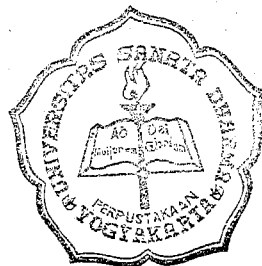


ADJECTIVE FORMING DERIVATIONAL SUFFIXES

A Morphological Analysis and The Teaching Method

A Thesis Presented to
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Faculty of Arts and Letters
SANATA DHARMA
Teachers' Training Institute

In Partial Fulfilment
Of The Requirement for
The Sarjana Degree



by :
Lucia Purwatiningsih
I. 1134

Yogyakarta,
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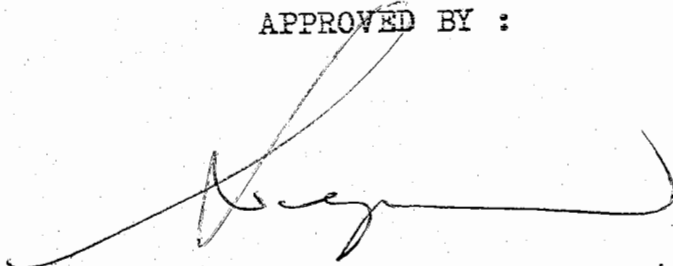
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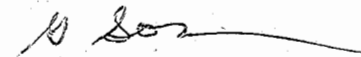
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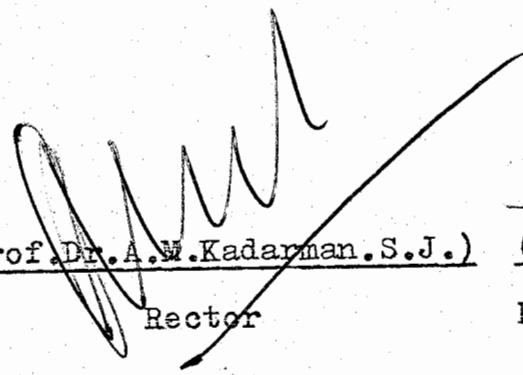
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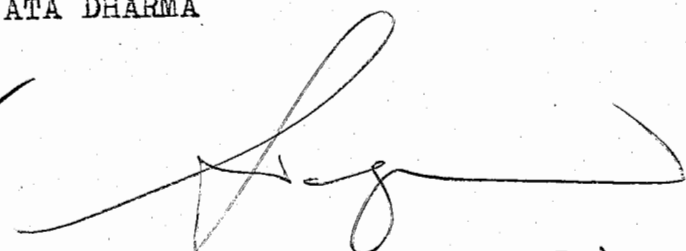
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Head of The English Department

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I. 1134

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INTRODUCTION

1

The fact that the English we use nowadays differs from Old English proves that as a living language English keeps changing. It has been changing in all aspects to adjust itself to the influencing factors and the increasing needs. The aspect which has been developing very prominently is the vocabulary.

Since the end of the Old English Period, English vocabulary has been enriched not only by borrowing and adapting from foreign sources, but also by word-formation, a method of forming new words by combining and discriminating the existing elements, either foreign or native.

The main element in the process of word formation in English Derivation is called the base. It is a morpheme to which other morphemes are attached to form words or combinations of words¹⁾. A base can be modified through processes of word-formation. This is called Morphological Process.

✓ According to Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik in a book A Grammar of Contemporary English, the major morphological processes in English Derivation are²⁾:

1. Affixation : a) Prefixation (adding a prefix to a base with or without changing the word class)
e.g. : skilled ---> unskilled
- b) Suffixation (adding a suffix to a base with or without changing the word class)

1) W. Nelson Francis, The Structure of American English, p. 181

2) Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik, A Grammar of Contemporary English, p. 978

e.g. : skill ---> skilled

2. Conversion : (assigning the base to a different word-class usually with stress shift)

e.g. : recéss (verb) ---> récess (noun)

stress (verb) ---> stress (noun)

3. Compounding : (combining two or more bases into a word)

e.g. : sun + light ---> sunlight

✓ The form to which a morphological process has been applied is called a derivative. A derivative may have the same class as the stem, or it may belong to a different class, except derivatives of a conversion since conversion is a morphological process in which the stem is assigned to a different class.

✓ Suffixation in terms of morphological processes has to be distinguished from inflection. The suffixes involved in morphological processes are called derivational suffixes. In English prefixes are always derivational whereas suffixes can be inflectional¹⁾.

✓ Prefixes do not alter the word class, but they alter the meaning of the stems, whereas derivational suffixes generally alter the word class of the stems. The word logical is an adjective. If a prefix {il-} is added, the derived word illogical is still an adjective whose meaning differs from the stem. The prefix {il-} has a negative meaning but it does not alter the word class of the adjective to which the prefix is added. The case is different in most suffixes. If a suffix {-able} is added to a verb tolerate, the derived word is an adjective tolerable, the meaning of which is also different from the stem. The

1) The distinction between derivation and inflection is discussed in Chapter I, Form.

suffix {-able} means 'can be'. In conclusion to this example, derivational suffixes have meanings besides altering words into different classes.

From the stand point of function, suffixes are classified into the following :

1. noun suffixes : derivational suffixes forming nouns from nouns, verbs or adjectives.
e.g. : {-al} in arrival, {-ness} in laziness, etc.
2. verb suffixes : derivational suffixes forming verbs from nouns or adjectives.
e.g. : {-en} in lengthen, {-ify} in specify, etc.
3. Adjective suffixes : derivational suffixes forming adjectives from nouns, verbs, adjectives.
e.g. : {-ful} in beautiful, {-able} in readable, {-ish} in reddish, etc.
4. Adverb suffixes : derivational suffixes forming adverbs from nouns, verbs, adjectives.
e.g. : {-ly} in quickly, {-ly} in nightly, {-ly} in laughingly, etc.

Derivational suffixes are not only grouped by the class of word they form, but also by the class of the stems they are added to, i.e. : denominal (added to noun stems), deadjectival (added to adjectives), deverbal (added to

e.g. the suffixes forming nouns
is called noun suffixes, etc

verbs)¹⁾.

Rules of word formation have an important part in the study of English. Their importance is concerned with either passive or active usage of the language. The passive usage deals with recognition of the grammatical class of a word by its structure. The word sickness is grammatically a noun since it has a noun suffix {-ness}.

Rules of word formation also helps English users enlarge their scope of understanding in meanings of words. For example, the word logical and illogical have a meaning in common, but the latter is distinguished in meaning by its prefix {il-} from the former.

The active usage deals with a mastery in applying the rules for using words in the right grammatical class either in writing or orally. It is a knowledge of transferring words from one class to another in order to find the right grammatical pattern to express a certain idea. For example, in the sentence *) They were amuse, the grammatical class of the word amuse is wrong. By knowing the rules of word formation, which include the form and meaning aspects, the grammatically correct form of the word is known. In the case of the example, the grammatical class of the word 'amuse' in the sentence must be adjective. There is more than one possible adjective suffix to be attached to the word amuse. The choice is then taken based on the meaning conveyed. If the intended meaning is 'passive' or 'affected by', the right suffix is {-ed}. Therefore, the sentence should read They were amused.

Among the major morphological processes of word formation, suffixation is the most important, and covers

1) Randolph Quirk, op. cit., p. 993

the widest area. This is a very important means through which English vocabulary is multiplied in terms of grammatical functions. It is a process in which one root or stem of a grammatical class is transferred to different grammatical classes with minor shifts in meaning by addition of derivational suffixes to the stems. It is found that suffixation is not merely an addition of suffixes, but there are rules characterizing each process, e.g. : a success (noun) - successful (adjective) - successfully (adverb), to differ (verb) - different (adjective) - difference (noun), to continue (verb) - continuous (adjective) - continual (adjective) - continuation (noun), etc.

Learning about suffixation as one of the chief morphological processes is of major importance since it comprises the three major components of language, namely the structure of expression, the structure of content and vocabulary¹⁾. By this, English learners are given guidelines for multiplying the vocabulary and for the right usage of vocabulary through recognition of forms and meanings²⁾.

This thesis deals with one of the aspects of suffixation, namely adjective suffixation, which will discuss derivational suffixes forming adjectives or adjective forming derivational suffixes. It is an analysis attempting to work out guidelines of morphological processes of adjective formation in order to help English learners

1) H.A. Gleason, An Introduction to Descriptive Linguistics, p. 6

2) Wilga M. Rivers and Mary S. Temperley, 'Building and Maintaining Adequate Vocabulary', English Teaching Forum Vol. XV, number 1, January 1977, p. 3

recognize adjectives and use the right forms of adjectives with the right meanings.

The thesis is divided into five chapters. The first chapter discusses the linguistic principles concerning word formation focussing on adjective formation. The second chapter contains the individual analysis of each adjective suffix. In each individual analysis each suffix is discussed in terms of its productivity, etymology, grammatical usage, form and spelling. The third and fourth chapters are about the method of teaching adjective suffixes. The last chapter is the conclusion which will be a summary of the analysis and some points of conclusion drawn from the analysis and the teaching method.

CHAPTER I

THE LINGUISTIC PRINCIPLES OF THE ANALYSIS

1. FORM

In his book An Introduction to Descriptive Linguistics, H.A. Gleason states that language operates in sounds and ideas¹⁾. In Linguistics, they are labelled respectively the structure of expression and the structure of content. These two structures are intimately related to each other and are associated in definite ways to each other.

Ideas are expressed through sequences of sounds the choice of which is arbitrary. In other words, the structure of expression is related to the structure of content in an arbitrary system. A component in language that comprises the specific relations between expression and content is vocabulary²⁾. In layman's terms, vocabulary is a component of language that comprises the relations between words and meanings.

Language consists of sounds which are arranged in specific ways to convey ideas. The sounds are called phonemes. H.A. Gleason defines a phoneme as a minimum feature of the expression system of a spoken language by which one thing that may be said is distinguished from any other thing which might have been said³⁾. It is the most basic element in the expression system. For example, the word book /buk/ is distinguished in content from the word bull /bul/ because of the difference of the sound /-k/ and

1) H.A. Gleason, op. cit., p. 2

2) *ibid*, p. 6

3) *ibid*, p. 9

/-l/. Here /-k/ and /-l/ are called phonemes. It can still be distinguished in content from the word full /ful/ because of the sound /f/. A phoneme does not have any significance in meaning, but it distinguishes one meaning from another.

The arbitrary sequence of phonemes which is correlated to the content side is called a morpheme. It is the smallest meaningful unit in the expression side of the language¹⁾. By the 'smallest meaningful unit', it is meant that a morpheme cannot be divided into smaller units without destroying or altering its meaning. For example, a sequence of phonemes /bju:ti/ is a morpheme since it can be correlated to an idea or a meaning. If it is divided into smaller units /bju:/ and /ti/, these units do not have any meanings anymore, therefore /bju:/ and /ti/ are merely a jumble of sounds and not morphemes. However, a sequence of phonemes /ful/ in /bju:tiful/ is a morpheme since it has a meaning. The meaning of the morpheme /ful/ is 'having' or 'characterized by'. It also has a function to alter a word from one class into another class.

A combination of morphemes or a single morpheme expressing a single idea is called a word. A branch of linguistics which deals with morphemes and their combinations is called grammar. Grammar is a term comprising a larger area. It is divided into two subdivisions, namely morphology which specially deals with morphemes and their combinations, and syntax which deals with larger combinations involving the combinations described in morphology as its basic units. Word formation, which is a method of combining words or morphemes to make other words with more

1) H.A. Gleason, op. cit., pp. 11, 53

complex ideas, is in the area of morphology since it deals with morphemes and their combinations.

