) -acity: tenacity, veracity

    b) -acy: fallacy, legitimacy

    c) -age: vagabondage, marriage, parentage

    d) -ance: abundance, distance, grievance

    e) -ancy: redundancy, ascendancy

    f) -ation: isolation, moderation

    g) -cy: bankruptcy, idiocy

    h) -dom: wisdom, freedom, boredom

    i) -ence: occurence, diffidence, influence

    j) -ency: impotency, emergency

    k) -ery: slavery, snobbery, knavery

    l) -head: godhead, maidenhead

    m) -hood: manhood, womenhood, girlhood

    n) -ion: cohesion, separation, fusion

    o) -ism: pauperism, parallelism, heroism

    p) -asm: enthusiasm

    q) -ity: reality, ability, authenticity

    r) -mony: matrimony, parsimony

    s) -ness: madness, quietness, redness

    t) -or: tremor, error

    u) -our: behaviour, valour, honour

    v) -osis: tuberculosis, neurosis

    w) -pathy: neuropathy

    x) -ship: friendship, scholarship

    y) -sy: fantasy, heresy

    z) -t: flight, height

    a) -th: breadth, death, health

    b) -tude: attitude, exactitude, fortitude

    c) -ty: levity, cruelty, safety

    d) -y: jealousy, beggary, family

d. The suffixes showing a rank, office, or governing domain

    a) -ate: rabbinate, consulate, senate

    b) -dom: saintdom, martyrdom

    c) -cy: baronetcy

    d) -ship: professorship, authorship

    e) -ure: legislature

e. The suffixes showing feeling
   a) -pathy: telepathy, sympathy, antipathy
   b) -phobia: hypnophobia, hydrophobia

f. The suffixes showing a government or rule
   a) -archy: oligarchy, monarchy
   b) -cracy: democracy, autocracy, aristocracy

g. The suffixes showing number
   a) -teen: fourteen, nineteen, seventeen
   b) -ty: forty, fivty, sixty

From the above classification we learn that the same suffix can be found in more than one group. They seem to be overlapping. Each suffix has its own specific meaning(s), but the specific meaning(s) fall under the general meaning.

3. The Collective Noun Forming Suffixes

By collective nouns we mean those that indicate collection of persons or things, such as army, crowd, poetry, etc. There are some suffixes that help to form such kind of nouns. But, since insofar as our observation is concerned, they are very few in number. Moreover, they can be put into either the concrete or abstract noun group. That is why it is rather doubtful to present them as a specific group. We, however, do it here hoping that further observation and discussion would make it clear.

To form collective nouns we have the following suffixes:

1. -age: indicates a thing belonging to or pertaining to,

> e.g. baggage
> appendage

2. -ana : indicate items of information about persons,
   -iana   places, etc,

> e.g. Americana
> Lincolniana

3. -arium: denotes a collection,

> e.g. verbarium
> aquarium

4. -ful: indicates the amount of,
   e.g. mouthful
        spoonful

5. -hood: indicates a group of persons of a particular
         state or condition,
   e.g. neighbourhood
        brotherhood

6. -ion: indicates a collectivity of things or persons,
   e.g. communion
        legion

7. -ery : indicate a collectivity of things or persons,
   -ry   e.g. nunnery
              poetry

8. -ine: indicates persons belonging to a certain group,
   e.g. Ursuline

9. -dom: indicates a group of persons collectively,
   e.g. Christendom
        heathendom

10. -ing: indicates a collectivity of things,
    e.g. bedding
         matting
         shipping

We only get nine collective noun suffixes. A longer and closer investigation probably would find some more.

B. The Classification of the Suffixes According to Their Bases

The suffixes can be classified according to the parts of speech they help to form: nouns, adjectives, adverbs, and verbs. In the nominalization process the suffixes are added to these four base or stem groups. There are, however, words which are difficult to find their bases or stems. We very often have to trace back to their origins as to find out whether their bases or stems belong to anyone of the four base or stem groups. The classification we are going to present is open to argument as to their bases or stems. To avoid repetition , we do not give the meanings of the suffixes here.

1. The suffixes with noun bases

    1) -ade: .... barricade, lemonade
    2) -age: .... baggage, postage
    3) -al : .... filial, regal
    4) -an: .... historian, musician
    5) -ana: .... Americana
    6) -iana: .... Lincolniana
    7) -arch: .... patriarch, monarch
    8) -archy: .... monarchy, oligarchy
    9) -arian: .... octogenarian, humanitarian
   10) -arium: .... aquarium, honorarium
   11) -ary: .... granary, seminary
   12) -aster: .... poetaster, criticaster
   13) -ate: .... episcopate, consulate
   14) -cide: .... germicide, homicide
   15) -cracy: .... democracy, aristocracy
   16) -craft: .... woodcraft, handicraft
   17) -dom: .... kingdom, martyrdom
   18) -drome:.................... hippodrome, velodrome
   19) -eer: .... engineer, profiteer
   20) -er: .... butler, banker
   21) -ery: .... prudery, pottery, trickery
   22) -ful: .... mouthful, spoonful
   23) -gen: .... hydrogen, androgen
   24) -gony: .... cosmogony, theogony
   25) -graph: .... autograph, seismograph
   26) -graphy: .... photography, geography
   27) -head: .... godhead, maidenhead
   28) -hood: .... childhood, fatherhood
   29) -ic: .... magic, logic
   30) -ics: .... ethics, linguistics
   31) -ine: .... discipline, medicine
   32) -ism: .... atheism, communism
   33) -asm: .... enthusiasm
   34) -ist: .... atheist, communist
   35) -ast: .... gymnast
   36) -later: .... idolater
   37) -latry: .... physiolatry, idolatry
   38) -le: .... needle, saddle
   39) -el: .... navel

40) -itis: .... laryngistis
41) -logy: .... theology, eulogy
42) -meter: .... hydrometer, hexameter
43) -metry: .... photometry, optometry
44) -mony: .... matrimony, parsimony
45) -nomy: .... astronomy, autonomy
46) -on: .... dragon, falcon
47) -osis: .... neurosis, apothesis
48) -phil: .... Anglophil, bibliophil
49) -phile: .... Anglophile, bibliophile
50) -phobe: .... Anglophobe
51) -phobia: .... hydrophobia
52) -ry: .... nunnery, poetry
53) -scape: .... cityscape, landscape
54) -ship: .... friendship, censorship
55) -ster: .... gangster
56) -teen: .... fifteen, fourteen
57) -ty: .... fifty, fourty
58) -urgy: .... dramaturgy, metallurgy
59) -y: .... family, history
60) -ion: .... conception

2. The suffixes with adjective bases

1) -acity: .... tenacity, veracity
2) -acy: .... fallacy, legitimacy
3) -arian: .... antiquarian, humanitarian
4) -ate: .... candidate
5) -cy: .... idiocy
6) -dom: .... wisdom, freedom
7) -er: .... stranger, foreigner
8) -hood: .... likelihood
9) -ion: .... communion
10) -ism: .... barbarism, skepticism
11) -ness: .... sadness, redness
12) -ity: .... ability, reality
13) -t: .... height
14) -th: .... breadth, truth
15) -tude: .... fortitude, attitude
16) -ty: .... safety, cruelty
17) -type: .... archetype, prototype
18) -ance: .... distance, importance
19) -ence: .... absence, patience

20) -ancy: .... pregnancy
21) -ency: .... efficiency, frequency
22) -ry: .... bravery
23) -ship: .... hardship

3. The suffixes with verb bases

1) -ade: .... accolade
2) -age: .... appendage
3) -al: .... refusal, arrival
4) -ance: .... riddance, forbearance
5) -ence: .... obedience, difference
6) -ancy: .... ascendancy
7) -ant: .... servant
8) -ar: .... beggar, liar
9) -ate: .... advocate, mandate
10) -ation: .... elation, migration
11) -ature: .... signature
12) -ee: .... trustee, standee
13) -ent: .... resident
14) -er: .... baker, singer, helper
15) -ery: .... bakery, robbery, delivery
16) -ion: .... perception, action, idention
17) -ment: .... management, measurement
18) -or: .... actor, sailor
19) -orium: .... sanatorium, crematorium
20) -ory: .... directory, declaratory
21) -sy: .... phantasy, heresy
22) -t: .... flight
23) -th: .... health
24) -ure: .... enclosure, departure, failure

4. The suffixes with adverb bases

1) -gram: .... diagram
2) -graph: .... epigraph
3) -lysis: .... analysis, catalysis
4) -pathy: .... antipathy, sympathy, telepathy
5) -phone: .... telephone, megaphone
6) -scope: .... telescope, microscope

We have collected six suffixes with adverb bases. It is, however, doubtful to decide whether their bases are really adverbs. The words given as examples are of Greek origin.   To

decide the word-class of their bases, therefore, we have to have a further study on Greek. Moreover, some people regard the words given as examples as compound ones. But as long as we can find quite a lot of words which are modified by those supposed suffixes, we put them here as nominalization suffixes. A further study is always open to decide whether they are really nominalization suffixes or not.

At the beginning, it has been mentioned that it is difficult to detect the bases or stems. For some words we have to trace back to their origin to find their bases. There are, even, words which most English people do not know that they are derivationals. They regard them simply as words or stems. This raises a quite serious problem in their classification based on bases or stems.

CHAPTER III

The Morphophonemic Changes and

the Nominalization Process

In the nominalization process, we come across some variations in the phonemic structure of the morphemes involved. For instance, permit / pə:mit/ undergoes a phonemic change after being added with the suffix -ion /ən/, and it becomes permission /pə miʃən/. The lost phoneme /t/ in permit, becomes /ʃ/ in permission. What do we call this kind of change? Here we face one of the most important in Linguistics, which is called morphophonemic change.

Here we try to discuss this kind of change. Before we present this kind of change, however, it is necessary to explain briefly the morphophonemic change in the nominalization process. And after discussing the morphophonemic change, we present some problems that arise in the process of suffixation.

The morphophonemic changes are dealt with in morphophonemics, which is a branch of structural Linguistics which deals with the variations in the phonemic structure of allomorphs which accompany their grouping into words.[4] W. Nelson Francis cites ten morphophonemic changes in his 'The Structure of American English'. Those are:

1. the loss of phonemes
2. the addition of phonemes
3. simple consonant change
4. assimilation
5. dissimilation
6. synthesis
7. the change of syllabic vowel or diphtong
8. stress shift
9. gradation
10. supletion

4. Nelson Francis, W., The Structure of American English, The Ronald Press Co, New York, 1958.

1. the loss of phonemes: One or more phonemes that are present in the normal allomorph may simply be missing in another allomorph. For example, the loss of phoneme /t/ of the stem -crat before the derivational suffix -cy, as in democracy /diˈmɔkrəsi/, aristocracy /ˌærisˈtɔkrəsi/.

2. the addition of phonemes: A phoneme or phonemes are added to the normal allomorph of a morpheme. For example, the addition of /g/ to the stem long before the inflectional suffix -er, as in longer /ˈlɔŋgə*/

3. simple consonant change: An allomorph of a morpheme differs from the normal form in showing a change of one or more consonants. Usually it is the final consonant that changes. For example, the final /t/ of the stem -mit changes into /s/ as in permissive /pəˈmisiv/, permissible /pəˈmisibl/.

4. assimilation: A phonemic change which takes place when two morphemes are combined results in neighbouring phonemes becoming more like each other. For example, the prefix in- becomes im- before /p/, /b/, as in impossible /imˈpɔsibl/, imbalance /imˈbæləns/.

5. dissimilation: A combination of two morphemes which results in the change of one of them to a phoneme becoming less like its neighbour. For example, the allomorph ig- replaces in-if it occurs before some morphemes beginning with /n/, as in ignoble /igˈnoubl/, ignominious /ˌignəˈmi niəs/.

6. synthesis: The fusion of two consonants brought together by morpheme combination, into a single new phoneme, different from both of its constituents. For example, the phoneme /t/ of the base moist /mɔist/ becomes /tʃ/ when the suffixe -ure is added in the word moisture /ˈmɔistʃə*/.

7. **the change of syllabic vowel or diphtong**: The substitution of another syllabic vowel or diphtong for the one which appears in the normal allomorph. For example:

/teik/ becomes /tu:k/

/si/ becomes /sɔ/

/rait/ becomes /rout/

8. **stress shift**: The shift of the primary stress from the first to the second or third syllable of a morpheme when the morpheme is added with a suffix. For example:

['impʌls] becomes [im'pʌlsiv]

['sintæks] becomes [sin'tæktik]

9. **gradation** : A vowel change resulting from shift of stress. There are two kinds of such change:

    a. the change of 'full' vowel and diphtongs to /i,e,ə/ when the stress shifts away from the syllable. For example, cigar [si'ga:] into cigarette [sigə'ret].

    b. the change of /i,e,ə/ to 'full' vowels or diphtongs when the stress shifts into the syllable. For example, symbol ['simbəl] into symbolic [sim'bɔlik]

10. **suppletion** : The occurence of an allomorph completely different in its phonemic structure from the normal form. For example: go /gou/ becomes went /went/

is /is/ becomes are /a:/

Those are the kinds of morphophonemic change that can be found in English. The question now is: Do we find those kinds of changes in the nominalization process ?