A word may consist of one morpheme or more than one. The word red consists of only one morpheme, but the word reddish consists of two morphemes, namely red and {-ish}. However, both red and reddish are respectively correlated to single ideas.

In terms of their meanings, the word red and reddish have something in common, but they are not exactly the same. The morpheme {-ish} in the word reddish functions to alter the meaning of the word red. Thus, it is said to have a functional meaning.

In English, morphemes fall into two major classes, namely roots and affixes. Roots are the centers of words whereas affixes are subsidiary to roots¹⁾. The word friend consists of one morpheme and it is a root. But, the word unfriendly consists of three morphemes; one root and two affixes. The affix {un-} is called a prefix since it precedes the root, and the affix {-ly} is called a suffix since it follows the root.

A form to which an affix can be added is called a stem. It might be a single morpheme or a combination of morphemes. It might also be a single root or a combination of roots which is called a compound. In the above example, the word unfriendly is analysed as having a stem friendly and a prefix {un-}. It is unlikely to analyse it as having a stem unfriend and a suffix {-ly} since the form unfriend does not have any significance in meaning.

A root can stand by itself as a word, such as go, like, red, etc. Such morphemes are called free morphemes.

1) H.A. Gleason, op. cit., pp. 58, 59

An affix is not a free morpheme since it cannot stand by itself. It has to be attached to a root in order to function. Within this characteristic, an affix is called a bound morpheme.

The root in a native formation is always a free morpheme because it has to be able to stand by itself, e.g. : the adjective readable contains a root read, which is a free morpheme since read can stand as a word. But in foreign formations, sometimes a word contains a bound stem, that is when the stem or the root cannot stand by itself, as in the adjective cordial, which contains an adjective suffix {-al}, yet the form *)cordi- does not exist in English. It is a borrowing from a foreign source. Therefore the word cordial is said to have a bound stem and an adjective suffix {-al}.

Suffixes fall into two types, namely inflectional and derivational whereas prefixes are always derivational and cannot alter the word class of the stems. They have significance in meaning only. Inflectional suffixes are those that must always come at the end of morpheme groups to which they belong¹⁾. They have minor significance in meaning, and grammatical functions, e.g. : friend and friends, the ending {-s} is an inflectional suffix indicating plural form. In walk and walked, the ending {-ed} is an inflectional suffix indicating the past form of verb. Derivational suffixes are those that can be followed by other suffixes. They have significance in meaning and sometimes they alter the word class of the stems. The ending {-ish} in the adjective bluish creates a difference in meaning from the root blue. The suffix {-ish} is a

1) W. Nelson Francis, The Structure of American English, p. 197

derivational suffix which gives the meaning 'rather' or 'having a slight quality of'. The adjective worldly is derived from a noun world and an addition of a suffix {-ly}. Here, {-ly} is an adjective suffix because it results in an adjective from another class of word. As mentioned in the introduction, in terms of this function, derivational suffixes fall into four types namely nouns suffixes, adjective suffixes, adverb suffixes and verb suffixes.

Some morphemes have single forms in all contexts, but some others have different forms in different contexts. The morpheme {-ing} has a single form /-iŋ/ since it always appears the same in different contexts; satisfying /'satisfaiiŋ/, tiring /'taɪəriŋ/, frightening /'fraɪtniŋ/, etc. The suffix {-ed} appears in different forms, e.g. : abandoned /ə'bændənd/, talented /tæ'ləntɪd/, knifed /naɪft/, etc. In this example, the morpheme {-ed} appears in three variants namely /-d/, /-t/, and /-ɪd/. Actually, it has more variants, but those are the regular variants of {-ed}. The variants of a morpheme are called allomorphs. H.A. Gleason describes the principal relationship between morphemes and allomorphs as follows : An allomorph is a variant of a morpheme which occurs in certain definable environments. A morpheme is a group of one or more allomorphs which conform to certain usually rather clearly definable criteria of distribution and meaning¹⁾. In the example above, /-d/, /-t/ and /-ɪd/ are classified as allomorphs of the morpheme {-ed} since they have some common range of meanings and are in complementary distribution.

Allomorphs of certain morphemes can be phonologically

1) H.A. Gleason, op. cit., p. 61

conditioned and morphologically conditioned. They are said to be phonologically conditioned when there is a certain pattern of distribution, and the pattern is based on phonological aspects. In other words, the distribution can be predicted based on phonological aspects. The allomorphs /-t/, /-d/, and /-id/ of the morpheme {-ed} are phonologically conditioned since it is found after an observation that /t/ occurs after /p, k, t, f, θ, s, ʃ/, /-d/ occurs after all voiced consonants, fricatives, sibilants, nasals and laterals, /-id/ occurs after /t, d/.

Allomorphs of a certain morpheme are said to be morphologically conditioned when the distribution is unpredictable since it is determined by the specific morpheme or morphemes forming the context. The allomorphs /-əl/, /-iəl/, /-ikəl/ and /-uəl/ of the morpheme {-al} are morphologically conditioned since there is no phonological criteria characterizing the distribution. The distribution is determined by certain morphemes to which they are attached, e.g. : regional /'ri:dʒənəl/, commercial /kə'mɜ:ʃəl/, actual /'æktʃuəl/, typical /'tipikəl/.

If the allomorphs are proved to belong to a morpheme, a base form is decided to represent the morpheme. The decision is arbitrary, e.g. : The base form of the allomorphs /-əl ~ -iəl ~ -ikəl ~ -uəl/ is {-al}.

The process of word formation is called morphological process since it is a process of combining morphemes into combinations of morphemes which are called derivatives. In the process of morpheme combination, the morphemes sometimes undergo changes. This kind of change is discussed under a branch of Linguistics called Morphophonemics. Specifically, morphophonemics deals with the variations in the phonemic structure of allomorphs which accompany their grouping

into words¹⁾. The changes in morphological processes are called morphophonemic changes, there are ten types of morphophonemic changes²⁾:

a. Loss of phonemes :

The loss of one or more phonemes of an allomorph after a morphological process.

- e.g. : - hospital /'hɒspɪtl / + {-able} → hospitable/'hɒspɪtəbl/
 - abominate /ə'bɒmineɪt / + {-able} → abominable/ə'bɒmɪnəbl/
 - calculate /'kælkjuleɪt / + {-able} → calculable/'kælkjuleɪbl/

The phonemes /-l/ in /'hɒspɪtl/, /-ɪt/ in /ə'bɒmineɪt/ and /-ɪt/ in /'kælkjuleɪt/ are lost when the morphemes are combined with the other morpheme {-able}.

b. Addition of phonemes :

The addition of one or more phonemes of an allomorph after a morphological process.

- e.g. : - Peru /pə'ruː / + {-an} → Peruvian /pə'ruːvjən/
 - Panama /pə'nə'mɑː / + {-an} → Panamanian /pə'nə'meɪnjən/
 - Java /'dʒɑːvə / + {-ese} → Javanese /'dʒɑːvə'nɪːz/

The combinations of morphemes /pə'ruːvjən/ and /pə'nə'meɪnjən/ receive an addition of phonemes /-j-/ and /-nj-/ when a morpheme {-an} is added to their stems. A phoneme /-n-/ is added to the combination of /'dʒɑːvə/ and

1) W. Nelson Francis, op. cit., p. 210

2) ibid, p. 211

{-ese}.

c. Simple consonant change :

One or more consonants of an allomorph change into different consonants after a morphological process.

e.g. : - permit /pə:'mit / + {-able} --> permissible/pə:'misibl/
 - president/'president/ + {-al} --> presidential/presi'denʃəl/
 -, province /'provins / + {-al} --> provincial/prə'vinʃəl/

The final consonant /-t/ in /pə:'mit/ changes into /-s-/, /-t/ in /'president/ into /-ʃ-/ and /-s/ in /'provins/ into /ʃ/ when the morphemes {-able}, {-al} and {-al} are added to them respectively.

d. Assimilation :

A phonemic change which takes place when two morphemes are combined results in neighboring phonemes becoming more alike each other.

e.g. : - possible/'pɒsibl/ + {il-} --> impossible /im'pɒsəbl/
 - balance /'bæləns/ + {il-} --> imbalance /im'bæləns/

The phoneme /-l/ in the morpheme {il-} becomes /-m/ when it is attached to the phonemes /p/ and /b/. The alveolar /l/ changes into a bilabial /m/ because of the influence of bilabials /p/ and /b/.

e. Dissimilation :

Dissimilation is the opposite of assimilation. When two morphemes are combined, a phonemic change takes place, and the neighboring phonemes become less like each other.

e.g. : - noble /'nɒbl / + {il-} → ignoble/ig'nɒbl/

- nominious/nɒ'mi:nɪəs/ + {il-} → ignominious/ignɒ'mɪnɪəs/

The phoneme /-l/ in the morpheme {il-} changes into /-g-/ when the morpheme is attached to the phoneme /n/. The alveolar /l/ changes into a velar /g/, which is less like the neighboring alveolar /n/.

f. Synthesis :

This is a special kind of consonant change resulting from the combination of morphemes. It is a fusion of two consonants brought together by morpheme combination, into a single new phoneme, different from both the original.

e.g. : - calculate/'kælkju:leɪt/ + {-ion} → calculation/kælkju'leɪʃən/

- act /ækt / + {-al} → actual/'æktʃu:əl/

- habit /'hæbɪt / + {-al} → habitual/hæ'bɪtʃuəl/

The phoneme /t/ in calculate changes into /tʃ/ when it is attached to the morpheme {-ion} which sounds /-jən/. /tʃ/ is the fusion of /t/ and /j/. The phoneme /t/ in act and habit changes into /tʃ/ which is the fusion of /t/ and /j/ from the morpheme {-al}, which sounds /- uəl/.

g. Change of syllabic vowel or diphthong :

A change of syllabic vowel or diphthong occurs in morpheme combinations.

e.g. : - write /'raɪt / + {-D₂} → wrote /'rouɪt/

- take /'teɪk / + {-D₂} → took /'tu:k/

- ride /'raɪd / + {-D₂} → rode /'rouɪd/

- nation/'neiʃən/ + {-D₂} → national
/'næʃənəl/

The phoneme /ai/ changes into /ou/, /ei/ into /u:/, and /a/ into /ou/ because of the addition of an inflectional suffix {-D₂} forming past verbs. The phoneme /ei/ in nation changes into /æ/ when a morpheme {-al} is added to it.

h. Stress shift :

A shift of stress happens as a result of morpheme combination.

e.g. : - commerce /'kɒmə:s / + {-al} → commercial/'kɒ'mə:ʃəl/
- adverb /'ædvə:b / + {-al} → adverbial/æd'və:biəl/
- president/'prezident/ + {-al} → presidential/prezi'denʃəl/

The stress in commerce moves from the first syllable to the second one when {-al} is added. The same thing happens in example 2. In president, the stress moves from the first syllable to the third one.

i. Gradation :

This refers to certain types of vowel changes accompanying stress shift.

e.g. : - adverb /'ædvə:b / + {-al} → adverbial
/əd'və:biəl/
- colony /'kɒləni / + {-al} → colonial
/kɒ'ləunjəl/
- industry/'indəstri/ + {-al} → industrial
/in'dʌstriəl/

The stressed vowel /æ/ in adverb changes into /ə/ when it loses its stress. The vowel /ə/ in colony changes

into /əu/ when it gets a stress. And the vowel /ə/ in industry changes into /ʌ/ when it gets a stress.

Not all types of morphophonemic changes are common to morphological processes of suffixation, especially adjective derivational suffixation.

In this thesis, the allomorphs of each morpheme are discussed under the heading "Form" in each individual analysis. They are analysed through their distribution observed in lists of examples. The morphophonemic changes are mentioned when there are any.

2. MEANING

It has been stated previously that language operates in two structures, namely the structure of expression and the structure of content. Parts of the structure of expression are associated in definite ways with the structure of content¹⁾. In other words, each pattern of sounds in language is correlated to each definite meaning. The word 'definite' indicates that there must be a system characterizing that correlation. Referring to W. Nelson Francis's statement in his book *The Structure of American English* that language is an arbitrary system of articulated sounds, it is clear that the system characterizing the correlation between the articulated sounds and the meanings is also arbitrary. Vocabulary, which comprises the specific relations between expression and content, is said to be a separate component of language, apart from the structure of expression and the structure of content. In other words vocabulary comprises the specific relations between words and their meanings²⁾.

Meaning itself is a separate subject discussed under a branch of Linguistics called Semantics. In Semantics, there are different concepts of meaning³⁾. If meaning is referred to ideas, concepts, images, feelings or values associated with words, it is called notional meaning. If meaning is defined as an object, relationship, or a class of objects or relationships in the outside world that is referred to by a word, it is called referential meaning. It is when a word is associated with an object, relation-

1) H.A. Gleason, op. cit., p. 2

2) ibid, p. 6

3) W. Nelson Francis, op. cit., p. 32

ship or a class of objects or relationship in the outside world. The object or relationship is called the referent. The term distributional meaning is used when the meaning of a word is recognized or learned through the distribution of the corresponding word or sequence of sounds in the structure of expression. In this case, meaning is associated with a system which exists in language. The meaning of a word or a sequence of sounds can be guessed from the idea of the total meaning of the larger combination in which it occurs, and from the pattern of the combination. A pattern of distribution of a word can be drawn by observing its occurrence in different combinations. In other words, the meaning of a word is concluded by the word's position in the system of a language. When meaning is associated with this concept, it is called distributional meaning. It is a concept of meaning that is dealt with in grammar.

To get a clear idea of the different concepts of meaning, which refer to the structure of content of language, it has been associated with words as the units in the expression side. Actually, meaning has to be associated with units that are smaller than words in the expression side of language, namely morphemes since morphemes have been defined as the smallest meaningful units in the expression side of language. In relation to this, H.A. Gleason states that a morpheme is the smallest unit in the expression system which can be correlated directly with any part of the content system¹⁾.

If the units of expression correlated to meaning are

1) H.A. Gleason, op. cit., 54

morphemes, it is clear that it is the third concept of meaning, i.e. : distributional meaning, that must be considered in dealing with morphemes. A single morpheme which can stand by itself as a word, e.g. : cat, go, clock, come, shy, etc., can be correlated with notional meanings, referential meanings or distributional meanings, but a single morpheme that cannot stand by itself as a word, namely affixes, or function words such as prepositions, cannot be correlated to any notional meanings or referential meanings. They can only be associated with distributional meanings. A word cat, for example, can be explained to a foreigner by pointing to a cat. This is called referential meaning. The cat is the referent. The word shy can be explained by giving a definition self-conscious and uncomfortable in the presence of others, easily frightened or unwilling to be seen¹⁾. This is an example of notional meaning. But the preposition to, for example, can only be explained by observing its characteristic distribution e.g. : I went to the market, Give it to him, etc. To precedes adverbs of place meaning destination or indirect objects. The preposition to is said to have a distributional meaning.

Suffixation is discussed under the subject of Morphology, which is a subdivision of Grammar. It discusses suffixes and their combination with other morphemes or words to form other words with more complex ideas. Since suffixes are bound morphemes that cannot stand individually as words, they are associated with the content side in

1) The definition of 'shy' is taken from The Oxford Advanced Learners Dictionary of Current English, by A.S. Hornby

terms of distributional meanings. The meaning of a suffix is observed through its characteristic distribution. The meaning of the suffix {-able}, for example, is concluded by observing its characteristic distribution. The meaning of a list of words in which the morpheme {-able} occurs are observed, and then a general conclusion is drawn, e.g.: discussable (can be discussed), reachable (can be reached), readable (can be read or worthy to be read). From this list of examples, a general meaning of {-able} is defined as 'can be'. Of course there are variants of meanings, but they have a common element of meaning.

Sometimes a suffix has more than one meaning, e.g. : the suffix {-able} in valuable (having a value), knowledgeable (having knowledge). Usually, there is one common meaning of a suffix, and there are several variants of meanings that constitute one element of the common meaning.

A large number of examples of each suffix are observed under the heading "Meaning" in each individual analysis of this thesis. The general idea of the meaning of each suffix and its variants of meanings are concluded from the examples.

3. THE WRITING SYSTEM

The English writing system has a structure of its own, which can be studied independently from what the writing stands for. A discussion on the English writing system should concentrate on the ways in which the speech is represented visually by means of a graphic system. It is a system arranging the correspondences between sounds and symbols. There are five chief methods of correspondences between sounds and symbols, namely logographic writing, i.e. : When a symbol is correlated with a word, morphographic writing, i.e. : when a symbol is correlated with a morpheme, syllabic writing, i.e. : when a symbol is correlated with a syllable, phonemic writing, i.e. : when a symbol is correlated with a phoneme, such systems are alphabetic, and the last method is phonetic writing, i.e. : when a symbol corresponds to one distinguishable sound feature¹⁾.

The standard English writing system is phonemic and the alphabet used is the Latin alphabet. A phonetic writing system is used only when speech is discussed in terms of how it sounds.

As the goal of writing is to make it possible for language users to have a completely accurate visible record of speech, the English writing system should provide an accurate representation of the following aspects : (1) the phonemes, both segmental and suprasegmental, (2) the ways in which the phonemes are combined into morphemes, (3) the combination of the morphemes into words, (4) the combination of words into structures, including visual equivalents

1) W. Nelson Francis, op. cit., p. 441

of all syntactic devices used, (5) the combination of structures into sentences and of the sentences into conversations or continuous discourse¹⁾.

In terms of the writing system, the subject of discussion of this thesis is concerned only with the first three aspects namely the phonemes, both segmental and suprasegmental, the ways in which the phonemes are combined into morphemes, and the combination of the morphemes into words. Since suffixation discusses the ways in which morphemes are combined with words or other morphemes to form different words, it deals mainly with the third aspect.

It has been stated previously that the standard writing system of English is phonemic, employing the Latin alphabet. The representation of English speech using the Latin alphabet is of different purpose from using phonetic transcription. The phonetic representation in this thesis is used in the discussion of form in which each morpheme is observed based on how it sounds in order to find the different variants of the allomorphs of each morpheme. The phonetic representation is put between the signs / /, e.g. national /'næʃənl/ or /-nəl/. The base form is selected arbitrarily and put between the signs { } and the allomorphs are put between the signs / /, e.g. : the suffix {-able} which has three allomorphs, namely /-bl ~ -əbl/. The phonetic transcription is based on Daniel Jones's English Pronouncing Dictionary.

The term 'spelling' in this thesis refers to the writing system of English within the scope of words and morphemes and the combination of morphemes forming words

1) *ibid*, p. 438

by means of alphabetic letters. Under the heading "Spelling" in each individual analysis, the writing system using the Latin alphabet is discussed. Besides the changes characterizing each combination in terms of how they sound as represented in phonetic transcription, there are changes characterizing each combination in terms of how each combination is written in alphabetic letters.

CHAPTER II

THE INDIVIDUAL ANALYSIS OF EACH SUFFIX

1. THE SUFFIX {-able}

The suffix {-able} appears in different forms, namely -able, -ible. The suffix is extremely productive since it can be used to form new words, but only the form -able is still active. The other form -ible exists mostly in words with foreign roots as edible, audible, etc. Such words cannot be analysed as having independent roots because the roots cannot exist by themselves as English words. But not all foreign adjective derivatives take -ible. Sometimes they take -able too, as in arable, capable. The form -ible sometimes occurs with the native roots as in contemptible, corruptible. A lot of new words are created by adding {-able} to the already existing English words but the productivity sometimes results in adjectives which are not accepted as actual English words¹⁾, such as the adjective discussable. The productivity of the suffix makes the adjective understandable but actually the adjective does not sound good. The usage of the word discussable sounds bookish. According to Randolph Quirk in his book A Grammar of Contemporary English, such a word is called a potential English word. The word might be accepted as an actual English word after gaining an institutional currency in the language²⁾. So, such a case can be considered as historical. Perhaps the adjective laughable was not

1) Randolph Quirk, op. cit., p. 976

2) Idem



considered as an actual English word in the past but now people use it as an actual English word.

According to The Concise Oxford Dictionary (C.O.D) this adjective suffix is derived from Latin -a- + -bilis or from French. In other words, the suffix is derived from Latin through French¹⁾. In French it is extended to verbs of all conjugations. In English now, it is attached even to native verbs such as bearable, nouns as clubbable, and sometimes to phrasal verbs as get-at-able, but such occurrence are very rare.

The adjectives with {-able} are generally deverbal adjectives chiefly with passive meaning, such as acceptable, readable, bearable, but sometimes they are deverbal adjectives with active meaning such as changeable, answerable, variable. There is a rare occurrence of adjectives with {-able} which are denominal e.g. : fashionable, profitable, favorable. The meaning of denominal adjectives with {-able} varies with the roots. In short it can be concluded that the suffix {-able} has a function to change verbs and nouns into adjectives. A very frequent occurrence is with transitive verbs.

In adjectives which are not derived from English word such as audible, affable, arable, durable, capable, soluble, plausible, the class of the roots cannot be detected. So, it is difficult to determine whether the adjective is deverbal, denominal, deadjectival or deadverbial. Usually the ending cannot be separated to leave a word with any meaning. There are no such words as *) aud-, *) aff-, *) ar-, *) dure-, *) sol-, *) plause, in English.

1) C.T. Onion, editor, The Oxford Dictionary of English Etymology, pp. 3, 4.

1. 1. THE MEANING OF THE SUFFIX {-able} AND ITS ALLOMORPHS

1. 1. 1. transitive verbs + {-able}

examples :

acceptable	: can be accepted or worthy of being accepted
readable	: can be read or easy or pleasant to read
eatable	: can be eaten or fit to be eaten
bearable	: can be borne or endured
regrettable	: ought to be regretted
accessible	: can be accessed or reached
exchangeable	: can be exchanged
foreseeable	: can be foreseen
convertible	: can be converted or changed from one form to another
admirable	: can be admired or worthy of being admired
respectable	: deserves to be respected
defensible	: can be defended
debatable	: can be debated or ought to be debated
understandable	: can be understood
separable	: can be separated
changeable	: likely to alter, often altering, or can be altered
tolerable	: can be tolerated or fairly good
answerable	: can be answered or responsible; in charge to give an answer for an action
considerable	: great, important, ought to be taken into consideration.

From the list of examples it can be concluded that the suffix {-able} with the transitive verbs generally gives a passive meaning 'that can be', 'deserves to be', 'ought to be', or 'worthy to be'. A very rare occurrence shows an

active meaning, e.g. : changeable which means 'likely to alter or often alter', but it also has a passive meaning 'can be altered'.