A close observation on the suffixes that attach to the bases to form nouns leads us to the fact that some types of those morphophonemic changes do occur in the nominalization process. However, we find some difficulties with some words, especially those of loan words, which do not seem to follow some certain types of morphological change. We will also talk about it in the end of this chapter.

In the nominalization process we come across the following morphophonemic changes:

1. <u>the loss of phonemes</u>:

   a. The loss of /əs/ in the morpheme ferocious /fə rouʃəs/ after being added with the suffix -ity /iti/.

   ferocity - ferocious + ity

   /fə rɔsiti/ - /fə rouʃəs/ + /iti/

   b. The loss of /t/ in the stem <u>admit</u> /əd mit/ after being added with the suffix -<u>sion</u> /ʃən/.

   admission - admit + -sion

   /əd miʃən/ - /əd mit/ + /ʃən/

2. <u>the addition of phonemes</u>:

   The addition of /i/ in <u>exactitude</u>. The /i/ is placed between the stem <u>exact</u> and the suffix -<u>tude</u>.

   exactitude - exact + i + tude

   /ig zæktitju:d/ - /ig zækt/ + /i/ + /tju:d/

3. <u>the change of syllabic vowel or diphtong</u>:

   a. The /ai/ in <u>wise</u> changes into /i/ after being added with the suffix -<u>dom</u> to form <u>wisdom</u>.

   wisdom - wise + -dom

   /wisdəm/ - /wais/ + /dəm/

   b. The /ɔ:/ in broad changes into /e/ after being added with the suffix -<u>th</u> to form <u>breadth</u>.

   breadth - broad + -th

   /bredθ/ - /brɔ:d/ + /θ/

4. <u>synthesis</u>:

   a. The fusion of /z/ of the stem <u>confuse</u> and /ən/ of the suffix -<u>ion</u> in the forming of the word <u>confusion</u>

   confusion - confuse + - ion

   /kən fjuʃən/ - /kən fjuz/ + /ə n/

   b. The fusion of /t/ of the stem <u>permit</u> and /ən/ of the suffix -<u>ion</u> in the word permission.

        permission   -   permit + -ion

        /pəmiʃən/   /pəmit/ + /ən/

5. <u>gradation</u>

    a. The change of vowel /i/ at the end of <u>humanity</u> /hjumæ

       niti/ into /e/ when the stress shifts after the suf-

       fix <u>-arian</u> is added after <u>humanity</u>.

       humanitarian   -   humanity + -arian

       /hjumænitəriən/ - /hjumæniti/ + /əriən/

    b. The change of vowel /ə/ in <u>real</u> into /æ/ after it is

       added with the suffix <u>-ity</u>.

       reality   -   real + -ity

       /riæliti/   /riəl/ + /iti/

Those are the examples where we can find some morphopho-
nemic changes in the nominalization process. A further inves-
tigation may find some more. In the next chapter, where we
have the discussion of the form, we will discuss further some
problems of morphophonemic changes.

As stated above, some words do not seem to follow a cer-
tain type or types of morphophonemic changes. We group them
separately. In fact, they also undergo a kind of morphopho-
nemic changes, but the process is unclear and somewhat com-
plicated. Some of them are loan words which only have the
stems in their original languages, but not in English. Some
of them have become stems in English, so we cannot divide them
into stems and suffixes. Some words taken from other languages
undergo nominalization process, too. Then the suffix used is
taken as an English suffix with a slight difference. There are
also some words which are similar in form with other words,
but do not have a clear process. They only take the form of
other words which undergo the nominalization process.

For examples:

1. _-acity_ in _veracity_ and _tenacity_. The words come from Latin _verax_ (=true, truthful) and _tenax_ (=holding fast). We do not find their adjective forms in English. So we cannot divide them into stems and suffixes. We suddenly have _veracity_ and _tenacity_ as English nouns.

2. _-ade_ in _accolade_. The word is regarded as a stem itself in English. So we cannot divide it into _accol_ + _-ade_. But if we trace back carefully, we will find that the word undergoes a different process, that is it is added with a prefix instead of a suffix in its original language (Latin). So, _accolade_ comes from _ad+collum_(neck). _-ade_ might be regarded as a suffix,because some English words have _-ade_ as their suffix, such as _lemonade_, _barricade_. Some other words which have become stems in English are: _distance_ (-ance), _mandate_ (-ate), _magic_ (-ic).

3. _-nomy_ in _economy_: The word comes from Greek _oikos+nomos= oikosnomos_. We expect that _eco_ + _nomy_ in English are taken from oikos+nomos (Greek), though we do not have _eco_ in English, and with a slight difference , _nomos_ becomes _nomy_.

4. _-or_ in _honor_. We cannot divide the word into _hon_ + _-or_, because the word, as a whole, is taken from Latin _honor_, we do not know what kind of morphophonemic change has occured, but if we compare it with the word _error_ we will get a little hint. _error_ comes from _err_ + _-or_. So, maybe _honor_ is regarded as similar word, because the _-or_ is at the end of it and is put in the same group with other words having the suffix _-or_.

Those are some examples to show the problems in the nominalization process. To understand them, we should have some study on the original languages, from which the words come. This short thesis is still open for further investigation.

CHAPTER IV

THE FORM

In chapter I we have the inventory of 86 English nominalization suffixes. In that inventory we have not yet tried to talk about the allomorphs of the collected suffixes. We just list all the data we can find in English nominalization suffixes, without trying to find whether some of them are only variants of the same suffix. This chapter will try to state some allomorphs of the same suffixes, and if it is possible some allographs, of some productive English nominalization suffixes.

It has been mentioned in the previous chapter that some morphophonemic changes do occur in the nominalization process. Here again in this chapter we will encounter some more examples of how some morphophonemic changes occur in the process of forming English nouns.

The problem we are facing here is the choice of materials as the subject of discussion. Because of the limited time and references, we find impossible to deal with all those 86 English suffixes. Therefore, it seems wise to choose some of them which are really productive in English word formation. Since as far as I know, there is not yet a list of frequency of English nominalization suffixes, we find difficult in choosing the most frequent suffixes to be used as the materials of the analysis. Therefore, we just select some of them, which we consider as really productive ones. The discussion of the form will cover the following suffixes:

1. -ity
2. -ion
3. -ance
4. -ness
5. -er
6. -ment and -al

1. -ity

The occurence of this suffix is really in high frequency. Though in the inventory found in chapter I, -ity and -ty are listed as different two suffixes, here we try to put them as one suffix having different forms. This is because of their same meaning and similar forms. In this case -ity and -ty are called as allomorphs of the same morpheme. We can call allomorphs as the same morpheme if they are semantically similar and in complementary distribution [5]. Let us look at the distribution of these suffixes. To make them clear, we also present how the examples are pronounced.

a. ity /iti/. Besides being unstressed, this suffix is pronounced [iti] and added after several stems ending in the following phonemes:

/bl/	ability	[ə'biliti]
	acceptibility	[ək,septə'biliti]
	accountability	[ə,kauntə'biliti]
	actability	[æktə'biliti]
	dependability	[di,pendə'biliti]
	feasability	[,fi:zi'biliti]
	possibility	[,pɔsi'biliti]

The stems of the above nouns end in /bl/. Some morphophonemic changes happen in this suffixation, namely a stress shift. In ability, the stress changes from the first syllable of the stem to the second syllable of the derivative. In ability we can also find an addition of phoneme /i/.

/l/ :	abnormality	[æbnə:'mæliti]
	banality	[bə'næliti]
	causality	[kɔ:'zæliti]
	centrality	[,sen'træliti]
	equality	[i:'kwɔliti]

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5. ibid, p. 173.

morality   [mə'ræliti]
eventuality   [i‚ventju'æliti]

There are also some morphophonemic
changes in this suffixation. Most   of
them undergo a stress shift, which con-
sequently causes a change of phoneme.
For example: banal ['bænəl] undergoes
a change of phoneme (/æ/ becomes /ə/)
and a stress shift (from the first to the
second syllable) in becoming <u>banality</u>
[bə'næliti]

/r/ popularity   [‚pɔpju'læriti]
     regularity   [‚regju'læriti]
     similarity   [‚simi'læriti]
     peculiarity   [pi‚kjuli'æriti]
     secularity   [‚sekju'leriti]

Like the first two forms before, this
suffixation also undergoes some morpho-
phonemic changes. Those are a   stress
shift and change of phonemes. For exam-
ple, <u>popular</u> ['pɔpjulə*] undergoes a
change of phoneme (/ə/ becomes /æ/) and
a stress shift (from the first to the
third syllable) in becoming <u>popularity</u>
[‚pɔpju'læriti].

/ik/: electricity   [ilek'trisiti]
      historicity   [his‚tə'risiti]
      catholicity   [‚kæθə'lisiti]
      eccentricity   [‚eksen'trisiti]
      causticity   [‚kɔ:s'tisiti]
      centricity   [sen'trisiti]

The suffixation in this form also under-
goes some morphophonemic changes. First,
there is a stress shift. Secondly, there
is a synthesis. The combination of /ik/

and /iti/ produces the phoneme /is/

/v/: absorptivity [əb͵sɔːp'tiviti]
     activity [æk'tiviti]
     captivity [kʃep'tiviti]
     depravity [di'prʃeviti]
     gravity ['grʃeviti]
     festivity [fes'tiviti]

Besides some morphophonemic changes hap-
pening in the above form, there is also
a problem of spelling. The final letter
-e of the stems should be dropped in the
derivative forms.

/s/: In this form, -ity is added after the
     stems ending in /əs/, and as a result
     /əs/ is totally dropped and changed by
     /iti/

     atrocious/atrocity [ə'trʃsiti]
     audacious/audacity [ɔː'dʃesiti]
     congruous/congruity [͵kə'gruiti]
     conspicuous/conspicuity [͵kənspi'kuiti]
     calamitous/calamity [kə'lʃemiti]
     capacious/capacity [kə'pʃesiti]
     ferocious/ferocity [fə'rɔsiti]

This form also undergoes some morphopho-
nemic changes, namely a stress shift and
change or loss of phonemes.

/d/: absurdity [əb'sɔːditi]
     acidity [ə'siditi]
     algidity [əl'dʒiditi]
     fecundity [fi'kʌnditi]
     timidity [ti'miditi]

A change of phonemes and stress shift
happen in this form.

/l/: debility [di'biliti]
     agility [ə'dʒiliti]
     fidelity [fi'deliti]
     erectility [irek'tiliti]

fragility	[frə'dʒiliti]
imbecility	[ˌimbi'siliti]

Most of the stems of the above examples
end in /il/. A change of phonemes and
stress shift happen in this suffixation.

/r/:	purity	['pjuəriti]
	alacrity	[ə'laekriti]
	obscurity	[əb'sjuəriti]

/n/:	feminity	[fe'miniti]
	obscenity	[ɔb'seniti]
	opportunity	[ˌəpɔ'tju:niti]

/s/:	adiposity	[ˌədi'pɔsiti]
	adversity	[əd'və:siti]
	falsity	['fɔ:lsiti]
	university	[ˌju:ni'və:siti]
	density	['densiti]
	otiosity	[ouʃi'ousiti]
	paucity	['pɔ:siti]
	opacity	[ou'paesiti]

This form is quite frequent in number.
If we look at <u>paucity</u> and <u>opacity</u>, we
learn that the stems end in <u>c</u>, though
their pronunciation is also /s/ like in
the other stems.

b. -ty /ti/ : This suffix is another form or allomorph
of the morpheme /iti/. It can only be at-
tached to certain number of stems:

penalty	['penəlti]
safety	['seifti]
loyalty	['lɔiəlti]
cruelty	['kruəlti]
certainty	['sə:tənti]

The stems of the derivative forms consist
of two syllables. There is no any morpho-
phonemic change in this suffixation.

From the limited data which can be collected, we can draw some conclusions of the formation of nouns using the suffix -ity:

   a. The allomorphs of the morpheme -ity are /iti/ and /ti/.

   b. The suffixation process is often accompanied with some morphophonemic changes, namely:

   1) a stress shift and change of phonemes, e.g., banal/banality

   2) loss of phonemes, e.g., atrocious/atrocity.

   3) addition of phonemes, e.g., able/ability.

   c. The primary stress of the derivatives always falls on the third syllable from the back.