1. 1. 2. intransitive verbs + {-able}

examples :

thinkable	: can be conceived or thought about
agreeable	: giving pleasure, ready to agree
workable	: can be worked on or feasible, can be worked out
livable	: fit to live in
suitable	: right for the purpose of
variable	: able to vary; likely to vary
reasonable	: able to reason; able to act in accordance with reason
available	: ready to avail; capable of being used
reliable	: can be relied on
laughable	: fit to be laughed at
dependable	: can be depended on
unspeakable	: unfit to be spoken of
accountable	: can be accounted for

These examples lead us to a conclusion that the suffix {-able} if attached to intransitive verbs gives an active meaning. Generally it means 'able to', 'ready to', or 'likely to'. The detailed meanings of each example vary with each stem but they are usually the development of an active meaning, for example the word suitable; it means 'right for the purpose of something'. If we look at the meaning of the stem to suit, we can consider the word as having the meaning 'able to suit', which later develops into 'right for the purpose of', which has more or less the same meaning.

Few intransitive verbs with {-able} have a passive meaning. Thinkable, workable, reliable are actually derived from prepositional verbs to think about, to work on, and to rely on. Those prepositional verbs are considered transitive rather than intransitive because they have objects in sentences¹⁾. In derivative adjectives, the preposition of a prepositional verb is omitted.

Examples :

accountable : able to be accounted for

unspeakable : unfit to be spoken of

reliable : can be relied on

laughable : fit to be laughed at

1. 1. 3. nouns + {-able}

examples :

contemptible : has to be treated with contempt

fashionable : following the fashion, or in fashion

profitable : likely to give profit

favorable : likely to give favor

impressionable : easily influenced, easily falls in love,
easily impressed

knowledgeable : having much knowledge; well informed

objectionable : provoking protest or objection

saleable : fit for sale, likely to find buyers

treasonable : guilty of treason; having done a treason

valuable : having great value; worth for use

pitiable : exciting pity, deserving pity

comfortable : giving comfort

sensible : having or showing good sense; reasonable;
practical; can be perceived by senses

1) Randolph Quirk, op. cit., p. 1006

hospitable	: giving or liking to give hospitality
responsible	: able to give response to any case or event in an action; legally or morally liable for carrying out a duty
actionable	: giving just cause for legal action
serviceable	: being of service, giving good service
marketable	: having demand (market : demand) fit to be sold; can be sold
flamable	: having tendency to burst into flame

The meanings of each example above give an implication of a general sense 'having the noun functioned as the stem', which develops to 'giving or tending to give the noun functioned as the stem',

1. 1. 4. bound stems + {-able}

examples :

liable	: responsible according to law
susceptible	: easily influenced by feeling; sensitive to
feasible	: can be done
affable	: pleasant and easy to talk to; polite and friendly
amiable	: pleasant and easy to deal with
arable	: can be ploughed; can be cultivated
capable	: able
credible	: can be believed
audible	: can be heard
edible	: can be eaten
tenable	: can be defended (in argument)
fallible	: likely to make mistake
durable	: long lasting; can endure
negligible	: not necessary to be counted
plausible	: sound reasonable

soluble : can be dissolved easily

possible : can be done

The meanings of {-able} with bound stems varies in each entry. The list of examples shows that most of them give a passive meaning 'can be'.

Derived adjectives with bound stems are those from the Latin origin. Some of these adjectives have native counterparts with exactly the same meaning.

Examples :¹⁾

<u>older form</u>		<u>the counterparts with</u>	<u>original verbs</u>
		<u>native stems</u>	<u>in English</u>
edible	=	eatable	eat
combustible	=	burnable	burn
audible	=	hearable	hear
credible	=	believable	believe
habitable	=	livable	live

The members of those pairs having the same meaning have different situations of usage. The derivatives of the Latin origin are usually used in formal situations whereas the native or English formations are mostly used in spoken language.

Some of the native counterparts of these adjectives of the Latin origin have not been generally accepted yet, e.g. hearable. They are the result of the productivity of the suffix {-able}. By this, it is meant that the degree of acceptance develops with the increasing currency in the language²⁾.

Each member of some pairs sometimes develops different specialization in meaning³⁾. Take for example the adjectives

1) The examples are taken from : English for S.L.T.A. Students' Book II

2) Randolph Quirk, op. cit., p. 976

3) English for S.L.T.A. Students' Book II, p. 239

legible and readable; legible means 'can be read', readable means 'good to read' or 'pleasant to read'. The quality expressed by adjectives with {-able} is not physical but it is abstract. If we say that the pencil is red, the quality is physical since we can see that it is red.

{-able}

stem	meaning	examples
transitive verbs	1. 'can be' 2. 'deserve to be' 3. 'ought to be' 4. 'worthy to be' 5. 'likely to'	foreseeable bearable respectable regrettable eatable readable changeable
intransitive verbs	1. 'can be' 2. 'ready to or capable to'	thinkable workable agreeable variable
nouns	1. 'likely to give' 2. 'having'	favorable profitable knowledgeable valuable
bound stems	(no specific meanings; the meanings vary in each entry)	liable arable possible

A derivative adjective with {-able} and its allomorphs can function either attributively, predicatively.

examples :

Attributively : - To argue his opinion, we have to have
a reliable source of information.

- We had an enjoyable party last night.

- He is really an honourable person.

Predicatively : - Do you think that the plan is acceptable?

- This place is comfortable.

- Which one is preferable to you, this one
or that one?

Derivative adjectives with {-able} are often combined
with the negative suffixes {un-} or {in-} with their
allomorphs, and sometimes {non-}.

examples :

with the prefix {un-}

favorable - unfavourable

mistakable - unmistakable

reasonable - unreasonable

touchable - untouchable

utterable - unutterable

with the prefix {in-} and its allomorphs

peccable - impeccable

pregnable - impregnable

possible - impossible

passible - impassible

soluble - insoluble

accessible - inaccessible

capable - incapable

effable - ineffable

corrigible - incorrigible

legible - illegible

responsible - irresponsible

visible - invisible

with the prefix {non-}

combustible	-	non-combustible
flamable	-	non-flamable
deductible	-	non-deductible
communicable	-	non-communicable

Derivative adjectives with native bases take the prefix {un-}. The prefix {in-} and its allomorphs are generally found with derivative adjectives derived from Latin or French, or adjectives with bound stems. This form of negative prefix rarely occurs in adjectives with {-able} from the native formation. The adjective irresponsible seems to be an exception as it is difficult to find any other examples of such occurrence.

The negative suffix {non-} occurs in some adjectives with {-able}. It is used in scientific technical English, example : glass is a non-combustible material. In spoken English, the negative sentence is preferred, example : You may smoke here, the gas is not combustible.

The word non-flamable is just the contrary to inflammable. The adjective inflammable is derived from an intransitive verb to inflame, meaning able to burst into flame whereas the adjective flamable is derived from a noun flame, meaning having the tendency to produce flame.

1. 2. THE FORM OF THE SUFFIX {-able}

The morpheme {-able} has only one allomorph, namely /-əbl/ which sometimes alternates with /-bl/.

1. 2. 1. THE ALLOMORPH /-əbl/ AND ITS VARIANT /-bl/

Examples with identifiable stems :

divide	/di'void	/	+	{-able}	→	dividable	/divaidəbl/
explain	/iks'plein	/	+	{-able}	→	explainable	/iks'pleinəbl/

fashion	/'fæʃən	/ + {-able}	--	fashionable	/'fæʃənəbl/
profit	/'profit	/ + {-able}	--	profitable	/'profitəbl/
abominate	/ə'bɒmineɪt	/ + {-able}	--	abominable	/ə'bɒminəbl/
calculate	/'kælkjuːleɪt/	+ {-able}	--	calculable	/'kælkjuːləbl/
educate	/'edjuːkeɪt	/ + {-able}	--	educatable	/'edjuːkəbl/
vary	/'veəri	/ + {-able}	--	variable	/'veəriəbl/
rely	/ri'laɪ	/ + {-able}	--	reliable	/ri'laɪəbl/
pronounce	/prə'naʊns	/ + {-able}	--	pronounceable	/prə'naʊnsəbl/
manage	/'mænɪdʒ	/ + {-able}	--	manageable	/'mænɪdʒəbl/
replace	/ri'pleɪs	/ + {-able}	--	replaceable	/ri'pleɪsəbl/
sale	/'seɪl	/ + {-able}	--	saleable	/'seɪləbl/
control	/kən'trəʊl	/ + {-able}	--	controllable	/kən'trəʊləbl/
forget	/fə'get	/ + {-able}	--	forgettable	/fə'getəbl/

Examples with bound stems :

credible	/'kredəbl/
durable	/'djʊərəbl/
amiable	/'æmiəbl/
arable	/'æərəbl/
capable	/'kæpəbl/

1. 3. THE SPELLING OF THE SUFFIX {-able}

By observing the list of examples, a rule of the spelling can be drawn.

1. 3. 1.

Words ending in 'y' take the form -able. When the 'y' is preceded by a consonant the 'y' changes into 'i', examples :

vary	---	variable
rely	---	reliable

When the 'y' is preceded by a vowel, the addition of the suffix {-able} does not make any changes, examples :

buy	---	buyable
pay	---	payable

1. 3. 2.

Words ending in 'e' generally take the form -able, but there is a rare occurrence of such words found with -ible, e.g. : producible.

When the words are pronounced with final sibilants /s/, affricate /dz/ or fricative /v/ the corresponding adjectives in -able maintain the 'e', examples :

move	---	moveable
live	---	liveable
pronounce	---	pronounceable
manage	---	manageable

Words ending in 'e', besides those with the above significance, drop the 'e' when -able is added, examples :

divide	---	dividable
like	---	likable
debate	---	debatable

There are some exceptions to this rule. The word sale becomes salable although it is pronounced with the final /l/. The words liveable and moveable are sometimes spelled livable and movable.

1. 3. 3.

Words having stressed final syllables with final consonants are usually spelled with double consonants when -able is added, examples :

control ---> controllable

forget ---> forgettable

2. THE SUFFIX {-al}

1 As an adjective suffix {-al} corresponds to -ical, -ial and -ual, for example in : adjectival, economical, presidential, contextual. {-al} is a major adjective suffix but it is not a productive one since it is not commonly added to existing English words to form new adjectives. For example, the adjective testimonial is derived from the noun testimony by adding {-al} as the adjective forming suffix. However, the same analogy is not applicable to the noun adventure since the word *) advantural is not English. A lot of adjectives, especially those in academic and scientific usage, are formed with {-al}.

This suffix is derived from Latin -alis as in oralis which became oral in English. In old French this suffix became -el like in actuel, mortel¹⁾. This suffix is refashioned in Modern French and in Modern English as -el. The Latin suffix -alis and the French suffix -el both function as adjective suffixes. They form adjectives from substantives.

The Latin adjective suffix -alis and the French adjective suffix have been adopted in modern English with -al unrestrictedly²⁾.

The suffix -alis in Latin is found to be a cognate^{asalnya samy} with an adjective suffix -aris from which the English adjective suffix {-ar} is derived, for example : angular, molecular, nuclear. The distinctive feature of those cognated is proved to be phonological; when the stem ending in -l, -ar is used.

In modern English, {-al} is added to many foreign

1) C.T. Onion, editor, op. cit., p. 22

2) idem

formations including those with Greek origins in -ac, -ic or -oid, forming adjective suffix combinations -acal, -ical, -oidal, e.g. : hypochondriacal, zodiacal, surgical, anthropoidal, rhomboidal. Such formations are not analysed as having adjective stems and the adjective suffix {-al}, but they are analysed as having substantives as the stems and the combined adjective suffixes {-acal}, {-ical} or -oidal ¹⁾.

The occurrence of the suffix {-al} in words of French and Latin origins is also common e.g. : oral, virtual, central, general, postal.

The adjective suffix {-al}, either in foreign or native formations, is always denominal. In the English formation the adjective suffix {-al} is also found in combination with {-ic} to form {-ical}, e.g. : economical, historical. The choice of usage between {-ic} and {-ical} in this case is a matter of significance that will be discussed later.

Sometimes {-ical} in English formations is not a combination of {-ic} and {-al} but it is a variant of {-al} which is morphologically conditioned, example : non-sensical, alphabetical, biological, psychological, categorical. There are nouns which seem to have the ending {-ical} if the suffix {-al} is added, e.g. : musical, logical, critical. Actually they have the adjective suffix {-al} instead of {-ical} because the -ic- belongs to the stems.

2. 1. THE MEANING OF THE SUFFIX {-al} AND ITS ALLOMORPHS

2. 1. 1. nouns + {-al}

There are two kinds of formations containing noun stems and {-al}, namely the native formation and the foreign formation. 'Native formation' refers to adjectives with {-al} whose

1) C.T. Onion, editor, op. cit., pp. 458, 625

stems are native English words or borrowings which exist in English.

Examples :

constitutional:	of inherent in, affecting constitution
emotional	: of or relating to the emotion
cultural	: relating to culture
developmental	: of a development, incidental to growth
evolutionary	
additional	: added, supplementary, of an addition
adjectival	: belonging to, of, having the characteristics of an adjective
agricultural	: of or pertaining to agriculture
alphabetical	: according to the order of the alphabetic
preferential	: of, giving, receiving preference
national	: of, belonging to, common to the nation
coastal	: of or belonging to the coast area
educational	: of or concerned with education
tidal	: of or actuated by tide
professional	: of, belonging to, connected with profession
editorial	: of an editor, written by the editor
temperamental	: of or showing certain temperament
occasional	: arising out of, made or meant for special occasion
mathematical	: of mathematics, rigorously precise
physical	: of or belonging to physics
psychological	: of or belonging to psychology

A general meaning can be concluded from the list of the native formations with {-al} namely 'pertaining to', 'belonging to' or 'concerned with'. Each entry develops various meanings which depends on the contexts in which it occurs.

The term 'foreign formation' is limited to adjectives which are derived from foreign adjectives but which seemingly have corresponding nouns in English. These adjectives are not derived from English nouns by adding the adjective suffix {-al} to them, but they are borrowed from foreign sources and adapted in form. In the case of the word virtual, it is derived from the English noun virtue, but in actuality, it is derived from the Latin adjective virtualis. As the adjective suffix {-al} is derived from Latin or old French, these adjectives are also derived from these sources.¹⁾

Examples :

original	: existing from the first, pertaining to the origin
spiritual	: of the spirit, as opposite to matter, of the soul
natural	: based on the innate moral sense
fundamental	: of the ground work, going to the root of the matter.
accidental	: happening by chance, undesignedly
beneficial	: advantageous, having benefit
brutal	: savagely cruel, merciless, having the characteristic of a brute
essential	: of or constituting a thing's essence, fundamental
universal	: of or belonging or done by all people in the world
practical	: concerned with practice, shown in practice

1) C.T. Onion, editor, op. cit., p. 22

fatal : like fate, appointed by destiny, inevitable
 actual : existing in fact, real, present, current
 typical : serving as a type or characteristic example

Adjectives with {-al} in foreign formation have a common meaning, namely 'pertaining to'. The variation of meanings in each entry is wider than that of the English formation. Consequently, the relationship between the meaning of the adjective and its corresponding noun in general is looser than that of the native formation. A comparison of the adjective cultural from the native formation to the adjective accidental from the foreign formation illustrates this. Cultural means 'pertaining to' culture or relating to culture whereas accidental means 'happening by chance' or 'undesignedly'. The semantic relationship between the adjective accidental and the noun accident is looser than that between cultural and culture. Most adjectives with {-al} in foreign formation contain only the implied meaning of the corresponding nouns.

As stated before, {-al} as an adjective suffix is always ^{added to noun} denominal. This means that it is used to form adjectives from nouns. However, the ending {-al} is found in a large number of adjectives which cannot be analysed as having noun stems, for example : annual, mutual, reciprocal, radical.

Since this type of adjective cannot be analysed into any elements relevant to English, they are not recognized as formations, but they are recognized as direct borrowings from foreign sources, namely Latin or Old French. Originally they have the adjective ending -alis in Latin or -el in Old French. Those are endings from which the

adjective suffix {-al} is derived. The adjective annual will illustrate the case; annual is an adjective derived from the Latin adjective annualis or the Old French adjective annuel. In Latin, the adjective annualis is derived from the substantive annus meaning 'year'. In English, the adjective is borrowed with the same meaning and an adaption in form with the meaning 'occurring yearly'. Here the analogic formation which is found in the case of virtual does not apply.

Recognizing this type of adjective is of minor importance since it is useful only for recognizing their meanings. The meanings of adjectives of this type can be detected by tracing the derivation in the original language. The meaning of the adjective annual can be detected by knowing that annus in Latin means 'year', consequently annual means 'pertaining to year' or 'occurring yearly'. In this case, the semantic relationship between the adjective and the stem, which can be detected only in the original language, is loose. Here are some other examples :

- radical : fundamental, forming the basis, primary
(derived from Latin radix - 'root')
- potential : capable of coming into being or action, latent
(derived from Latin potentia - 'power'
or 'ability to be strong')
- cordial : hearty, sincere, warm, friendly
(derived from Latin cordis - 'heart')
- collosal : of or like collouse, gigantic, huge
(derived from Latin kolossos, from Greek with
the meaning 'gigantic statue', 'gigantic person
or personfied empire')
- filial : of or due from son or daughter, resulting from
cross-breeding

(derived from Latin filia - 'daughter' and filius means 'son')

- equal : the same in number, value, rank
(derived from Latin equus - 'even')
- local : in regard to place; belonging to or peculiar
to certain places (derived from locus - 'place')
- oral : spoken, verbal, by word of mouth, not written
(derived from Latin oris - 'mouth')
- manual : done with hands, worked by hands, not by
automatic equipment (derived from Latin manus -
'hand')
- mental : of the mind (derived from Latin mens + ntis -
'mind')
- vocal : of voice (derived from Latin vocalis - 'of
voice')

In conclusion, the semantic function of the adjective suffix {-al} is generally to give various meanings which contain the element of meaning 'pertaining to the stem' or 'belonging to the stem'.

{-an}

stem	meaning	examples
1. nouns	'pertaining to' or 'belonging to'	adjectival psychological alphabetical
2. bound stems	(no specific meanings, the meanings vary in each entry)	reciprocal cordial filial

Adjectives with {-al} can be used either attributively or predicatively.

Examples :

Attributively : That is an illogical argument.

The original text is very long.

Predicatively : This argument is illogical.

This text is original.

This type of adjective is primarily non-gradable; most of adjectives with {-al} cannot be subject to comparison, e.g. : adjectival, alphabetical, palatal, mutual, criminal, cultural, editorial. However, some can be subject to comparison. There are no distinctive features to determine which adjective can be subject to comparison and which cannot.

Those which are subject to comparison always take more for the comparative degree and most for the superlative degree.

Examples :

professional	-	more professional	-	most professional
emotional	-	more emotional	-	most emotional
economical	-	more economical	-	most economical
practical	-	more practical	-	most practical

Some of the adjectives with {-al} can be modified by adverbs of degree, some others cannot.

Examples :

very emotional
 very fundamental
 practical enough
 too critical
 too emotional
 quite beneficial

Members of pairs like economic and economical, historic and historical are distinguished from each other in usage. Such pairs are called dual adjectives since the

members of each pair have the same roots and only a slight difference in meaning and usage.

As stated previously, {-ical} is a compound suffix consisting of {-ic} and {-al}. In English formation the form in {-ical} is generally earlier than that in {-ic}¹⁾.

When the forms with {-ic} and {-ical} entered English (at different times), they were often synonymous. But gradually they were distinguished in usage. The {-ical} form became more common than the {-ic} form. The {-ic} form gradually became less popular and had to hold some specification in meaning. The adjectives with {-ical} were preferred in common usage,

examples :

geographical

botanical

periodical

theoretical

analytical

During the period of the Renaissance, the formation of new adjectives referring to science was encouraged. The suffix {-ic} was preferred for these words. As compared to the adjectives with {-ical}, the adjectives with {-ic} are considered more scholarly and closer to the subject²⁾,

examples :

hydrochloric

allotropic

magnetic

antiseptic

electric

1) C.T. Onion, editor, op. cit., p. 458

2) Idem

Some of the nouns indicating branches of science never take the {-ic} form, they always take the {-ical} form to generate the corresponding adjectives, either with scientific connotation or common connotation. This is an exception in which the {-ical} form is used in adjectives with scientific specification.

examples :

psychological

archeological

biological

phylological

Sometimes the same adjectives with {-ic} and {-ical} occur in slightly different semantic contexts. The adjectives with {-ic} alternate with the corresponding adjectives with {-ical} with a difference meaning¹⁾.

examples :

- historic event (a part of history)
- historical novel (the novel is about events in history, it is not itself a part of history)
- electric current (the actual power itself)
- electrical engineering (majoring in electricity)
- economic theory (based on economics)
- economical car (saves a lot of petrol)

From The Modern English point of view, the distinction between the -ic form and the -ical form is that the -ic form has a more scientific connotation and a semantically more direct connotation with the stem, whereas the -ical form has a more popular signification and a looser connection with the stem.

1) Randolph Quirk, op. cit., p. 1005

2. 2. THE FORM OF THE SUFFIX {-al}

The suffix {-al} has four allomorphs, namely /əl ɪəl ɪkəl ɪ uəl/. The following lists of examples will illustrate their distribution.

2. 2. 1. THE ALLOMORPH /-əl/ AND ITS VARIANT /-l/

nation	/ˈneɪʃən	/ + {-al}	→ national	/ˈnæʃənəl/ or /-nəl/
region	/ˈriːdʒən	/ + {-al}	→ regional	/ˈriːdʒənəl/ or /-nəl/
emotion	/iˈməʊʃən	/ + {-al}	→ emotional	/iˈməʊʃənəl/ or /-nəl/
culture	/ˈkʌltʃəː	/ + {-al}	→ cultural	/ˈkʌltʃərəl/
agriculture	/ˈæɡrɪkʌltʃəː	/ + {-al}	→ agricultural	/æɡrɪˈkʌltʃəːrəl/
temperament	/ˈtemperəment	/ + {-al}	→ temperamental	/ˈtemperəˈmentəl/
tide	/taɪd	/ + {-al}	→ tidal	/ˈtaɪdəl/ or /-dəl/
coast	/ˈkəʊst	/ + {-al}	→ coastal	/ˈkəʊstəl/
music	/ˈmjuːzɪk	/ + {-al}	→ musical	/ˈmjuːzɪkəl/
logic	/ˈlɒdʒɪk	/ + {-al}	→ logical	/ˈlɒdʒɪkəl/
verb	/vɜːb	/ + {-al}	→ verbal	/vɜːbəl/

2. 2. 2. THE ALLOMORPH /-iəl/ AND ITS VARIANT /jəl/

commerce	/ˈkɒməːs	/ + {-al}	→ commercial	/kɒˈməːʃəl/
adverb	/ˈædvɜːb	/ + {-al}	→ adverbial	/ədˈvɜːbiəl/

part	/pa:t	/ + {-al}	→	partial	/'pa:ʃəl/
president	/'prezident/	+ {-al}	→	presidential	
					/prezi'denʃəl/
confidence	/'kɒnfɪdəns/	+ {-al}	→	confidential	
					/kɒnfi'denʃəl/
colony	/'kɒləni	/ + {-al}	→	colonial	/kɒ'ləunjəl/
industry	/'ɪndəstri	/ + {-al}	→	industrial	
					/ɪn'dʌstriəl/