2. -ion

This suffix is the most productive one in English word-formation. Though in the inventory -ion, -ition, and -ation are listed as different suffixes, here we group them as one suffix having different forms. We consider them as the same morpheme, because of their same meaning and similar forms. Their difference in form is caused by their environments. A close observation to the collected data leads us to the fact that the suffix -ion has various forms. Let us look at their distribution.

   a. -ssion /ʃən/:

expression	[iks'preʃən]
depression	[di'preʃən]
compression	[kəm'prʃən]
suppression	[sə'preʃən]
impression	[im'preʃən]

In this form, -ion is added after the stems having the root press. There is a morphophonemic change in this suffixation, that is a loss of phoneme. The phoneme

/s/ of the root <u>press</u> is deleted when the suffix is added.

concession	[kən'se∫ən]
recession	[ri'se∫ən]
procession	[prə'se∫ən]

This form has <u>cede</u> /si:d/ as the root of the stems. There is also a morphophonemic change in this suffixation, that is a synthesis. The combination of /i:d/ and /∫ən/ produces /e/. This form is limited in number.

admission	[əd'mi∫ən]
commission	[kə'mi∫ən]
submission	[səb'mi∫ən]

This form has <u>mit</u> as the root of the stems. The morphophonemic change we can find in this suffixation is the loss of phoneme /t/ of the root.

b. -sion /∫ən/:

extension	[iks'ten∫ən]
expansion	[iks'pæn∫ən]
comprehension	[,kəmpri'hen∫ən]
apprehension	[,æpri'hen∫ən]

The final /d/ of the root is dropped when the suffix is added. So, there is a loss of phoneme in this suffixation.

conversion	[kən'və:∫ən]
subversion	[səb'və:∫ən]
inversion	[in'və:∫ən]

This form has <u>vert</u> as the root of the stems. The final /t/ of the stems is dropped when the suffix is added. So, there is a loss of phoneme in this suffixation.

c. -tion /ʃən/:

deletion	[di'li:ʃən]
completion	[kəm'pliʃən]
assertion	[ə'sə:ʃən]
exertion	[ig'zə:ʃən]
insertion	[in'sə:ʃən]

In this form the final /t/ of the stems is dropped when -tion is added.

intention	[in'tenʃən]
contention	[kən'tenʃən]
attention	[ət'tenʃən]

The stems have /d/ as the final phoneme of it. /d/ is dropped before the suffix -tion.

d. -tion /tʃən/:

suggestion	[sə'dʒestʃən]
digestion	[dai'dʒestʃən]
ingestion	[in'dʒestʃən]
congestion	[kən'dʒestʃən]

In this suffixation, we can find a synthesis, that is the combination of /t/ and /ʃ/ which produces /tʃ/.

e. -ution : /'juʃən/

evolution	[,i:və'lu:ʃən]
devolution	[,di:və'lu:ʃən]
solution	[sə'lu:ʃən]
dissolution	[,disə'lu:ʃən]
absolution	[,æbsə'lu:ʃən]

In this form, the final phoneme of the stems /v/ is dropped before the suffix. For example, the final /v/ of evolve is dropped in becoming evolution.

attribution	[,ætri'nju:ʃən]
contribution	[,kəntri'bju:ʃən]
distribution	[,distri'bju:ʃən]
constitution	[,kənsti'tju:ʃən]
substitution	[,səbsti'tju:ʃən]

In this form, we find a loss of phoneme

that is the final /t/ of the stems.

f. -ulsion : propulsion   [prə'pʌlʃən]
   /'ʌlʃən/   repulsion   [ri'pʌlʃən]
              compulsion   [kəm'pʌlʃən]
              expulsion   [iks'pʌlʃən]

In this form we learn that there is a change of phonemes. The phoneme /e/ of the stems changes into /ʌ/ in the derivatives. For example, /kəm'pel/ - /kəm'pʌlʃən/.

g. -pti on: inscription   [in'skripʃən]
   /pʃən/   description   [de'skripʃən]
             prescription   [pre'skripʃən]
             subscription   [səb'skripʃən]
             ascription   [ə'skripʃən]
             absorption   [əb'sɔ:pʃən]

In this form, we find that there is a change of vowel. The phoneme /ai/ of the stems changes into /i/, e.g. /in'skraib/ into /in'skripʃən/. The combination of /b/ and /ʃ/ produces /p/. In the last example (absorption) we do not find a change of syllabic vowel.

             eruption   [i'rʌpʃən]
             corruption   [kə'rʌpʃən]
             disruption   [dis'rʌpʃən]
             irruption   [i'rʌpʃən]

In this form, we find a loss of phoneme /t/. The root of the stems is rupt.

h. -mption : resumption   [ri'sʌmpʃən]
   /mpʃən/   consumption   [kən'sʌmpʃən]
             presumption   [pri'sʌmpʃən]
             redemption   [ri'dempʃən]

In this form, some morphophonemic changes are rather significant. First, the change of vowel: /u:/ becomes /ʌ/. Secondly, the

combination of /m/ and /ʃ/ produces /mpʃ/

i. -ction :   action   ['ækʃən]
   /kʃən/   traction   ['trækʃən]
                extraction   [iks'trækʃən]
                attraction   [ə'trækʃən]
                connection   [kə'nækʃən]
                dissection   [di'sekʃən]
                reflection   [ri'flekʃən]
                inspection   [in'spekʃən]
                prediction   [pri'dikʃən]
                contradiction   [ˌkəntrə'dikʃən]

Like some other previous forms, the final
consonant /t/ of the stems is dropped be-
fore the added suffix.

j. -eption :   conception   [kən'sepʃən]
   /'epʃən/   reception   [ri'sepʃən]
                perception   [pər'sepʃən]
                apperception   [ˌæpər'sepʃən]
                deception   [di'sepʃən]

The morphophonemic change in this form
is rather remarkable. Let us see [kən'
si:v] and [kən'sepʃən]. First of all,
there is a change of phoneme: /i:/ be-
comes /e/, and secondly there is an as-
similation: the consonant /v/ becomes
/p/ when it is added before /ʃ/.

k. -sion /ʒən/:
                erosion   [i'rouʒən]
                corrosion   [kə'rouʒən]
                explosion   [iks'plouʒən]
                evasion   [i'veiʒən]
                persuasion   [pə'sweiʒən]
                dissuasion   [di'sweiʒən]
                invasion   [in'veiʒən]

After diphtongs the suffix is pronounced
/ʒən/

decision   [di'siʒən]
derision   [di'riʒən]
conclusion   [kən'klouʒən]
preclusion   [pri'klu:ʒən]
inclusion   [in'klu:ʒən]
provision   [prə'viʒən]

As the previous form, after vowels the
suffix is pronounced /ʒən/. The final
consonant of the stems is dropped before
/ʒən/. For example, [in'klu:d] must drop
its /d/ when it becomes [in'klu:ʒən] .

l. -ition :
/'iʃən/

prohibition   [ˌproui'biʃən]
exhibition   [ˌiksi'biʃən]
inhibition   [ˌinhi'biʃən]

Like in the previous forms, the final
consonant of the stems /t/ is dropped
after the suffixation.

composition   [ˌkɔmpə'ziʃən]
opposition   [ˌɔpə'ziʃən]
supposition   [ˌsʌpə'ziʃən]
exposition   [ˌikspə'ziʃən]
competition   [ˌkɔmpi'tiʃən]
repetition   [ˌripi'tiʃən]
addition   [æ'diʃən]

Some morphophonemic changes happen in this
form. First of all there is a   stress
shift, and secondly a change of phoneme.
For example, [kəm'pouz] undergoes a stress
shift (from the second to the third syl-
lable) and a change of phoneme (/ə/ be-
comes /ɔ/) in the process to become [ˌkɔm
pə'ziʃən].

m. -ation :
/'eiʃən/

operation   [ˌɔpə'reiʃən]
calculation   [ˌkælkju'leiʃən]
congregation   [ˌkəngri'geiʃən]

regulation	[ˌrigə'leiʃən]
percolation	[ˌpəːkə'leiʃən]
aggravation	[ˌægrə'veiʃən]
separation	[ˌsepə'reiʃən]
demonstration	[ˌdemən'streiʃən]
activation	[ˌækti'veiʃən]
hesitation	[ˌhesi'teiʃən]

This form comes from stems ending in /eit/. Some morphophonemic changes happen in this suffixation. Those are a stress shift and loss of phonemes. For example, in <u>operation</u> the primary stress moves from the first to the third syllable. The final consonant /t/ of the stem is dropped: ['ɔpəreit] - [ˌɔpə'reiʃən]

formation	[fɔː'meiʃən]
alteration	[ˌɔːltə'reiʃən]
valuation	[ˌvælju'eiʃən]
restoration	[ˌrestə'reiʃən]
reservation	[ˌresəː'veiʃən]
conservation	[ˌkɔnsə'veiʃən]
observation	[ˌɔbsəː'veiʃən]
consideration	[kɔnˌsidə'reiʃən]

This form is a little bit different from the previous ones in terms of the final consonant of the stems. In this form, the final consonant of the stems is not dropped before the suffix. However, there is still a morphophonemic change, that is a stress shift. We can find the same thing in <u>allegation</u> and <u>obligation</u>.

n. -cation :	classification	[ˌklæsifi'keiʃən]
/'keiʃən/	clarification	[ˌklærifi'keiʃən]
	codification	[ˌkɔdifi'keiʃən]
	specification	[ˌspesifi'keiʃən]
	amplification	[ˌæmplifi'keiʃən]
	qualification	[ˌkwɔlifi'keiʃən]

This form comes from stems ending in -ify. There is a change of syllabic vowel, that is /ai/ becomes /i/. A stress shift also happens in this suffixation.

o. -zation :   atomization   [ˌætəmai'zeiʃən]
   /zeiʃən/   humanization   [ˌhjumənai'zeiʃən]
                  centralization   [ˌsentrəlai'zeiʃən]
                  localization   [ˌloukəlai'zeiʃən]
                  legalization   [ˌlegəlai'zeiʃən]
                  modernization   [ˌmɔdənai'zeiʃən]

This form comes from stems ending in -ize /aiz/. In this suffixation the primary stress moves from the first to the fourth syllable.

From the limited data we have collected, we can draw some conclusions on the noun formation using the suffix -ion.

a. The suffix -ion has at least 12 forms or allomorphs:

1) /ʃən/. This form has three allographs:

      -ssion: expression, depression, impression

      -sion: extension, comprehension, subversion

      -tion: deletion, exertion, intention

2) /tʃən/: suggestion, digestion, congestion

3) /'juʃən/: repulsion, expulsion, compulsion

4) /'ʌlʃən/: repulsion, expulsion, compulsion

5) /pʃən/: inscription, absorption, irruption

6) /mpʃən/: resumption, consumption, redemption

7) /kʃən/: action, contradiction, inspection

8) /'epʃən/: reception, deception, perception

9) /ʒən/: erosion, invasion, decision, conclusion

10) /'iʃən/: prohibition, opposition, addition

11) /'eiʃən/: operation, regulation, separation

12) /'keiʃən/: specification, amplification

13) /'zeiʃən/: legalization, localization, humanization

b. The suffixation process is usually accompanied by
some morphophonemic changes, namely:

1) a loss of phonemes, e.g.,

express /iks pres/ - expression /iks preʃən/

The phoneme /s/ is dropped

2) a change of syllabic vowel, e.g.,

concede /kənsi:d/ - concession /kənseʃən/

3) synthesis, e.g.,

suggest /sədʒest/ - suggestion /sədʒestʃən/

The combination of /t/ and /ʃ/ produces /tʃ/.

4) assimilation, e.g.,

conceive /kənsi:v/ - conception /kənsepʃən/

5) a stress shift, e.g.,

compose [kəm'pouz] - composition [ˌkɔmpə'siʃən]

The primary stress moves from the second to the
third syllable. In this case, the stress shift is
caused by the evidence that the primary stress of
nouns ending in -ion always falls on the second
syllable from the back.

3. -ance

This suffix is quite productive in English word form-
ation. -ance has two allomorphs: /əns/ which is spelled -ance
or -ence and /ənsi/ which is spelled -ancy or -ency.

a. /əns/ : This suffix is strongly weakly stressed. For
the sake of spelling, it can be found in the
forms of -ance or -ence. It can be found af-
ter the following phonemes:

/d/:	abundance	[ə'bʌndəns]
	accidence	['æksidəns]
	accordance	[ə'kɔ:dəns]
	decadence	['dekədəns]
	dependance	[di'pendəns]
	diffidence	['difidəns]

confidence	['kɔnfidəns]
evidence	['evidəns]
guidance	['gaidəns]
impudence	['impjudəns]
residence	['rezidəns]
prudence	['pru:dəns]
incidence	['insidəns]
independence	[,indi'pendəns]
correspondence	[,kɔris'pəndəns]

For the forms consisting of two or three syllables, the primary stress usually falls on the first syllable, except those starting with the weak vowel /ə/. The forms consisting of four syllables usually get their primary stress on the third syllable.

/g/:		
	diligence	['dilidʒəns]
	emergence	[i'mə:dʒəns]
	effulgence	[e'fʌldʒəns]
	indigence	['indidʒəns]

There are also some words written in g, but pronounced differently:

extravagance	[iks'trævigəns]
elegance	['eligəns]

The word extravagance which starts with the prefix extra has its primary stress on the second syllable. It is maybe caused by the evidence that the prefix extra gets its primary stress on the second syllable.

/l/:		
	equivalence	[i'kwivələns]
	feculence	[fe'kju:ləns]
	indolence	['indələns]
	violence	['vaiələns]
	malevolence	[ma'ləvələns]
	exellence	['eksələns]
	balance	['bæləns]

/n/: abstinence [ˈæbstinəns]

prominence [ˈprɔminəns]

eminence [ˈeminəns]

dominance [ˈdɔminəns]

continence [ˈkɔntinəns]

maintenance [ˈmeintənəns]

/r/: abhorrence [əbˈhɔrəns]

adherence [ədˈhiərəns]

difference [ˈdifrəns]

hindrance [ˈhindrəns]

reverence [ˈrevərəns]

appearance [əˈpiərəns]

durance [ˈdjurəns]

remembrance [riˈmembrəns]

incoherence [ˌinkouˈhiərəns]

occurence [əˈkʌrəns]

forbearance [fɔːˈbɛərəns]

In this form we can find a morphophonemic change in the derivatives coming from the stems ending in -er, such as remember and hinder. These stems undergo a loss of phoneme /ə/ in becoming remembrance and hindrance.

/s/: absence [ˈæbsəns]

essence [ˈesns]

impuissance [imˈpjuisəns]

presence [ˈprezns]

malfeasance [mælˈfiːzəns]

Sometimes /s/ before /əns/ can be found in the following form:

acescence [əˈsesəns]

acquiscence [ˌækwiˈesəns]

evanescence [ˌiːvəˈnesəns]

excrescence [iksˈkresns]

efflorescence [ˌeflɔːˈresəns]

incandescence [ˌinkænˈdesns]

/t/: acquaintance [əˈkweintəns]

acquittance [əˈkwitəns]

substance	['sʌbstəns]
existence	[ig'zistəns]
distance	['distəns]
inadvertence	[,inəd'və:təns]
resistance	[ri'zistəns]
importance	[im'pɔ:təns]
impotence	[im'pətəns]
instance	['instəns]
incompetence	[in'kɔmpitəns]
inductance	[in'dʌktəns]

The following vowels can also be followed by /əns/, but they are very limited in number:

/i/:	dalliance	['dæliəns]
	experience	[iks'piəriəns]
	alliance	['æliəns]
/u/:	influence	['influəns]
	eloquence	['elɔkwəns]
	magniloquence	[mæg'niləkwəns]

b. /ənsi/: This suffix is weakly stressed. For the sake of spelling, it can be found in the forms of -ancy or -ency. Nouns using the suffix -ency or -ancy are more limited in number than those ending in -ance or -ence. /ənsi/ can be found after the following phonemes:

/t/:	expectancy	[iks'pektənsi]
	hesitancy	['hezitənsi]
	impotency	['impɔtənsi]
	existency	[ig'zistənsi]
	incompetency	[in'kɔmpitənsi]
	inconsistency	[in'kɔnsistənsi]
	inconstancy	[in'kɔnstənsi]
/dʒ/:	exigency	[ek'sidʒənsi]
	urgency	['ə:dʒənsi]
	emergency	['imə:dʒənsi]
	agency	['eidʒənsi]

The following phonemes can also be followed by /ənsi/, but they are very limited in number:

/u/:	fluency	['fluənsi]
/w/:	frequency	['fri:kwənsi]
/n/:	malignancy	[mæ'lignənsi]
/r/:	abberancy	[ə'bə:rənsi]
/b/:	absorbency	[əb'sɔ:bənsi]
	incumbency	[in'kʌmbənsi]
/d/:	dependency	[di'pəndənsi]
	tendency	['tendənsi]
/l/:	equivalency	[i'kwivələnsi]

Some stems can be added by both /əns/ or /ənsi/:

> aberrance - aberrancy
> dependence - dependency
> exellence - exellency
> impotence - impotency
> incompetence - incompetency

4. -ness

Like the suffix -ity which forms adjectives to nouns, -ness does the same thing. Both of them are very productive in English word formation. -ness only has one form and is pronounced /nis/. It can be added after the following phonemes:

/bl/:	acceptableness	[ək'septəblnis]
	accountableness	[ə'kauntəblnis]
	fallibleness	['fæləblnis]
	feebleness	['fi:blnis]
	capableness	['keipəblnis]

The stems of this form can also be added with the suffix -ity: acceptability, accountability, fallibility, capability. The difference between -ity and -ness is that the derivatives using the suffix -ness do not undergo any morphophonemic change.

/s/:	acrimoniousness	[,ækri'mounjuəsnis]
	barbarousness	['bɑ:bərəsnis]
	enormousness	[i'nɔ:məsnis]
	enviousness	['enviəsnis]

fastidiousness	[fæs'tidiəsnis]
garrulousness	['gæruləsnis]
auspiciousness	[ɔ:s'piəsnis]
cautiousness	['kɔ:ʃiəsnis]
conspiciousness	[kən'spikjuəsnis]
infectiousness	[in'fekʃəsnis]
ingeniousness	[in'dʒi:njəsnis]

The stem <u>garrulous</u> can also be added with the suffix <u>-ity</u> to become <u>garrulity</u>.

/v/:

abusiveness	[ə'bju:sivnis]
acquisitiveness	[ə'kwizitivnis]
adhesiveness	[əd'hi:sivnis]
elusiveness	[i'lu:sivnis]
exclusiveness	[iks'lu:sivnis]
excesiveness	[ik'sesivnis]
excursiveness	[iks'kə:sivnis]
extensiveness	[iks'tensivnis]
festiveness	['festivnis]
expensiveness	[iks'pensivnis]
decisiveness	[di'saisivnis]
incisiveness	[in'saisivnis]
impulsiveness	[im'pʌlsivnis]

Some stems of this form can also be added with <u>-ity</u>, such as <u>festivity</u>.

/d/:

absurdness	[əb'sə:dnis]
acridness	['ækridnis]
badness	['bædnis]
boldness	['bouldnis]
goodness	['gu:dnis]
gladness	['glædnis]
haggardness	['hægədnis]
hardness	['ha:dnis]
fetidness	['fetidnis]

The stem <u>absurd</u> can also be modified with <u>-ity</u> to become <u>absurdity</u>.

/t/:

abruptness	[ə'brʌptnis]
obsoleteness	['ɔbsəli:tnis]
accurateness	['ækjuritnis]
adequateness	['ædikwitnis]

	exactness	[ig'zæktnis]
	gauntness	['gɔ:ntnis]
	animateness	['ænimitnis]
	oppositeness	['ɔpəzitnis]
	appropriateness	[ə'proupriitnis]
	aptness	['æptnis]
	politeness	[pə'laitnis]
	completeness	[kəm'pli:tnis]
	definiteness	['definitnis]
	inertness	[i'nə:tnis]
	explicitness	[iks'plisitnis]
	innateness	[i'neitnis]
/i/:	balminess	['ba:minis]
	barminess	['ba:minis]
	daintiness	['deintinis]
	emptiness	['emptinis]
	fanciness	['fænsinis]
	business	['bizinis]
	happiness	['hæpinis]
	flabbiness	['flæbinis]
	gassiness	['gæsinis]
	gaudiness	['gɔ:dinis]
	gloominess	['glu:minis]
	hairiness	['hæərinis]

In this form there is a problem of spelling. Most of the stems end in _y_. This final _y_ is dropped and changed with _i_ when -_ness_ is added after the stems.

The following phonemes can also be combined with /nis/, but they are less frequent in number than the previous ones:

/n/:	barrenness	['bærənis]
	genuineness	['dʒenjuinnis]
	keenness	['ki:nnis]
/m/:	firmness	['fə:mnis]
/p/:	dampness	['dæmpnis]
/k/:	darkness	['da:knis]
/f/:	deafness	['di:fnis]
/ŋ/:	willingness	['wiliŋnis]

/ʃ/: garishness   [ˈgæriʃnis]
      harshness   [ˈhaːʃnis]

/θ/: smoothness   [ˈsmuːθnis]

-ness can also be added after words ending in -ful, -less, -some :

deceitfulness	[diˈsitfulnis]
eventfulness	[iˈventfulnis]
faithfulness	[ˈfeiθfulnis]
fearfulness	[ˈfiəfulnis]
fitfulness	[ˈfitfulnis]
gaintfulness	[ˈgeintfulnis]
harmfulness	[ˈhaːmfulnis]
hatefulness	[ˈheitfulnis]
endlessness	[ˈendlisnis]
faultlessness	[ˈfɔːltlisnis]
godlessness	[ˈgɔdlisnis]
helplessness	[ˈhɛlplisnis]
fearsomeness	[ˈfiəsəmnis]

-ness can also be added after compound words:

kind-heartedness
self-consciousness
matter-of-factness
up-to-dateness

Present and especially past participle may also take the suffix:

knowingness	[ˈnouiŋnis]
lovingness	[ˈlʌviŋnis]
feekingness	[ˈfiːliŋnis]
fixedness	[ˈfiksidnis]
preparedness	[priˈpɛədnis]
unexpectedness	[ˌʌniksˈpektidnis]
determinedness	[diˈtəːmindnis]

From the limited data we have collected, we can learn that the formation of words using the suffix -ness is much simpler than the previous ones we have discussed. Some of the stems using the suffix -ness have the same form with those ending in -ity, e.g.,

a. actable - actability
   able - ability
   feasable - feasibility

   acceptable - acceptablemess
   feeble - feebleness
   capable - capableness

   All the stems of the above examples end in -ble

b. congruous - congruity
   calamitous - calamity

   cautious - cautiousness
   envious - enviousness

   All the stems end in -ous.

c. active - activity
   absorptive - absorptivity

   abusive - abusiveness
   elusive - elusiveness

   All the stems end in ive

d. Even there are some forms which can be added by both
   -ness or -ity:

   acceptable: acceptability/acceptableness
   accountable: accountability/accountableness
   garrulous: garrulity/garrulousness
   absurd: absurdity/absurdness

5. -er

The occurence of the suffix is really in high frequency
in English word formation. The suffix is usually added after
the stems to form agent nouns. The commonest form of the suf-
fix is /ə*/, and it is unstressed. The allomorphs of the suf-
fix are /ə*/ and /ə:*/, but the latter is much less common
than the former. We can find the allographs of /ə*/ in -er,
-or, and -ar.

   a. -er /ə*/: This suffix can almost be attached to any
                English verb:
                   abrader   [ə'breid ə*]
                   abutter   [ə'bʌt ə*]

carrier	['kæriə*]
accuser	[ə'kju:sə*]
baker	['beikə*]
player	['pleiə*]
maker	['meikə*]
singer	['siŋə*]
keeper	['ki:pə*]
caretaker	[ˌkɛə'teikə*]

It can also be attached to certain nouns, such as:

banker	['bæŋkə*]
canvasser	['kænvəsə*]
hatter	['hætə*]
glover	['glʌvə*]

In this form the suffix is added after the stems without any morphophonemic change.

b. -or /ə*/: This form is added after English verbs, namely those ending in /t/:

abbreviator	[ə'bri:viəitə*]
abdicator	['æbdikeitə*]
abrogator	['æbrougeitə*]
acceptor	[ək'septə*]
accomodator	[ə'kɔmədeitə*]
captor	['kæptə*]
celebrator	['selibreitə*]

Some other phonemes which can be followed with -or:

sailor	['seilə*]
censor	['sensə*]
chancellor	['tʃa:nsilə*]
possesor	[pə'zesə*]

c. -ar /ə*/: This form is very limited in number and added after the stems of English verbs:

| beggar | ['begə*] |
| liar | ['laiə*] |

The form -eur /ə:*/ is originally from French, and it
is very limited in number:

chauffeur	[ʃou'fə:*]
chasseur	['tʃeisə:*]
accoucheur	[ə'kouʃə:*]
provocateur	[prə'vɔkətə:]

6. -al and -ment

Like -ion and -ance, the suffixes -al and -ment are
nominalization suffixes which form English verbs to English
nouns. Other verbs which cannot be formed into nouns by -ion
and -ance usually can be included into -al or -ment groups.

  a. -al. This suffix is more limited in number than the
    three others. But this suffix is quite signifi-
    cant, since the occurence of nouns using this
    suffix is quite frequent. This suffix is added
    after the following phonemes:

    /v/: arrival   [ə'raivəl]
       removal   [ri'mu:vəl]
       revival   [ri'vaivəl]
       approval   [ə'pru:vəl]
       upheaval   [əp'hi:vəl]

    There is no any morphophonemic change in
    this suffixation. For the sake of spel-
    ling, the final e of the stems is dropped
    when the suffix is added.

    /s/: disposal   [dis'pouzl]
       dispersal   [dis'pə:sl]
       dismissal   [dis'misl]
       refusal   [ri'fju:zəl]
       proposal   [prə'pouzəl]

    The formation of this form is like that
    of the previous one.

    /t/: acquital   [ə'kwitəl]
       recital   [ri'saitəl]

This suffix can also be added after long vowels or diph-
thongs, such as:

renewal	[ri'nju:əl]
withdrawal	[wiθ'drɔ:əl]
denial	[di'naiəl]
trial	['traiəl]
burial	['beriəl]
betrayal	['bitreiəl]

b. **-ment**. This suffix has a high frequency and wide dis-
tribution in its occurence. It can almost be
attached to any final phoneme of the verb stems.

abandonment	[ə'bændənmənt]
abasement	[ə'beismənt]
abashment	[ə'bæʃmənt]
abatement	[ə'beitmənt]
abridgment	[ə'bridʒmənt]
accompaniment	[ə'kʌmpənimənt]
acquirement	[ə'kwaiə rəmənt]

The suffixation is simple and without any
morphophonemic change.

Some stems beginning with prefixes **en-**, **im-**, and **in-**
can use this suffix in their noun formation:

enactment	[i'nækmənt]
encasement	[in'keismənt]
encirclement	[in'sə:klmənt]
encouragement	[in'kʌridʒmənt]
endorsement	[in'dɔ:smənt]
imperilment	[im'perilmənt]
imprisonment	[im'priznmənt]
improvement	[im'pru:vmənt]
impingement	[im'pindʒmənt]
infringement	[in'frindʒmənt]
installment	[in'stɔ:lmənt]
indictment	[in'daitmənt]
inducement	[in'dju:smənt]

The suffixation is simple in this form.
It is done without any morphophonemic
change.