2. 2. 3. THE ALLOMORPH /-uəl/ AND ITS VARIANT /-juəl/

act	/ækt	/ + {-al}	→	actual	/'æktjuəl/
spirit	/'spɪrɪt	/ + {-al}	→	spiritual	
					/'spɪrɪtjuəl/
text	/tekst	/ + {-al}	→	textual	/'tekstjuəl/
sex	/seks	/ + {-al}	→	sexual	/'seksjuəl/
habit	/'hæbɪt	/ + {-al}	→	habitual	/hæ'bitjuəl/

2. 2. 4. THE ALLOMORPH /-ɪkəl/

category	/'kætɪɡəri	/ + {-al}	→	categorical	
					/kæti'ɡɜrɪkəl/
non-sense	/'nɒnsəns	/ + {-al}	→	non-sensical	
					/nɒn 'sensɪkəl/
type	/taɪp	/ + {-al}	→	typical	/'tɪpɪkəl/
sphere	/sfɪə	/ + {-al}	→	spherical	/'sferɪkəl/
cone	/kəʊn	/ + {-al}	→	conical	/'kɒnɪkəl/
bible	/baɪbl	/ + {-al}	→	biblical	/'bɪblɪkəl/
psychology	/saɪkɒlədʒi/	+ {-al}	→	psychological	
					/saɪkɒ'lɒdʒɪkəl/
biology	/baɪɒlədʒi	/ + {-al}	→	biological	
					/baɪɒ'lɒdʒɪkəl/

By observing the lists of examples above, it can be concluded that the allomorph /l/ occurs after stems ending in /-n/, /-r/, /-t/, /-d/, /-k/, /-b/, (/ -el/ alternates with

/-l/ if the stems end in /-n/), the allomorph /-iəl/ occurs after stems ending in /-s/, /-b/, /-t/, /-i/, the allomorph /uəl/ occurs after stems ending in /-t/ but in sexual it occurs after /-s/, the allomorph /-ikəl/ occurs after /-i/, /-s/, /-p/ (the adjective of the noun sphere and cone sometimes have the suffix /-ik/, but commonly, they appear with /-ikəl/).

From the observation, it should be clear that the allomorphs of the adjective suffix {-al} are not phonologically conditioned. They are morphologically conditioned.



Sometimes, the adding of an allomorph brings about changes in vowel-sound or syllabic-sound, e.g. : /'neiʃən/ → /'næʃənəl/, the sound /ei/ alters into /æ/. Sometimes it brings about a stress-shift which is normally accompanied by a change in vowel or syllabic sound, e.g. : /'prezidant/ → /prezi'denʃəl/, the vowel /ə/ changes into /e/.

The allomorphs /-jəl/ and /-juəl/, if attached to consonants, normally bring about a special kind of consonant change, namely synthesis. Synthesis is the fusion of two consonants brought together by morpheme combination into a single new phoneme, different from both of its constituents¹⁾. (In this case, /-jəl/ is actually the alternate of the allomorph /-iəl/, and /-juəl/ is the alternate of the allomorph /-uəl/). In commercial /'kɒmə:s/ → /'kɒ'mə:ʃiəl/, the consonant /ʃ/ represents the fusion of /s/ and /j/ from the suffix /-jəl/, the allomorph of {-al}. Actual is an other example, /ækt/ → /'æktjuəl/. The consonant /tj/ is the fusion of /t/ and

1) W. Nelson Francis, op. cit., p. 214

/j/.

2. 3. THE SPELLING OF THE SUFFIX {-al}

An attempt to make a rule on the spelling of adjective formations should exclude the direct borrowings from Latin or French, such as the adjectives oral, mental, dental, manual, mortal, since they appear to be arbitrary to English formations and they are not recognized as formations. So, the rule applies only to the English formations.

2. 3. 1. THE FORM {-al}

The form -al corresponds to the allomorph /-al/ or /-l/.

- a) The suffix {-al} is added directly to any nouns ending in consonants.

examples :

region	---	regional
verb	---	verbal
music	---	musical
regiment	---	regimental

- b) The final 'e' of any nouns should be removed if the suffix {-al} is added.

examples :

centre	---	central
nature	---	natural
practice	---	practical

- c) The final 'y' of any nouns is altered to 'i' if the suffix {-al} is added.

examples :

industry	---	industrial
colony	---	colonial

The ending appears to be -ial in this case, but actually the -i- belongs to the stems, and the ending is only -al.

- d) If the noun is a name of any branches of science ending in -ics, the '-s' is removed if the suffix {-al} is added.

examples :

ethics ---> ethical
 mathematics ---> mathematical
 physics ---> physical

The ending appears to be -ical, however the -ic- actually belongs to the stems.

2. 3. 2. THE FORM -ial

This form corresponds to the allomorph /-iəl/ or /-jəl/.

- a) If the form -ial is attached to any nouns ending in consonants, normally no changes happen.

examples :

president ---> presidential
 dictator ---> dictatorial
 part ---> partial
 professor ---> professorial

Despite its pronunciation, sometimes a total change happens, example :

benefit ---> beneficial

- b) If the form -ial is added to any nouns ending in 'e', the 'e' is dropped.

examples :

commerce ---> commercial
 province ---> provincial
 finance ---> financial

In some other certain words, the 'c' alters into 't' and the 'e' is dropped.

examples :

confidence ---> confidential

preference → preferential

2. 3. 3. THE FORM -ual

This form corresponds to the allomorph /-ual/ or /-jual/.

It is attached to nouns ending in 't', 'x' or 's' without any alteration. It is rarely attached to nouns ending in vowels, but if it is attached to any, the 'e' is dropped.

examples :

text → textual

habit → habitual

sex → sexual

sense → sensual

3. THE SUFFIX {-an}

As an adjective suffix, {-an} alternates with -ean and -ian under certain conditions, e.g. : Chicagoan, Eropean, Christian.

This adjective suffix is derived from foreign origin, namely Latin -anus. The Latin suffix was first borrowed through French -ain. The form -aine was at first retained in some adoptions, but was later replaced by -an¹⁾. The form -an is the form which is used currently, alternating with its allomorphs.

The Latin suffix -anus in its native usage gives the meaning 'pertaining to' or 'belonging to'²⁾. In English, the adjective suffix {-an} is commonly found in names of places, systems, founders or famous people with more or less the same meaning as the original. It is a denominal adjective suffix.

Its occurrence with geographical names is considered arbitrary. Certain geographical names take the suffix {-an} to make the derivative adjectives, e.g. : Chicagoan, American, Indonesian. Other geographical names take other adjective suffixes, e.g. : British, Irish. With personal names the suffix {-an} is productive, giving certain significance, e.g. : Elisabethan, Darwinian, Johnsonian, Surabayan.

The adjective urban is a direct borrowing from Latin urbanus, derived from a noun urbs which means 'city', and a suffix -anus, the origin of the English adjective suffix {-an}³⁾. The adjective urban, which means 'pertaining to' or 'belonging to the city', is not an English formation.

1) C.T. Onion, editor, op. cit., p. 33

2) Idem

3) Idem

There is a relationship between the suffix {-an} and -ane, that can be observed in urban and urbane; urban means 'pertaining to or belonging to the city' while urbane means 'polite, polished in manner, or elegant', which are actually qualifications characterizing people from the city. Another example is human and humane. The adjective human is a borrowing from Latin humanus, which is derived from the noun homo (man) and the suffix -anus. The adjective human means 'pertaining to man or mankind' (as contrasted with animals), while humane means 'tender or kind hearted'. A conclusion can be drawn from these two pairs of examples; the suffix -ane gives a looser semantic relationship with the stem than the suffix -an does. But -an and -ane with bound stems are not English formations. A conclusion on these forms is useful for recognition only, not for active usage.

3. 1. THE MEANING OF THE SUFFIX {-an} AND ITS ALLOMORPHS

3. 1. 1. geographical names + {-an}

examples :

African	: pertaining to, belonging to, from Africa
Indian	: pertaining to, belonging to, from India
Chicagoan	: pertaining to, belonging to, from Chicago
Morocan	: pertaining to, belonging to, from Morocco
Sicialian	: pertaining to, belonging to, from Sicily
Canadian	: pertaining to, belonging to, from Canada

The common semantic significance given by the suffix {-an} to geographical names are 'pertaining to', 'belonging to' or 'from'.

In the adjective suburban, the suffix {-an} is added to the noun suburb, a particular part of a place. In this case, the suffix gives the same significance as in

geographical names. The noun Arab can take either the suffix {-an} or {-ic} to form its adjective, e.g. : Arabian nights, Arabian camels but Arabic numeral, Arabic language¹⁾. Arabian gives more popular signification whereas Arabic gives more scientific signification.

3. 1. 2. names of important historical characters + {-an}
examples :

- Victorian** : belonging to the period during the reign of Queen Victoria (authors, manners, dresses)
- Elizabethan** : belonging to the period during the reign of Queen Elizabeth
- Georgian** : belonging to the period during the reign of the first four Georges, Kings of England

The suffix {-an} with names of certain important historical characters gives a common signification, namely 'belonging to the period of'. Usually the adjectives are used attributively to modify styles of architecture, fashion, manners, literature.

3. 1. 3. names of founders or famous people + {-an}
examples :

- Lutheran** : following Martin Luther, following the believes of the Protestant
: Church of Germany named after Luther
- Darwinian** : according to Darwin's theory, following Darwin's theory
- Shakespearian** : in the style of Shakespeare
- Churchillian** : following the doctrines of Churchill
- Arthurian** : pertaining to Arthur, a legendary king of ancient Britain, who, with his knights

1) R.W. Zanvoort, A Handbook of English Grammar, p. 132

formed the subject of a great body of
romantic literature.

Christian : following the teachings of Christ

Epicurian : following the teaching of Epicurus who
taught that highest good was calmness of
mind

Pythagorean : following the teaching of Pythagoras.

With names of founders and famous people, the suffix
{-an} and its allomorphs means 'following the doctrines,
believes, theory or teaching of', or 'pertaining to the
doctrines, beliefs, theory or teaching of'.

3. 1. 4. names of systems or institutions + {-an}

examples :

Republican : pertaining to, being a member of, or having
the characteristic of a republic

Unitarian : pertaining to the doctrines of Unitarianism,
adhering to Unitarian beliefs

Oxonian : pertaining to or being a member of Oxford,
England or Oxford University

The suffix {-an} with names of systems or institutions
means 'pertaining to the doctrine or characteristic of'.

In general, the suffix {-an} has a semantic function
of giving the meaning 'pertaining to' with a wide variety
of meanings in each occurrence.

{-an}

stem	meaning	examples
Geographical names	1. 'pertaining to' 2. 'belonging to' 3. 'from'	Indonesian Sicilian Chicagoan Canadian
Important historical	'belong to the	Victorian

characters	period during the reign of'	Elizabethan Georgian
Founders or famous people	'following or pertaining to the doctrines beliefs, teachings, style or theory of'	Darwinian Lutheran Mohammedan Christian Epicurean
System or institutions	'pertaining to, having the characteristics of or being a member of'	Republican Unitarian Oxonian

Syntactically, adjectives with {-an} can function either attributively or predicatively.