There are at least seven suffixes of which the forms we have discussed. It would be more complete and interesting to discuss the forms of all the suffixes we have collected. Because the limited time and references, we find difficult to present the analysis of the forms of all those suffixes. We hope that the discussion of the seven above suffixes would be quite representative, since among those 86 nominalization suffixes there are not more than ten suffixes which are really productive. And as far as we know, those suffixes we have discussed in this chapter are among those which are really productive.

CHAPTER V

METHODS OF TEACHING
ENGLISH NOMINALIZATION SUFFIXES

There are several ways which we can use as an approach to enlarge the vocabulary of EFL students. One of them is focusing in form. Often students are not given guidelines for multipying the vocabulary they already know through recognition of related forms.[6] Many are not familiar with simple facts about word-formation which would help them to work out the meanings of apparently new words. They should become familiar with the changes of meaning resulting from the addition of prefixes and suffixes and from compounding, and with differences in syntactic function of identical or similar forms.[7]

Nominalization suffixes, as we discussed in the last chapter, are really significant in English word-formation. Students, therefore, should be taught to recognize the underlying and possibly familiar stems in words marked by nominalization suffixes, and to understand the grammatical and semantic function of these suffixes.

Here in this chapter, we are going to suggest some techniques of teaching some productive nominalization suffixes to be used as a means to enlarge the vocabulary of the students. The purpose of teaching is to show the students of how to use some of the most productive patterns of word-formation in modern English. This part of teaching is intended for:[8]

1. Intermediate learners who have mastered the basic sentence patterns of the language, and who need to increase their skill in handling and understanding English suffixes.

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6. Rivers, W.M. and Temperley. M.S., "Building and Maintaining an Adequate Vocabulary", <u>Forum</u>, vol XV, No 1, Jan 1977, p 3.

2. Advanced students who wish to confirm and deve-
lop their understanding of word-formation in Eng-
lish. ,

3. In Indonesia, this teaching can be intended for
those who are already in the University degree,
namely those of the English Department.

In·general, there are three main domains of learning
we should regard in teaching a certain item of a certain fo-
reign language:

1. The cognitive domain: It concerns with the under-
standing of the principles and rules of the i-
tems.

2. The psychomotoric domain: It deals with the mas-
tery of the patterns to be taught.

3. The affective domain: This domain concerns with
the presentation of the materials.

The cognitive domain can be done by giving explanation
of the subject. There are several ways we can use to explain
the rules and principles: definition, explanatory analysis,
demonstration, context, giving contrast and synonyms especial-
ly those the students have learned.

The psychomotoric domain implies various skills in.
learning a language, namely productive skills, which include
listening, speaking, reading, and writing. For the purpose of
psychomotoric domain, a work-book should provide a lot of ex-
ercises and practices. The forms of exercises can be both in
the oral and written forms. The written ones can be in the
forms of substitution drills, multiple choice, matching, true
or false, completion, and translation exercises.

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7. Idem.
8. Arthur, T.M., Using English Prefixes and Suffixes, Great
Britain, Second edition 1975, p.3.

The affective domain deals with the feeling of the students towards the subject. The subject should be presented in such a way, so that the students become interested in the subject. If the students are interested in the subject, they will progress rapidly. A work-book, therefore, should always try to maintain the students' interest or even to develop it. By making the lessons challenging, though not too difficult, the interest of their learning will not be killed.

In general, the procedure of teaching . nominalization suffixes will be presented in the following way:

1. Exposition: We can take the materials from the original extracts. In the exposition the students will find sentences containing words ending with the nominalization suffixes to be taught. It would be very ideal if we can find a short essay or other kinds of materials containing the suffixes we are concerning with. If not, we can use lose sentences to be used as an exposition. In the expostition the students should identify and analyze the suffix they are facing.

2. Explanation: It concerns with the cognitive domain. The ways to explain have been mentioned above.

3. Exercises: It cocerns with the psychomotoric domain. A lot of exercises will develop the skills of the students to use the patterns, if they are presented properly.

The Materials

Since there are 86 English nominalization suffixes, it is too difficult for this short thesis to cover all of them in this part of teaching methods. Moreover, among those 86 suffixes, not more than ten suffixes which are really productive. And since as far as we know, there is not yet a list of

frequency of English suffixes, we will select some of them
which we consider as really productive to be used as models
of teaching methods.

Among those 86 suffixes, there are only 15 ones we pre-
sent in the teaching methods. And those 15 suffixes are still
divided into several groups. Some groups are classified based
on forms, and some are based on meanings. The groupings will
be presented in the following way:

1. -er. -or, -ar
2. -ion, -ation, -ition
3. -ment, -ance, -al
4. -ness, -ity, -ty
6. -ship, -dom, -hood

A. -er, -or, -ar

1. Exposition

The following sentences are taken from Reader's Digest,
august 1979. After reading the sentences, the teacher can ask
the students to identify the underlined words. The students
can grasp the meanings of the words from the context.

1) In his youth he idolized his father, a general like him,
   a winner of the Conggressional Medal of Honor.

2) He regarded himself as one of the world's two great
   defenders of Christendom.

3) Gen. George E. Stratemeyer said that he was the greatest
   leader, the greatest commander, the greatest hero in
   America history.

4) During a planning conference for the invasion of Honshu
   in 1945, a briefing officer said that the surf on a
   certain beach was treacherous.

5) "Whenever I perform a mission and think I have done it
   well, I feel I can stand up squarely to my dad and say,
   'Governor, how about it?' ".

6) The signal for the raiders' attack was to be a . hand grenade hurled by a poilu.

7) As zero hour approached, the enemy, acticipating visitors, opened up with 40 batteries of heavily artillery.

8) McArthur told his driver to proceed.

9) In 1935, he returned to the Philipines as military adviser.

10) For nine hours he did nothing, a failure that still puzles both his supporters and critics.

In those sentences, the students find words ending with the suffix -er or -or. Before the explanation, the teacher can ask the students to find their bases and suffixes, and possibly their meanings.

2. Explanation

Explanation can be divided into two parts:

1. Explanation of the form. In the explanation of the form, the teacher explains the process of nominalization, what kind of stems which are modified, what kinds of morphophonemic change possibly happen, etc.

2. Explanation of the meaning. Here, the teacher explains or describes the meanings and functions of the suffixes and derivatives.

a. The Form

1) The suffix -er is added after verbs to form nouns:

bake	[beik]	baker	['beikə*]
hunt	[hʌnt]	hunter	['hʌntə*]
paint	[peint]	painter	['peintə*]
write	[rait]	writer	['raitə*]
support	[sə'pɔ:t]	supporter	[sə'pɔ:tə*]
manage	['mænidʒ]	manager	['mænidʒə*]
travel	['trævl]	traveller	['trævlə*]

From the above examples, we learn that _-er_ can be added to verb stems consisting of one or more syllables. There is no any morphophonemic change in this suffixation, and **the** suffix does not get any stress.

There is a little problem of spelling in the following examples:

. bake   baker
  manage   manager
  travel   traveller

In the verbs ending with _-e_, the final letter of the stems is deleted when the suffix -_er_ is added. So, we do not find doub-le _-e_ in the derivative forms, such as in _baker_ and _manager_. Sometimes we have also to double the final consonant of the verb stems, when before the final consonant we find a vowel, such as in _traveller_ and _flapper_.

2) _-or_ and _-ar_. _-or_ and _-er_ are considered as variants of _-er_. They are also added after verb stems.

collect   [kə'lekt]   collector   [kə'lektə*]
direct   [di'rekt]   direktor   [di'rektə*]
sail   [seil]   sailor   ['seilə*]
beg   [beg]   beggar   ['begə*]
lie   [lai]   liar   ['laiə*]

The difference between _-er_ and _-or_ or _-ar_ lies on the spelling, whereas their pronunciation is just the same.

3) _-er_ can also be attached to noun bases:

London   Londoner
Iceland   Icelander
New York   New Yorker
Maryland   Marylander

From the above examples we find that -er can be added to certain names of places, when:

a) there are two syllables in the place name: London.

b) certain city names and place description are used.

c) generally, when the names contain -land: Iceland.

4) Other nouns can also be added with -er

bank	[bænk]	banker	['bænkə*]
hat	[hæt]	hatter	['hætə*]
glove	[glʌv]	glover	['glʌvə*]

b. The Meaning

1) -er is freely used to form agent nouns from verbs:

. a hunter: a person who hunts .....

a painter: a person who paints.

a writer: a person who writes.

2) It also denotes persons following a regular trade or

profession:

a bookseller: a person who sells books.

a bricklayer: one who lays bricks.

3) -er which is added to a noun denotes a person engaged

in trade or profession:

a banker: one who works in a bank.

a hatter: one who sells or makes hats.

4) -er also denotes personal nouns derived from nouns:

a Londoner: one who comes from London.

a New Yorker: one who comes from New York.

a villager: one who comes from a village.

3. Exercises

a. Complete the following sentences with the proper nouns!

Ex: He paints some beautiful pictures. He is a painter.

1) He is a man who bakes bread. He is a ....
2) His profession is to write some news. He is a ....
3) He likes to hunt animals in the jungles. He is a .....
4) He is nominated to govern this district. He is a .....
5) He is an artist who composes some music. He is a .....
6) Jono leads a group of singers. He is a ......
7) She sells some fruits in the market. She is a........
8) He likes to ride a horse during the vacation. He is a ...
9) Deddy acts very well in the play. He is a good ....

10) Taty learns to <u>dance</u> every afternoon. She wants to be
 a good ....

11) His work is to guard and clean the <u>garden</u>. He is a ...

12) Johny <u>smokes</u> a lot of cigarettes per day. He is a ....

b. <u>Complete the following sentences</u> !

1) He comes from London. He is a ......

2) She comes from Iceland. She is a ....

3) He comes from Queensland. He is a ......

4) They come from from Maryland. They are ......

5) He is from New Zealand. He is a ....

6) She belongs to the Lowland. She is a ....

7) They are from Midland. They are ....

8) He is a native of Dublin. He is a ....

9) They come from Berlin. They are ....

10) She is a native of New York. She is a ......

11) They live in the village. They are ....

12) They come from foreign parts. They are ....

c. <u>Find the words listed in the second column which have a</u>
 <u>relation with the words of the first column</u> !

governor	books
actor	pictures
composer	president
driver	drama
examiner	car
farmer	test
fighter	rice
reader	battle
reporter	television
smoker	music
painter	cigarettes

d. <u>Fill each blank with an agent noun related to the verb in</u>
 <u>each sentence</u> !

1) A person who suffers is a ....

2) A person who translates is a ....

3) A person who smokes is a ....

4) A person who lies is a ....

5) A person who teaches is a ....

6) A person who sings is a ....

7) A person who farms is a ....

8) A person who preaches is a ....
9) A person who dances is a ....
10) A person who composes music is a ......
11) A person who collects money is a ......
12) A person who directs a play is a ......
13) A person who leads others is a ....
14) A person who prints books is a ....
15) A person who reports news is a ....
16) A person who manages a business is a ..
17) A person who drives a car is a ....
18) A person who employs people is a ....
19) A person who invents things is an .....

e. **Find the roots and suffixes of the following words, and make a sentence with each of the words !**

conqueror	defender
duster	examiner
helper	preacher
liar	receiver
lighter	reminder
manufacturer	rider
miner	robber
owner	ruler
performer	runner
sailor	shipper
trader	supplier

B. **-ion, -ition, -ation**

1. **Exposition**

The following extract taken from Reader's Digest can be used to show the patterns of -ion and its variants.

Placebos: Not just "In the Mind"

Placebos, sugar pills masquerading as medicine, produce dramatic results in about one-third of patients with pain. That result is usually dismissed as a purely psychological reaction, "all in the mind". But now a study, outlined by Dr. Jon Levine of the University of California, San Fransisco, at the Second World Congress on Pain, in Montreal, shows otherwise.

In many patients, the placebo triggers the

brain to release pain - fighting chemicals called
endorphins recently discovered natural painkillers,
similar to morphine. Relief depends on one's <u>expect-
ation</u>, and to that extent it may be psychological
- but the <u>suppression</u> of pain is real.

The study was conducted on 50 dental patients
who had teeth pulled. About one-third of the sub-
jects reported decreased pain after being injected
with a placebo. But the benefit uniformly disap-
peared following <u>injection</u> of naloxone (a **sub-**
tance known to block the <u>action</u> of morphine and re-
lated drugs), indicating that the placebo had trick-
ed the brain into producing endorphins. The <u>inject-
ion</u> of naloxone had no effect on those who were not
helped by the placebo._AP

The students should identify the underlined words of the above
reading. The teacher can take the words and ask the students
to analyze them by separating the affixes from the bases. And
he also asks the students to find their meanings, which they
can guess from the context.

2. <u>Explanation</u>

a. <u>The Form</u>

In the explanation of the form, we can use the analysis
we did in the discussion of the form in chapter IV.

1) <u>-ion</u> is added to a large number of verbs, many of them
are of Latin origin . Those verbs are:

- usually verbs consisting of more than one syllable.
  The first syllable is usually an unstressed pre-
  fix.

- ended in spoken consonants (sometimes with a writ-
  ten '<u>e</u>')

When <u>-ion</u> is added to the verbs, there must be some morpho-
phonemic changes. There are also some changes in spelling .

depress [di'pres]   depression [di'prʃən]
extend [iks'tend]   extension [iks'tenʃən]

digest   dai'd est   digestion   di'd est n

commit   k 'mit   commision   k 'mi n

The following chart of Tom McArthur in his 'Using Englsih Pre-
fixes and Suffixes' describes well the distribution of -ion
in its formation with other verbs.

ss - ssion /ʃən/	de - (s)sion /ʃən/	t - tion /tʃən/
express/expression	concede/concession	suggest/suggestion
depress	recede	digest
compress	proceed	ingest
suppress	extend/extension	congest
impress	expand	
	comprehend	
	apprehend	

t - s(s)ion /ʃən/	t(e) - tion /ʃən/	d - tion /ʃən/
admit/admission	delete/deletion	intend/intension
commit	complete	contend
submit	assert	attend
convert/conversion	exert	
subvert	insert	

ve - ution/'juʃən/	ute - ution /'juʃən/	el - ulsion /'ʌlʃən/
evolve/evolution	attribute/attribution	propel/propulsion
devolve	contribute	repel
solve	distribute	compel
dissolve	constitute	expel
absolve	substitute	

b(e) - ption /pʃən/	pt - ption /pʃən/	m(e) - mption /mʃən/
inscribe/inscription	erupt/eruption	resume/resumption
describe	corrupt	consume
prescribe	disrupt	presume
subscribe	irrupt	redemp/redemption

ct - ction /kʃən/	de - sion /ʒən/	eive - eption/'epʃən/
act/ action	erode/erosion	conceive/conception
tract	corrode	receive
connect	explode	perceive
predict	persuade	deceive
	decide/decision	
	deride	
	conclude	

To understand the above chart, the students can be asked to form nouns by adding -ion to the following verbs:

act	attract	correct
admit	collect	decide
adopt	confuse	describe
associate	congratulate	direct
attend	connect	discuss

2) -ation. There are four groups of verbs which get -ation to form nouns:

- Verbs ending in -ate, which drop 'e' and add -ion. This formation is rather regular.
- Verbs ending in -ify, which drop their 'y' and add with -ication.
- Verbs ending in -ize, which drop 'e' and add with -ation.
- A small number of verbs, whose formation with -ation is rather arbitrary.

Look at the following chart of McArthur:

'ate - ation /'eiʃən/	+ation
'operate/operation	form/formation
calculate	alter
'regulate	restore
demonstrate	value
'separate	reserve
congregate	conserve
'activate	observe
	consider
	allege/allegation
	oblige
'ify - ification /ifi'keiʃən/	ize - ization /ai'zeʃən/
classify/classification	atomize/atomization
'clarify	humanize
specify	centralize
	localize

To practice the suffix _-ation_, the students can be asked to form nouns with that suffix to the following verbs:

combine	qualify
explore	multiply
imagine	centralize
percolate	simplify
aggravate	falsify
hesitate	symbolize

3) _-ition_. There are only two groups of verbs which can be added by _-ition_ to form nouns:

- most verbs ending in -it.

- some verbs listed in the following chart.

it - ition /'iʃən/	+ition
prohibit/prohibition	compose/composition
exhibit	oppose
inhibit	suppose
	expose
	compete
	repeat
	add

Please add _-ition_ to the following verbs to form nouns:

add	compete
oppose	compose
decide	

From the above chart, we can find that to form nouns by adding suffixes _-ion_, _-ation_, _-ition_, some morphophonemic changes should often be made. For example:

evolve /i'vɔlv/ - evolution /ˌivə'lu:ʃən/

We see that in the derivative _evolution_, the primary stress lies on the third syllable. Whereas in the stem _evolve_, the primary stress lies in the second syllable. This stress shift also causes the existence of phoneme /u:/ in the new derivative.

b. The Meaning

1) Most of nouns ending in -ion, -ation, and -ition have the meaning of an action, process, state, or condition.

confusion: the condition of being confused.

education: the action or process to educate.

isolation: the state or condition of being isolated.

negotiation: the process of negotiating.

direction: the action to direct.

2) Those suffixes also form nouns denoting the result of an action:

description: the result of one's describing.

composition: the result of one's action to compose something.

pronunciation: the result of one's action to pronounce something.

3. Exercises

a. Complete the following sentences with the proper nouns.

Ex: He interrupted the meeting. We did not like the interruption.

1) You should act honestly in front of others. Your ..... will be appreciated by other people.

2) The servant opened the door and admitted me to enter the house. She gave the ...... reluctantly.

3) I like your methods of teaching and shall adopt them in my school. But the ..... should be admitted by the supervisor.

4) The disease infected many people. We were afraid of the. ....

5) She assumes that we shall help. Her ...... is correct.

6) I began to associate with them last year. I benefit much from my .... with them.

7) The film attracts a lot of people. It has much .... for them.

8) I have a task to collect money from the community. The .... will be given to the poor.

9) They <u>distributed</u> the food. The .... was considered fair.

10) They <u>substituted</u> one thing for another. The .... was done quickly.

11) I would like to <u>suggest</u> it to him. But my .... is not accepted.

12) He is <u>correcting</u> the students' works. The .... should be submitted next week.

13) He tried to <u>imitate</u> his work. But the .... was not very similar.

14) He <u>decided</u> to go away. His .... was accepted by the authorities.

15) The meeting is trying to <u>solve</u> the problem. The .... will be announced later.

b. Complete the following sentences with nouns using -ation or -ition !

Ex: He <u>hesitated</u>; his hesitation surprised me.

1) The Government is trying to <u>apply</u> the modern technology. But many people do not agree with the ....

2) They <u>competed</u> to get the championship. The .... attracted a lot of people.

3) She <u>added</u> the numbers together. The .... was correct.

4) We are going to <u>classify</u> the materials into several parts. The .... will take a long time.

5) The students are busy to <u>compose</u> an essay. The .... will be submitted later today.

6) They <u>separated</u>; their .... was unfortune.

7) He <u>demonstrated</u> how to use the machine. The ...... was interesting.

8) The Government is <u>exploring</u> the area. The .... costs very expensive.

9) The children learned to <u>pronounce</u> the difficult phoneme. Their ..... is not yet good.

10) He has <u>resigned</u> from his office. The .... will be announced later.

11) They <u>oppose</u> any change. Their ...... was surprising.

12) She <u>altered</u> the dress; the .... improved it.

c. Insert the right noun for the following sentences. The stems for the noun-formation are available in the right column.

1) The .... of the town by an earth-
   quake was serious.
2) The aircraft was flying in a northerly
   ....
3) I enjoyed all his novels with the .....
   of his last.
4) The .... of Soviet influence in Cuba
   is considered serious by the United
   States.
5) He sets us a good example for ....
6) He went to Paris with the ....
   learning French.
7) Numerous .... have prevented me from
   finishing the work.
8) He had sent out some .... to a dinner
   party.
9) He has published his ...... on bird life
   in the Antartic.
10) He is engaged in the .... of a new
    club.

direct

invite

destruct

extend

organize

interrupt

except

intend

observe

d. <u>Matching. Find the synonym of the following words!</u>

1) admiration	test
2) application	synthesis
3) classification	grouping
4) combination	wonder
5) composition	request
6) examination	purpose
7) imagination	proposal
8) suspicion	doubt
9) suggestion	reprint
10) reproduction	fancy
11) reflection	permit
12) possession	thought
13) omission	writing
14) intention	tendency
15) direction	defect
16) permission	ownership

e. <u>Make sentences with the following words !</u>

confusion   population
congratulation   production

connection	protection
correction	recognition
decision	separation
division	situation
education	translation
election	preparation
objection	information
operation	multiplication
persuasion	recommendation
repetition	explosion

C. -ment, -al, -ance, -ancy

1. Exposition

The following sentences used as exposition are taken from Reader's Digest. The students should identify and study the underlined words.

1) Will you grant me a few days' absence ?

2) He looked at me in astonishment.

3) Those who set out from Europe and America in the middle of 19th century still went with an outstanding ignorance about China and its people.

4) A stumbling donkey in the Caravan of photographic equipment could shatter weeks of work.

5) Inspired lines from a driver licence manual : " Every child is a human caution sign."

6) One word of criticism:" I thought your performance was a little fortissimo."

7) The preacher assumed that judgment is not executed in this world.

8) To preserve for a short time is so conspicuous an appearance before the world, he is content to eat dust before the real masters behind the throne.

9) Hundreds of soldiers presenting arms with the muzzles of their muskets pointed downward in a ceremonial signal of surrender.

10) Censors ban practically all <u>references</u> to a staggering

range of subjects - including fires, epidemics, downings,

and car accidents, unless they occur in the west.

The teacher can lead the students to analyze the under-
lined words by separating the suffixes from the bases. Final-
ly they will find the suffixes <u>-ment</u>, <u>-al</u>, <u>-ance</u>, and <u>-ence</u>.

2. <u>Explanation</u>

a. <u>The Form</u>

1) <u>-ment</u>. Most of the words that take the suffix <u>-ment</u> o-
riginally belong to the class of verbs, consisting of one to
three syllables.

appoint	[ə'pɔint]	appointment	[ə'pɔintmənt]
judge	[dʒʌdʒ]	judgment	['dʒʌdʒmənt]
conceal	[kən'si:l]	concealment	[kən'si:lmənt]
imprison	[im'prizn]	imprisonment	[im'priznmənt]

Those examples describe that the addition of the suffix <u>-ment</u>
does not produce any morphophonemic change, except some cer-
tain words, e.g.,

advertise ['ædvərtaiz] - advertisement [æd'vətizmənt]

The formation of advertisement produces gradation, that is
the stress shift which also causes the change of phoneme.

The spelling, in general, does not present any change.
For the suffix <u>-ment</u>, spelling is not a problem, since it can
be added after the stem without any change. Some changes can
only be found in some certain words, such as:

embody + ment - embodiment

argue + ment - argument

2) <u>-al</u>. This suffix is used to form nouns from verbs. Usual-
ly, the verb stemshave two syllables:

arrive	[ə'raiv]	arrival	[ə'raivəl]
dispose	[dis'pouz]	disposal	[dis'pouzl]
deny	[di'nai]	denial	[di'naiəl]

The addition of <u>-al</u> to the stems does not produce any mor-

phophonemic change. There are only some problems of spelling, such as:

> arrive - arrival
> dispose - disposal
> disperse - dispersal

In the above examples, we find that the final 'e' is deleted when the suffix -al is added. Some certain words have an exception:

sign [sain] - signal ['signɔl] : There is a morphophonemic change: /ai/ becomes /i/.

try - trial : a change in spelling: 'y' becomes 'i'.

3) -ance, -ence. These suffixes are quite productive   in English word-formation. They are also used to form nouns from verbs.

utter	['ʌtə*]	utterance	['ʌtərəns]
resist	[ri'zist]	resistance	[ri'zistəns]
admit	[əd'mit]	admittance	[əd'mitəns]
differ	['difə*]	difference	['difrəns]
exell	[ik'sel]	exellence	['eksələns]
confide	[kən'faid]	confidence	['kənfidəns]

The difference between -ance from -ence lies mostly on their spelling. whereas their pronunciation is just the same. Some verbs having the suffix -ence undergo some morphophonemic changes.

['difə*] - ['difrəns]: There is a loss of phoneme.

[ik'sel] - ['eksələns]: There is a gradation, that is /i/
> becomes /e/ and a stress shift.

[kən'faid] - ['kənfidəns]: There is also a gradation, that
> is a stress shift which also causes
> a change of phoneme.

4) -ancy, -ency. These suffixes are the extended forms of -ance and -ence.

expectancy   [iks'pektənsi]

hesitancy	['h ezitənsi]
malignancy	[mæ'lignənsi]
abberancy	[ə'bə:rənsi]
impotency	['impɔtənsi]
existency	[ig'zistənsi]
inconsistency	[in'kɔnsistənsi]
urgency	['ə:dʒənsi]
fluency	['fluənsi]

b. The Meaning

1) -ment. This suffix is added to verbs to form nouns expressing action or process:

> development: The development of that country can be used
> > as an example. (the process to develop)

- It sometimes denotes the concrete result of an action.

> agreement: We are still waiting for an agreement. (the
> > result of the process to agree)

> improvement: Is there any improvement ? (the result of
> > am effort to improve)

- -ment is sometimes really passive in meaning:

> bewilderment: being bewildered

> fulfilment: being fulfiled

2) -al.

. - Most of the words having the suffix -al denote   the meaning of action:

> refusal: His refusal to follow the course (his action to
> > refuse)

> removal: His removal to another town (his action to re-
> > move)

> denial: I do not like his denial of his guilt. (the act-
> > ion to deny)

- Some of the verb stems come from French origin:

> approval (approver), arrival (arriver), recital (reciter),

> refusal (refuser), revival (revivre)

3) -ance, -ence.

These suffixes are added to some verbs to form nouns
denoting an action:

 utterance: His utterance is not clear. (the way to utter,

    the way of speaking)

 obedience: Soldiers act in obedience to the orders of

    their superiors (they are in action to obey)

 interference: His interference in their business is not

    yet appreciated. (His action to interfere)

3. Exercises

a. Add the correct endings to the following verbs (-ance,
-ence, -ment, -al)

bestow	perform
renew	assist
forbear	acknowledge
develop	rely
commit	bury
betray	refuse
ally	invest
interfere	inherit
improve	manage
assign	require

b. Find the bases (stems) and the suffixes of the following
words!

arrival	hindrance
recital	imprisonment
attendance	government
amazement	requirement
resistance	deliverance
embarkment	dismissal
disposal	denial
trial	disappearance
proposal	remittance
endurance	occurence

c. Complete the following sentences with the right nouns !