Attributively : - He is an African student

- It belongs to the Victorian age
- This is an Arthurian poem
- He follows Republican doctrines radically

Predicatively : - I am Indonesian

- This car is American
- Their beliefs are obviously Lutheran

Adjectives with {-an} are not commonly inflected by adverbs of comparison or modified by intensifiers, except the ones with geographical names indicating 'having the culture of', e.g. :

- Sam is more American than Joe
- Roger has become more English than the Englishmen

3. 2. THE FORM OF THE SUFFIX {-an}

3. 2. 1. THE ALLOMORPH /-ən/ AND ITS VARIANT /-n/

examples :

America	/ə'merikə /	+ {-an}	→	American	/ə'merikən/
Indonesia	/indəu'ni:ʃə/	+ {-an}	→	Indonesian	/indəu'ni:ʃən/
Chicago	/ʃi:'ka:gəu /	+ {-an}	→	Chicagoan	/ʃi:'ka:gəuən/
Sicily	/'sisili /	+ {-an}	→	Sicilian	/si'silian/ or /-jən/
Rome	/'rəum /	+ {-an}	→	Roman	/'rəumən/
Mohammed	/məu'həməd /	+ {-an}	→	Mohammedan	/məu'həmidən/
Belgium	/'beldʒəm /	+ {-an}	→	Belgian	/'beldʒən/

3. 2. 2. THE ALLOMORPH /-iən/ AND ITS VARIANT /-jən/

examples :

Gladstone	/'glædstən /	+ {-an}	→	Gladstonian	/glæd'stəunien/
Shakespeare	/ʃeikspiə*/	+ {-an}	→	Shakespearean	/ʃeiks'piəriən /
Arthur	/'a:θə:*	+ {-an}	→	Arthurian	/a:'θjuəriən/
Boston	/'bɒstən /	+ {-an}	→	Bostonian	/bɒs'təunien/ or /-jən/
Canada	/'kænədə /	+ {-an}	→	Canadian	/kə'neidjən/ or /-diən/
Panama	/,pænə'ma: /	+ {-an}	→	Panamanian	/pænə'meinjən/
Christ	/kraist /	+ {-an}	→	Christian	/'kristjən/
Brazil	/'brazil /	+ {-an}	→	Brazilian	/brə'zilian/ or /-jən/
George	/'dʒo:dʒ /	+ {-an}	→	Georgian	/'dʒo:dʒiən/

Europe /'juərəp / + {-an} → European /juərə'pi:ən/

Arab /'æɾəb / + {-an} → Arabian

/ɜːrəbjən/ or /-iən/

Peru /pə'ru: / + {-an} → Peruvian /pə'ru:vjən/

Iran /iə'ra:n / + {-an} → Iranian

/i'rein.jən/ or /-iən/

Shaw / ʃɔ: / + {-an} → Shavian

/ˈfeɪvɪən/ or /-jən/

The suffix {-an} has two allomorphs /-n/ and /-iən/ the allomorph /-ən/ alternates with /-n/ and the allomorph /-iən/ alternates with /-jən/.

Most geographical names ending in vowels or diphthongs and unstressed syllables take the /-ən/. If the nouns have the final phoneme /-ə/ or /-iə/, they usually take the alternate of /-ən/, namely /-n/, e.g. : American, Indonesian. Other geographical names ending in consonants normally take /-iən/. If the nouns have the final phonemes /n/, /b/ or /l/ the allomorph /-iən/ may alternate with /-jən/. Some geographical names ending in vowels take the allomorph /-iən/, e.g. : Canada - Canadian /kə'neidjən/.

In Panama and Panamanian an addition of phonemes occurs combination of morphemes receives an addition /-n/. The same is true of Peru and Peruvian, where an /-v-/ is added.

A case of 'a loss of phonemes occurs in Belgium and Belgian; the phonemes /-um/ are dropped when the suffix {-an} is added to the words. Most personal names take the allomorph /-ian/.

Sometimes a complete change in form occurs, like in Shaw and Shavian.

The addition of the allomorph /-ən/ commonly causes a stress shift; the stress shifts to the syllable

immediately before the ending. The stress shift is accompanied by a change in the vowel-sound, e.g. : /bɒstən/ → /bɒs'tæniən/; the stress shifts from the first syllable to the syllable immediately before the ending /-iən/. The vowel /-ə-/ alters to /-æu/. Since each distribution of the allomorphs has a low degree of consistency with various exceptions, they are considered morphologically conditioned.

3. 3. THE SPELLING OF THE SUFFIX {-an}

3. 3. 1. THE FORM -an

This form is commonly added to nouns ending in '-a' or other vowels..The nouns usually lose the final '-a' or the final vowel in the new formations :

Examples :

Cuba	-	Cuban
Alaska	-	Alaskan
Corsica	-	Corsican
Mexico	-	Mexican
Victoria	-	Victorian

In terms of this occurrence, the form -an corresponds to the allomorph /-ən/ or /-n/. But there are nouns ending in vowels which do not change their forms.

Examples :

Europe	-	European
Fiji	-	Fijian
Chile	-	Chilean
Shakespeare	-	Shakespearean

In this case the form -an corresponds to the allomorph /-iən/.

With nouns ending in consonants, the suffix does not make any changes in the form of the stems in the new formations.

Examples :

Elizabeth - Elizabethan

Luther - Lutheran

Mohammed - Mohammedan

The form -an is added to nouns ending in '-y'; if the '-y' is immediately preceded by a consonant, the '-y' alters into 'i' in the new formations, but if the '-y' is immediately preceded by a vowel, the '-y' does not change in the new formations.

Examples :

Hungary - Hungarian

Sicily - Sicilian

Italy - Italian

Paraguay - Paraguayan

Uruguay - Uruguayan

Although the endings sound /-iən/, the /-i-/ belongs to the stems. In conclusion, the form -an in this case corresponds to the allomorph /-ən/.

3. 3. 2. THE FORM -ian

It is obvious that the form -ian in any occurrence corresponds to the allomorph /-iən/ and its variants. The form -ian is added to nouns of geographical names or personal names, usually without any changes.

Examples :

Brazil - Brazilian

Iran - Iranian

Ecuador - Equadorian

Johnson - Johnsonian

Dickens - Dickensian

Arthur - Arthurian

Some nouns ending in vowels lose their final vowels when the form -ian is added.

Examples :

Canada - Canadian

Palestine - Palestinian

3. 3. 3. THE FORM -ean

This form -ean is neither productive nor major. It occurs with some personal nouns derived from Latin or Greek.

Examples :

Democriteus - Democritean

Epicureus - Epicurean

Euripideus - Euripidean

Herculeus - Herculean

Aristotle - Aristotelean

Euclideus - Euclidean

Pythagoreus - Pythagorean

Some of the forms in -ean are replaced by -ian, e.g. :

Aristotelean - Aristotelian, Euclidean - Euclidian .

4. THE SUFFIX {-ed}

Adjectives ending in {-ed} are sometimes confused with participles ending in {-ed}. Dealing with this confusion, we cannot ignore the structural aspect of adjectives.

According to the features characterising adjectives, adjectives occur attributively or predicatively, they can be modified by adverbs or intensifiers, and can take comparative and superlative forms. However, not all words that are traditionally regarded as adjectives possess all of these features¹⁾. Participles used as attributive adjuncts are adjectival and they are called participial adjectives²⁾, e.g. : a surprised look, a married man, a broken teapot.

Sometimes participial adjectives can be used predicatively, e.g. : The lamp is broken, He looks surprised. But they should be distinguished from past participles functioning as main verbs of passive sentences, e.g. : The lamp was broken by John, The assignment has been accomplished.

Adjectives with {-ed} can also be denominal as the suffix {-ed} is added to many nouns, e.g. : diseased, talented.

The derivational suffix {-ed} added to verbs forming participial adjectives corresponds to the inflexional suffix {-ed}. This suffix is derived from Old English -ed, -od, -ad and -ud. But only the form -ed is retained in modern English³⁾. With nouns the suffix {-ed} is derived from Old English -ede which was appended to substantives

1) Randolph Quirk, op. cit., pp. 231. 232

2) A.S. Hornby, Guide to Patterns and Usage in English, p. 149

3) C.T. Onion, editor, op. cit., p. 300

to form adjectives denoting possession or the presence of the thing or attribute expressed by the substantive¹⁾. In Modern English the form -ed is retained and added without restriction to nouns with the sense 'possessing', 'provided with', 'characterized by' the nouns functioning as the stems.

4. 1. THE MEANING OF THE SUFFIX {-ed}

4. 1. 1. verbs + {-ed}

examples :

surprised : e.g. : - a surprised look

- He is surprised

interested : e.g. : - I am interested in music

- John was interested

bored : e.g. : - I got bored

convinced : e.g. : - The journalist is convinced about the case

dissappointed : e.g. : - The class was very dissappointed

- To please a dissappointed man is difficult

occupied : e.g. : - most of the seats were occupied

unmarried : e.g. : - She is unmarried

unexpected : e.g. : - It was really an unexpected meeting

unstressed : e.g. : - an unstressed syllable

- The question is unstressed

4. 1. 2. (adverbs + verbs) + {-ed}

examples :

newly-married : e.g. : a newly-married couple (a couple who were newly married)

well-prepared : e.g. : a well-prepared dinner party (a dinner party which was well prepared)

1) Idem

newly-arrived : e.g. : newly-arrived guest (guest who have just arrived)

well-spoken : e.g. : a well-spoken young man (a young man who speaks well)

well-dressed : e.g. : a well-dressed gentleman (a gentleman who dresses well)

4. 1. 3. (nouns + verbs) + {-ed}

examples :

hand-knitted : e.g. : a hand-knitted sweater (a sweater which was knitted by hand)

leather-covered : e.g. : a leather-covered chair (a chair which is covered by leather)

snow-covered : e.g. : a snow-covered hill (a hill which is covered by snow)

college-trained : e.g. : a college-trained teacher (a teacher who has been trained in a college)

tree-lined : e.g. : a tree-lined road (a road which is lined by trees)

As a conclusion, the suffix {-ed} with verb stems makes derivative adjectives which denote passive meanings.

Some irregular verbs do not take the form {-ed} but they follow irregular forms although they are used in this sense, examples : hidden danger, broken teapot, horse-drawn cart, tailor-made trousers, wind-swept plateau.

In (adverbs + verbs)+{-ed}, some compound derivatives do not have passive meanings, on the contrary, they have active meanings, e.g. : newly-arrived, well-spoken, well-dressed. This occurrence is not very common.

4. 1. 4. nouns + {-ed}

examples :

talented : having talent
 bearded : having beard
 hyphenated : added with a hyphen
 cultured : characterized by a culture
 unskilled : having no skill
 unseated : having no seat

4. 1. 5. compounds consisting of two nouns + {-ed}

examples :

ash - coloured : having colour like ash (grey)
 gold - laced : having lace made of gold
 horn - rimmed : having a rim made of horn
 pig - headed : having a head like a pigs (figurative)
 giant - sized : having size like a giants (figurative)

4. 1. 6. compounds consisting of adjectives or numerals
 and nouns + {-ed}

examples :

simple-minded : having simple way of thinking
 blue-eyed : having blue eyes
 long-nosed : having a long nose
 one-eyed : having one eye only
 four-legged : having four legs
 old-fashioned : having an old fashion
 quick-witted : having a quick wit
 long-haired : having long hair

4. 1. 7. compounds consisting adverbs and nouns + {-ed}

examples :

well-mannered : having good manner
 moderately-sized : having moderate sized
 cheerfully-minded : having cheerful mind
 highly-priced : having high price

Unlike {-ed} with verb stems, {-ed} with noun stems

denotes possession. Derivatives with {-ed} and noun stems give the sense 'having', 'provided with', 'characterized by' the stems.

It is apparent that the semantic function of the suffix {-ed} with verb stems and the semantic function of the suffix {-ed} with noun stems do not have any elements in common.