 Ex: He appointed a new manager. The appointment interested

  us.

1) They <u>entertained</u> a good play. We were interested in the
   т...............
2) He has <u>advertised</u> his products. The .... can be
   seen in that magazine.
3) He <u>encoureged</u> the students. The .... helped a lot
   the students in their exam.
4) He <u>improved</u> his methods of teaching. The .... makes
   the students able to understand.
5) They <u>judged</u> the matter carefully. Their ..... impressed
   us.
6) His father <u>treated</u> him nicely. His ...... makes the
   child happy.
7) The animal <u>moved</u> quickly. I could hardly see the .....
8) He <u>stated</u> his opinion. His .... surprised us.
9) He <u>retired</u> from his office. His .... made the o-
   thers confused.
10) They <u>concealed</u> the fact. The .... worried us.

d. <u>Complete the following sentences with the proper nouns</u> !

1) He <u>denied</u> his guilt. His ...... worried us.
2) She <u>refused</u> his offer. Her ...... makes him sad.
3) He did not <u>approve</u> their suggestion. They really needed
   his ....
4) He will <u>arrive</u> at five o'clock. We are waiting for his
   ....
5) He will <u>recite</u> his last poems this evening. Many people
   will come to see the ....
6) They <u>disposed</u> of the rubbish. The .... of the rubbish
   delighted us.
7) They <u>tried</u> to repair the machine. Their .... was not
   successful.
8) They <u>proposed</u> a new method. Their .... was not ac-
   cepted.
9) They <u>withdraw</u> the offer. The .... astonished us.
10) He <u>acquitted</u> the prisoner. The prisoner's .... as-
    tonished everybody.

e. <u>Complete the following sentences with the proper nouns</u>!

1) He has <u>abundant</u> food and drink. The food and drink are
   in ....
2) She <u>grieves</u> for the failure in the exam. Her ...... is
   quite serious.
3) He was <u>annoyed</u> because the dinner was badly cooked. This

.... made his wife sad.

4) She <u>resists</u> against his father. But her .... does not change his decision.

5) The last word he <u>uttered</u> was rather ambiguous. His ...... made us confused.

6) He did not <u>appear</u> in the meeting. His ...... would be very important.

7) The father <u>admitted</u> his son to go out. His ..... made the son happy.

8) I always <u>attend</u> his lecture. My .... will help much my report.

9) You should not <u>disturb</u> the patient. Your .... will make his illness even worse.

f. <u>Matching</u>. Find the synonyms of the words listed in the left column! The synonyms are available in the right column.

1)
advertisement	date
agreement	plans
argument	dealing
arrangement	performance
judgment	revision
management	progress
development	consolation
encouragement	public announcement
entertainment	reasoning
improvement	accordance
appointment	decision

2)
denial	performance
approval	affirmation
trial	change
arrival	suggestion
recital	repulsion
revival	deceit
bestowal	rejection
upheaval	coming
withdrawal	revification
dismissal	attempt
proposal	giving
betrayal	retreat

3)
grievance	obstruction
riddance	guarantee
forbearance	rescue

hindrance	favour
circumstance	loyalty
insurance	disunion
reliance	trust
preference	sadness
endurance	situation
dissonance	trouble
obedience	patience
disturbance	fortitude

D. -ness, -ity, -ty

1. Exposition

Read the following extracts! Identify the underlined words!

Notes from all over

Flowers are favorite gift. But, for the giver, good intentions may not always be enough, since certain flowers convey particular sentiments in certain countries.

Roses are perfect everywhere. White lilies are also popular; but in China, India and European countries, they are sent mostly as memorial tributes. In Brazil, purple flowers are predominant for funerals. The collor yellow France, however, suggests infidelity. And in Rusia, a yellow flower can be a sign of disrespect to a woman.

(Betti Logan in Long Island, N.Y., Newsday)

Laughter, the Best Medicine

An Irish beggar was sitting on the sidewalk expounding in a most eloquent manner. A well-dressed couple walked by. "May that blessin' of the Lord which brings love and joy and prosperity and all manner of happiness follow you for all the days of your lives," said the beggar. The couple walked on without a pause, and the beggar yelled after them,"An' never overtake you! "

(Dan Carlinsky in Modern Maturity)

Questions

1) What are the bases of the words infidelity and prosperity ?

2) What are their suffixes ?

3) What is the base of happiness?

4) What is its suffix?

5) What are the meanings of the following words:

infidel	infidelity
prosperous	prosperity
happy	happiness

6) How do you form nouns from adjectives <u>particular</u> and <u>pop-ular</u>?

These questions can be used by the teacher to lead the students to the problem we are going to deal with.

2. <u>Explanation</u>

a. <u>The Form</u>

1) <u>-ness</u>. It can be added to several types of adjectives. Please see the following chart.

predicative adj + ness	present participle + ness	past participle + ness
alive/aliveness alone aloof aware	knowing/knowingness loving feeling	fixed/fixedness prepared unexpected
compound adj + ness	other adjectives + ness	
kind-heartedness self-consciousness up-to-dateness	bitter/bitterness black clean clear glad	

- <u>-ness</u> can be added to one type of adjectives, that is predicative adjective. A predicative adjective is an adjective whose position in a sentence is after that of the intransitive verb.

alive [ə'laiv] + ness = aliveness [ə'laivnis]
alone [ə'loun] + ness = aloneness [ə'lounnis]

- <u>-ness</u> may be added to present, and especially past participles:

knowing ['nouiŋ] + ness = knowingness ['nouŋnis]

loving ['lʌviŋ]+ ness = lovingness ['lʌviŋnis]

fixed   ['fikst] + ness = fixedness ['fikstnis]

prepared ['pri'peəd] + ness = preparedness [pri
                                              ['peədnis]

-- -ness is added to almost any adjective:

bitter ['bitə] + ness = bitterness ['bitərnis]
blackness [blæk] + ness = blackness ['blæknis]
clean [kli:n] + ness = cleanness ['kli:nnis]
clear [kliə] + ness = clearness [kliərnis]

-- -ness may also be added to compound adjectives:

kind-heartedness
self-consciousness
up-to-dateness

From the above explanation, we learn that the addition of -ness to some stems does not produce any morphophonemic change. The stress of the derivatives lies the same on that of the stem forms.

There is only a problem of spelling. For words ending in -y, this final letter should be substituted with -i before the suffix -ness: busy = business. Look at the following chart:

+ ness	y + ness = iness
full / fullness	lazy / laziness
glad	dirty
loving	early
large	empty
fixed	friendly
	heavy
	noisy
	shady

2) -ity. This suffix is used to form nouns from adjectives ending in -able, -ible, -al, -ar, -ic, -ous. Look at the following chart.

ble – bility	al – ality	ar – arity
able / ability possible capable visible readable .	special / speciality equal original national formal sentimental	popular / popularity regular similar

ic – icity	ous – ty	+ ty
electric/electricity historic eccentric	atrocious/atrocity audacious congruous conspicuous	certain/certainty cruel safe

Words in -ity have their stress on the third syllable from the last. This means that there is a change of stress. And as a result it is often followed with a change of phoneme. Look at the following examples:

    able ['eibl] + ity = ability ə'biliti
    noble ['noubl] + ity = nobility [nou'biliti]
    visible ['vizibl] + ity = visibility [vizi'biliti]
    equal ['i:kwəl] + ity = equality [i:'kwɔliti]
    popular ['pɔpjulə']+ ity = popularity [ˌpɔpju'læriti]
    certain ['sə:tn] + ty = certainty ['sə:tənti]
    safe [seif] + ty = safety ['seifti]

We learn that some morphophonemic changes happen in several words of the above examples:

- There is a gradation in ability:

['eibl] – [ə'biliti] : /ei/ becomes /ə/, and the stress is shifted from the first to the second syllable.

- There is a stress shift in nobility:

['noubl] – [nou'biliti] : The stress is shifted from the first to the second syllable.

b. The Meaning

Both -ness and -ity have similar meanings. Words ending in -ness or -ity suggest a state, condition, or the quality

described by the adjective, or thing having this quality.

<u>plasticity</u>: state of being plastic.

The plasticity of this substance makes it possible to be shaped into different forms.

<u>consciousness</u>: state of being conscious.

The accident has caused him to loose consciousness for several minutes.

<u>happiness</u>: state of being happy.

The death of her child seems to have ended her happiness.

<u>plurality</u>: state or condition of being plural

The cultural plurality of our country often presents serious problems for the government.

3. <u>Exercises</u>

a. <u>Complete these sentences with nouns ending in -ness!</u>

Ex: He is <u>ill</u>. His illness is not serious.

1) This apartment is very <u>clean</u>.│ The .... of it makes comfortable.

2) Your explanation on that problem is not <u>clear</u>. The ... . of the explanation is rather ambiguous.

3) Don't be foolish to do such a silly thing. Your ...... will lead you in a trouble.

4) We should study in the morning when we are still <u>fresh</u>. Our ...... makes us easier to concentrate.

5) He is really a <u>great</u> man of poetry. His ...... is very famous.

6) The family is very happy. Their ...... can be seen in their daily life.

7) This professor is very <u>kind</u> to the students. His ..... is very well appreciated by everybody.

8) Some people feel <u>lonely</u> when they are away from home. They try to forget their .... by being always busy.

9) Everyone should be <u>polite</u> in front of public. Our .... will be appreciated by everyone else.

10) This book is so <u>thick</u> that I am afraid to read it. Moreover the ..... of it makes the price expensive.

b. <u>Complete the following sentences with nouns using the suffix -ity</u> !

1) Everyone should be <u>able</u> to pass the exam. This ....
is only one of all the conditions.

2) Those who are <u>active</u> will be selected for the team.
Their .... is really needed.

3) We are not yet <u>certain</u> that he will arrive this evening.
We are waiting for the .... on his arrival.

4) The father is very <u>cruel</u> towards his children. His ...
.... makes the children do not respect him.

5) A bright student is one who is <u>curious</u>. His ...... forces
him to study.

6) Up to now the lessons are not <u>difficult</u>. May be the ..
.... will come later.

7) The wedding ceremony was very <u>formal</u>. The ...... makes
the ceremony rather solemn.

8) My grandmother is very <u>generous</u>. Every day a lot of beg-
gars come to her for her ....

9) Parents are <u>responsible</u> for the education of their chil-
dren. Their .... is not only at home, but also in
the outside.

c. <u>True or false</u>. Say <u>true or false about the word-formation
of the underlined words found in the following sentences</u>!

1) There are some people who feel skeptical about the <u>pos-
sibility</u> of success, and others who feel certain.

2) The resulting <u>unity</u> of all elements gives the classic
wayang its <u>greatness</u>.

3) In <u>realness</u> the artistic aspect is only of the several
elements of wayang.

4) The classic wayang is of an artistic <u>greatty</u> we can be
proud of.

5) Every wayang story has at least one principle event which
symbolizes a hidden spiritual truth and dramatize the
struggle to reach perfection and <u>pureness</u> in life.

6) Everything is arranged displayed in harmonious fashion,
revealing harmonious colors, and the brilliance of the
setting is most impressive <u>witness</u>.

7) We are doubtless for the <u>originalness</u> of the book writ-
ten by Empu Kanwa during the reign of King Erlangga.

8) Their aim is to find the universal truth hidden behind
the <u>particularities</u> that surround and confuse us.

9) Besides his body, man has still another element, which
the source of three <u>capablenesses</u>: thinking, feeling,
and will.

10) When four character traits (wisdom, courage, pureness, and humility) have joined harmoniously in an individual's being and become one, penetrated the whole personality, entering his very bones and flesh, then that individual possesses what is called in Indonesian 'budi luhur', greatty.

11) If this became a habit, it would lead to modestness and would stamp out greed and snobbishity.

12) The aptness of the attributions is often hilarious and must make the ears of the victim burn.

13) Rushing up to them, he embraced his murdered father and lost consciousity from the horror of the scene.

14) "Will nothing beyond your capacity: there is wicked falsity in those who will beyond their capacness."

15) Prestige, position, medals, and luxury may make one find happiness, but, misused, bring disaster with them.

d. Give the proper noun suffix for the following adjectives!

original	rapid
peculiar	real
lonely	regular
poor	prompt
mad	reasonable
mild	rude
popular	royal
public	sick
neat	safe
pale	slow
punctual	smooth
polite	pure

e. Find the suffixes and bases of the following words!

softness	equality
ability	formality
activity	generosity
stiffness	awkwardness
strangeness	bitterness
thickness	blackness
certainty	honesty
cruelty	cleanness
idleness	loyalty
curiousity	modesty
happiness	clearness
difficulty	morality

f. <u>Multiple choice. Choose the right translation of the fol-
lowing words!</u>

  1) bitterness: a) kekejaman b) kebencian c) kepahitan

  2) certainty: a)kepastian b)kemungkinan c)keharusan

  3) brightness: a)kekebalan b)kekuatan c)kecerdikan

  4) difficulty: a)kecelakaan b)kesukaran c)kesalahan

  5) greatness: a)keagungan b)kemahiran c)keajaiban

  6) cruelty: a)ketakutan b)kekerasan c)kekejaman

  7) readiness: a)kesiap-siagaan b)kekalutan c)kebaikan

  8) possibility: a)keharusan b)kepastian c)kemungkinan

  9) suddenness: a)kelambatan b)kemendadakan c)kecepatan

10) rapidity: a)ketepatan b)kecepatan c)kepergian

11) kindness: a)kebaikan b)kelembutan c)kelalaian

12) plurality: a)kebebasan b)keaneka-ragaman c)kesatuan

E. <u>-ship, -hood, -dom</u>

1. <u>Exposition</u>

  <u>Identify the following words !</u>

friendship	childhood	kingdom
scholarship	priesthood	freedom
penmanship	boyhood	martyrdom

<u>Questions</u>

  1) How many kinds of suffixes can you find in the words

    listed above?

  2) What is the difference between friend and friendship,

    priest and priesthood, free and freedom?

  3) What are the word-classes of the bases of: friendship,

    boyhood, martyrdom, scholarship?

  4) What are the meanings of : scholar, scholarship, penman,

    penmanship, priest, priesthood, free, freedom?

2. <u>Explanation</u>

  a. <u>The Form</u>

  1) <u>-ship</u>. This suffix is added to nouns denoting persons

to form abstract nouns:

citizen	['sitizn]	citizenship	['sitizn∫ip]
friend	[frend]	friendship	['frend∫ip]
member	['membə*]	membership	['membə∫ip]
lady	['leidi]	ladiship	['leidi∫ip]

- This suffix is sometimes attached to adjectives to form abstract nouns, such as:

    hard [ha:d]   hardship ['ha:dʃip]

- It is also attached to the words court and relation , which are not persons:

    court [kɔ:t]   courtship ['kɔ:tʃip]
    relation [ri'leiʃən]   relationship [ri'leiʃənʃip]

2) -hood. This suffix is added to names of persons, especially those which express family relations or age

    baby   ['beibi]   babyhood   ['beibihud]
    brother   ['brʌðə*]   brotherhood   ['brʌðəhud]
    girl   [gə:l]   girlhood   ['gə:lhud]
    father   ['fa:]   fatherhood   ['fa:ðəhud]

- It can also be added to nouns denoting a social position:

    priest [pri:st]   priesthood   ['pri:sthud]

- Some adjectives can also be attached to this suffix:

    false [fɔ:ls]   falsehood   ['fɔ:lshud]
    likely ['laikli]   likelihood ['laiklihud]

3) -dom. This suffix is added to nouns to form abstract nouns:

    duke   [dju:k]   dukedom   ['dju:kdəm]
    king   [kiŋ]   kingdom   ['kiŋdəm]
    official   [ə'fiʃəl]   officialdom [ə'fiʃəldəm]

- It can also be added to verbs and adjectives, such as:

    bore   [bɔ:*]   boredom   ['bɔ:dəm]
    free   [fri:]   freedom   ['fri:dəm]
    wise   [waiz]   wisdom   ['wizdəm]

For the three suffixes -ship, -hood, and -dom, we learn that they are added to the stems without being accompanied by any morphophonemic change. An exception is the word wise, in which we can find a vowel change: /ai/ becomes /i/ in wisdom. A problem of spelling is also found in the word likelihood, where 'y' becomes 'i'.

b. The Meaning

1) -ship

- Most of the words ending in -ship denote a meaning of a state, condition, or quality:

friendship: There can be no friendship if people do not trust one another. (the state of being friend)

leadership: His leadership in that organization is well appreciated by all members . (the quality of a leader, power to lead)

- -ship is also denotes an action:

censorship : the action to make a censor.

- It sometimes denotes skill or art:

salesmanship: His salesmanship has helped to promote the company. (skill in selling goods or products)

- The suffix can also denote a business of profession:

authorship: The authorship of the book is identified. It was written thirty years ago. (the occupation as an author)

secretaryship: The company is satisfied with Helen. She has shown good secretaryship. (the business of a secretary)

- It often shows dignity:

ladyship: Her ladyship will arrive at four o'clock. (she who is worshipped as a lady)

2) -hood.

This suffix is used to form nouns indicating or   ex-pressing family relations or age:

girlhood: I learn to be independent early in my girlhood when I lost both my parents. (the period of being a girl)

boyhood: He was very crazy during his boyhood. (time when he was a boy)

- A few words ending in -hood have a collective meaning:

neighbourhood: He has a house in a good neighbourhood. (people living in a certain district or area)

brotherhood: This brotherhood has about two hundred members. (an organization which has a certain purpose)

3) -dom.

- Some of the words ending in -dom denote rank or condition:

earldom: The Queen conferred an earldom on him. (rank or lands of an earl)

martyrdom: His wife's never-ending complaints made his life one long martyrdom. (the condition and suffering of a martyr)

- This suffix can also denote a domain or realm:

kingdom : His kingdom was very large and well known. (country ruled by a King or Queen)

- It also denotes a group of persons collectively:

Christendom: a community of christians.

officialdom: officials and their ways.

3. Exercises

a. Completion

1) To become a member of the club, you should have a good .... card. (member)

2) Can you find the .... between learning a language and philosophy? (relation)

3) He feels sorry when he remembers his past. He spent most of his .... by doing things which were not useful (boy)

4) We are waiting for his .... to solve this complicated problem. (wise)

5) He has been chosen to lead the group, because he has a sense of good .... (leader)

6) Some religions teach .... among all men, regardless of their nationalities. (brother)

7) They are fighting for their .... from the occupation of the foreigners. (free)

8) He is always on horseback, no wonder he has a good .. .. (horseman)

9) .... seems to have changed him to become a responsible man. (father)

10) We can see clearly that he is a man of .... from his appearance and behaviour. (knight)

b. Matching. Find the synonym of the following words!

knighthood	apostleship
neighbourhood	conviviality
scholarship	intimacy
companionship	bureaucracy
falsehood	nobility
priesthood	learning
officialdom	intelligence
friendship	possibility
championship	liberty
wisdom	untruth
freedom	society
likelihood	competition

c. Make new nouns from the following words using -hood, -ship, and -dom !

lady	bachelor
relation	librarian
parent	prince
spinster	showman
girl	curator
fellow	nation

F. Review Exercises

At the end of the course, or after some important nominalization suffixes have been taught, we need to give some revision exercises to the students. The types of exercises we use can be those like the previous ones we have done up to now. The following exercise can also be used as a revision exercise.

a. Form the underlined words of the following reading material into nouns using the proper noun suffix!

From time to time, a propose to pull down a much-loved old build to make room for a factory or a new block of flats, raises a storm of angry protest. Build of national important are relatively safe. Though even these are occasionally threatened, their repute does protect them to some extent. It is the border-line cases that are always in danger: the dignified build of the past which may possess no real artistic or historic value, but which people have become sentimentally at-

tached to and have grown to love. There is no point in calling
such build 'ugly'. The words 'beautiful' and 'ugly' are re-
lative terms. A build with high ceilings and huge rooms may
be less practical than the colourless block of office that
takes its place, but it often fits in well with its surround.

Those out to demolish old buildings often argue that a
factory will bring prosper to a town and provide employ for
its people; a block of flats will improve condit; a new road
will create better transport facilities. These argue are true,
but somehow unconvincing. Countless quiet country villages
have been spoilt by the add of modern 'improve' like huge traf-
fic-signs or tall concrete lamps which shed a sickly yellow
light. In the same way, buildings which are erected without
any thought being given to their surround, become prominent
landmarks which may change the character of a whole town. They
are ugly because they are so out of place.

Nothing can change the look of a town or city so drama-
tically as the sudden appear of a block of offices which tow-
ers above all the surround buildings. Before the arrive of this
skyscrape, all the buildings in the city stood in special re-
lation to each other. The most imposing of them was problably
the cathedral or the town hall followed by other public build-
ings. These dominated the city and gave it a definite shape.
Suddenly, out of nowhere, the new arrive (which is rarely e-
ven a public building) dwarfs everything in sight, and even
the most graceful and imposing existing buildings may now be
so badly diminished as to seem slightly ridiculous beside the
monster. It rises up above them like a huge, white, slotted
packing-case resting on its side, demanding attend merely be-
cause if its size and not because of any intrinsic worth.

It is seldom realized that very often the biggest enemies
of buildings are not town-plan but ruthless individuals spe-
culating in land. Their sole aim is a quick return of profit
and they are not particular about how they will obtain it.
They are among the first to point the necess for 're-develop'
and 'modern'by which they mean replacing old buildings by huge
blocks with high rent yields. Unfortunately, people are easi-
ly persuaded by fine-sounding argue for the simple reason
that in almost any town, many of the most valuable sites are
occupied by the beautiful buildings of the past. Each time the
cry is raised, yet another old building is sacrified in the
name of 'progress'.

Part of the charm of a big city lies in the <u>various</u> of styles that can be seen in the architecture of its buildings. One feels that the city has grown slowly and each age has left its mark. By demolishing buildings of bygone times, we wipe out every vestige of the past forever. In place of infinitive <u>various</u>, we have monotonous <u>uniform</u>. Rows of houses, each of them different and pleasing with their spacious gardens, are replaced by purely functional blocks of flats which have nothing more to commend them that their over-praised 'modern <u>convene</u>'. No one would deny that there are many superb modern buildings which are truly representative of the very best architecture of our age. But these are rarely the utilitarian blocks which are to be found in many cities. The trouble is that every time a fine old building is destroyed, it is not necessarily replaced by an equally fine modern one. If the <u>demolish</u> of buildings is uncontrolled, a fine city is in danger of becoming nothing more than a concrete jungle.

In the eighteenth century there was a time when ruins were deliberately erected to lend charm to the countryside. This is not a practice which even the most fanatical <u>love</u> of old buildings would defend. But it is curiously ironic that the <u>time</u> has now come when valuable remnants of the past are not only neglected, but threatened with <u>extinct</u>.[9]

In this kind of exercise, the students do not only learn how to form nouns with nominalization suffixes, but they should take care as well how to grasp the meaning of certain words from the context. True or false, completion, matching, making sentences, and some other techniques can also be used as revision exercises. And the formula of those techniques can be found in the previous exercises.

We have presented some techniques of teaching some productive nominalization suffixes. There are many ways to enlarge the vocabulary of EFL students. And from the above presentation we find that these methods of teaching are quite effective to be used as a means to enlarge the students' vocabulary.

The problem we are facing when we teach nominalization

suffixes is that of meaning. It is not simple to teach mean-
ings of nominalization suffixes. And since to teach vocabul-
ary is to deal with meaning, we cannot simply set aside this
important aspect of meaning.

Usually, most of EFL students consider lexical meaning
as the most important and the only goal in learning a foreign
language. But later they will feel disappointed when they
find the dictionary beside them is not a sufficient aid in un-
derstanding the collection of words in front of them. Especi-
ally in dealing with nouns using the nominalization suffixes,
a student should often look at the whole context to find the
exact meaning. Moreover, some nominalization suffixes do not
have an accurate meaning in term of lexical point of view.
They simply denote that the words they are attached to are
nouns. In making explanations and exercises, therefore a
teacher should use context or some sentences to describe the
meaning of suffixes he is dealing with. Synonyms, though some-
times are not very accurate, can also be used as explanation
or exercises.

CONCLUSION

This short thesis is of course entirely not complete. It is just a beginning of a selfstudy of learning a foreign language through looking for a simple way to enlarge the vocabulary of the EFL learners.

Studying word-formation is very interesting and useful. The EFL students cannot begin to read with full comprehension until they have been taught to conquer the unknown words by using contextual aids. By contextual aids, we mean both the formation of the word itself and the environment in which it is found. If the students realize the key-role of these aids, they will not be in a hurry to ask for a dictionary's help in getting the meaning of the strange words they encounter. The knowledge of the word structure and the meanings and functions of nominalization suffixes will help much to discern the meaning of many words even though we have never seen before.

Contextual aids - the word-formation and the environment in which a certain word occurs - are twin operations which cannot be separated in learning the vocabulary of a foreign language. Only by analyzing the structure of a word, therefore, no one can get the exact meaning of it. We cannot set aside the role of the environment in which the word occurs. Until we have succeeded in combining these twin operations, we are not yet able to tackle the problems of the vocabulary of a foreign language.

The word prescription, for example, has the root script, the prefix pre-, and -ion as the suffix. The root script means writing, and the prefix pre- udually means before in time, place, or order. The suffix -ion indicates that the word is a noun, and it can be translated as meaning 'act of' or quality of'.

Thus if we know the meanings of the three parts of the word, we have some clue as to what the word is about. But what happens when we add the three part meanings together. Can we define prescription as the act of writing before? Is this the full meaning of the word? Let us look at the following environments of the word prescription:

    a. We took the doctor's prescription to the drugstore.

    b. The prescription for this position calls for mechanical ability, and the ability to get along with people.

We see from those environments that analyzing the word-structure is not yet complete. We still need the role of the environments in discerning the exact meaning of the word.

The fact that these twin operations cannot be separated consequently causes our policy in constructing our methods of teaching. In building materials of teaching some nominalization suffixes, we should always combine these two aspects of word-formation and environment. We hope that the teaching models we present in chapter V clearly reflects the main purpose of this short work.

Finally, we hope that this work which emphasizes the effort to analyze the English word-formation, specifically the nominalization suffixes, would be a real help for those who are interested in this matter. The writer honestly realizes that this work is far from being perfect, but he feels sure that it is a good start for learning English word-formation.

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