Derivative adjectives with {-ed} with verb stems have passive meanings whereas derivative adjective with {-ed} with noun stems have the meanings of 'possessing', 'provided with' or 'characterized by'.

{-ed}

stem	meaning	examples
1. verbs	(passive)	surprised well-prepared snow-covered
2. nouns	- 'having/possessing' - 'provided with' - 'characterized by'	talented ash-coloured blue-eyed well-mannered moneyed cultured

As discussed previously, derivative adjectives with {-ed}, either with verb stems, which are called participial adjectives, or with noun stems, can function either attributively or predicatively. When they occur predicatively, they must be distinguished from the passive constructions.

examples :

- attributively : A well-prepared meeting is satisfactory

The broken window is dangerous

We flew over the wind-swept hill

- predicatively : The glass is broken

They look surprised

The class was dissappointed

Some derivative adjectives with {-ed} are used with the negative prefix {un-} to convey the negative meaning, examples :

- unskilled
- unmarried
- undeserved
- unexpected

Derivative adjectives with {-ed} are commonly gradable and cannot be modified by intensifiers like most basic adjectives. However, some derivative adjectives with {-ed} having verb stems can be either gradable or modified by intensifiers. In term of gradability, they take the forms 'more' and 'most'.

examples :

- John is more tired than I am.
- The class was more dissappointed when the program had to be cancelled
- I was very surprised to hear the news
- John is very talented
- They are not very interested in music

4. 2. THE FORM OF THE SUFFIX {-ed}

Since the derivative adjectives ending in {-ed} with verb stems grammatically correspond to past participles, the derivational suffix {-ed} has the same allomorphs as those of the inflexional {-ed}. It has the same three regular allomorphs, namely /-t, -d, -id/ beside the

irregular allomorphs. However, not all irregular allomorphs of the inflexional suffix {-ed} commonly occur as the derivational suffix {-ed}. For example, the allomorph / ϕ / is one of the irregular allomorphs of the morpheme {-ed}. It occurs in some inflexions of {-ed} such as hit, cut, hurt, cost. Those forms occur as past participles but they do not commonly occur as derivative adjectives.

Its occurrence with noun stems is proved to follow the regular allomorphs, namely /-t, -d, -id/.

4. 2. 1. THE ALLOMORPH /-t/

examples :

henpeck	/henpek	/ + {-ed}	→	henpecked	/henpekt/
knife	/naif	/ + {-ed}	→	knifed	/naift/
odd-shape	/ɔd-ʃeip	/ + {-ed}	→	odd-shaped	/ɔd-ʃeipt/
four-step	/fɔ:r step	/ + {-ed}	→	four-stepped	/fo:r-stept/
gold-lash	/gould læʃ	/ + {-ed}	→	gold-lashed	/gould-læʃt/
well-dress	/wel-dres	/ + {-ed}	→	well-dressed	/wel-drest/

4. 2. 2. THE ALLOMORPH /-d/

examples :

blue-eye	/blu: ai	/ + {-ed}	→	blue-eyed	/blu: aid/
giant-size	/'dʒaɪənt-saɪz/	+ {-ed}	→	giant-sized	/'dʒaɪənt saɪzd/
unsettle	/'ʌn'setl	/ + {-ed}	→	unsettled	/'ʌn'setld/
love	/lʌv	/ + {-ed}	→	loved	/lʌvd/

well-prepare	/'wel-pri'peir /	+	{-ed}	→	well prepared
					/'wel-pri'peird/
old-fashion	/'ould'fæʃiən /	+	{-ed}	→	old-fashioned
					/'ould 'fæʃiənd/
blue-colour	/'blu:-'kʌlə* /	+	{-ed}	→	blue-coloured
					/'blu:-'kʌlə:d/
four-leg	/'fɔ:-leg /	+	{-ed}	→	four-legged
					/'fɔ:-legd/
horn-rim	/'hɔ:n-rim /	+	{-ed}	→	horn-rimmed
					/'hɔ:n-'rimd/

4. 2. 3. THE ALLOMORPH /-id/

examples :

beard /'bi:əd / + {-ed} → bearded /'bi:ədɪd/

mind /'maɪn / + {-ed} → minded /'maɪnɪd/

The allomorph /-t/ occurs after /p, k, t, f, θ, s, ʃ/, the allomorph /-d/ occurs after /b, g, j, v, ð, z, ʒ, m, n, ŋ, l, r, d, w, h/, whereas the allomorph /-id/ occurs after /t, d/ and sometimes after /-k/.

4. 3. THE SPELLING OF THE SUFFIX {-ed}

The adjective suffix {-ed} is added to nouns and verbs. When it is added to verbs, the spelling rules follow these of the past participles, including the irregular forms such as break-broken, speak-spoken (well-spoken), sweep-swept (wind-swept). However, it is found that when the suffix is added to nouns, the spelling rules follow those when it is added to regular verbs.

Except the irregular forms, the suffix {-ed} has only one spelling form, namely the form -ed. But, it sometimes brings about spelling changes to the stems.

4. 3. 1.

The form -ed is added without bringing about any

changes in the stems if the stems are verbs or nouns consisting of more than one syllable or consisting of one unstressed syllable and ending in consonants.

examples :

bewilder	→	bewildered
interest	→	interested
unstress	→	unstressed
dissappoint	→	dissappointed
well-dress	→	well-dressed
well-train	→	well-trained
well-water	→	well-watered

4. 3. 2.

If the form -ed is added to verbs or nouns ending in 'y', the 'y' alters into 'i'. But, if the final 'y' is preceded by a vowel, the final 'y' does not alter.

examples :

marry	→	married
occupy	→	occupied
unpay	→	unpaid
spy	→	spied
money	→	moneyed

4. 3. 3.

Nouns of verbs ending in 'e' drop the final 'e' when the form -ed is added.

examples :

long nose	→	long-nosed
shape	→	shaped
blue-eye	→	blue-eyed
gold-lace	→	gold-laced
disease	→	diseased
undeserve	→	undeserved

confuse ---> confused

bore ---> bored

surprise ---> surprised

extra-size --> extra-sized

5. THE SUFFIX {-en}

This suffix is used to form adjectives from nouns of material, e.g. : wood, wool, lead, earth, etc. The general meaning attributed by this suffix is commonly 'made of', e.g. : wooden, woolen, leaden, earthen, etc. However, a wide variety of usages shows the meanings 'resembling' or 'having the nature of'. The latter is commonly figuratively used, e.g. : golden hair, golden age, leaden atmosphere, wooden heart, etc.¹⁾

The suffix {-en} is a native English suffix since it is derived from Old English. The original form in Old English was also -en²⁾.

Nowadays {-en} as an adjective suffix denoting 'made of' has to compete with the nouns of material themselves used attributively, for example, lead pipes is used instead of leaden pipes, a gold ring is used instead of a golden ring, silk stockings is used instead of silken stockings, etc. In this case, the choice between the two alternatives is free. However, to some nouns of material, the choice between the nouns and the corresponding adjectives in {-en} have certain significance. A wood fire is a fire which is made of wood, but a box made of wood is called a wooden box³⁾.

That the suffix {-en} is not a productive one is proved by the fact that it cannot be added to any nouns of material to denote 'made of'. A wall made of stone is called a stone wall instead of ^{*)} a stonen wall. The adjective suffix {-en} occurs only with certain words. And

1) R.W. Zandvoort, op. cit., p.312

2) C.T. Onion, editor, op. cit., p. 311

3) R.W. Zandvoort, op. cit., p. 312

since in modern English there is a tendency to replace adjectives in {-en} denoting material with corresponding nouns of material themselves used attributively, its occurrence is becoming more limited.

Adjectives ending in {-en} are used attributively. They never occur predicatively, e.g. : It's a wooden table is never expressed 'This table is wooden' but 'This table is made of wood' instead.

In the figurative usage, when the noun is not modified attributively, the exact word is used, e.g. : 'It's a golden opportunity' or 'This opportunity is very good'.

Adjectives ending in {-en} are never gradable; they can take neither the comparative nor superlative degree. They cannot be modified by intensifiers.

5. 1. THE MEANING OF THE SUFFIX {-en}

nouns of material + {-en}

examples :

- wooden : made of wood, e.g. : It's a wooden table
 : stiff, not flexible, e.g. : He's got a wooden heart (figurative)
- waxen : made of wax, e.g. : a waxen statue
- woolen : made of wool, e.g. : a woolen scarf
- earthen : made of baked earth, e.g. : an earthen pot
- leaden : made of lead, e.g. : a leaden roof
 : dark and heavy, having the nature of lead (figurative) e.g. : the leaden sky
- golden : made of gold, e.g. : a golden ring
 : yellow and shiny (fig), e.g. : golden leaves
 : very precious (fig), e.g. : a golden opportunity
- silken : made of silk, e.g. : silken stockings



resembling silk (fig), e.g. : she has silken hair

The adjective suffix {-en} with nouns of material commonly has a meaning 'made of'. Sometimes it occurs with nouns of material with figurative meanings, such as 'resembling physically' or 'having the characteristics of'.

{-en}

stem	meaning	examples
nouns of material	1. 'made of'	- wooden
		- waxen
		- earthen
	2. 'having the nature of' (figurative meaning)	- silken
		- golden
		- leaden
		- wooden
	3. 'resembling' (physically)	- silken
		- golden

5. 2. THE FORM OF THE SUFFIX -en

The suffix {-en} has two allomorphs, namely /-ən/ and /-n/

5. 2. 1. THE ALLOMORPH /-n/

examples :

wood /'wud / → wooden /'wudn /
 lead /'led / → leaden /'ledn /
 gold /'gould / → golden /'gouldn /
 braze /'breiz / → brazen /'breizn /

5. 2. 2. THE ALLOMORPH /-en/

examples :

wool /'wul / → woolen /'wulən /
 wax /'wæks / → waxen /'wæksən /

earth / 'ə:θ / → earthen / 'ə:θən /
 flax / 'flæks / → flaxen / 'flæksən /
 silk / 'silk / → silken / 'silkən /

The allomorph /-n/ occurs after /-r/, /-d/ and /-z/, and the allomorph /-ən/ occurs after other voiceless consonants.

5. 3. THE SPELLING OF THE SUFFIX {-en}

The suffix {-en} is added to almost all possible nouns of material without causing any changes to the stems. The suffix itself does not alter in almost all derivatives.

examples :

wood	→	wooden
wool	→	woolen
earth	→	earthen

6. THE SUFFIX {-ese}

As a living adjective suffix, {-ese} forms derivative adjectives from names of countries which are modelled on Romanic prototypes such as Chinese, Japanese, Portuguese¹⁾. The suffix is also added to names of towns, e.g. : Pekinese, Cantonese, Viennese, and names of regional places, e.g. : Balinese, Javanese.

With proper nouns denoting places, the suffix {-ese} gives the meaning 'belonging to' or 'originated in'. More specifically, it makes adjectives of nationality, ethnic group or places of origin. The adjectives can also function as nouns denoting the corresponding languages or dialects, e.g. : Javanese, Japanese, Chinese.

In relation to its function to denote languages, adjectives with the ending {-ese} are extended in usage to linguistic style characterizing certain well-known writers, usually with pejorative connotation, e.g. : Carlylese, Johnsonese²⁾.

The suffix {-ese} is sometimes added to nouns denoting a mannered diction or style, also with negative connotation, e.g. : Journalese, newspaperese, guide-bookese, translationalese³⁾

There is a trace of etymological relationship between the suffix {-ese} and the Latin nominative ending -ensis such as in hortensis (hortins means 'garden'), pratensis (pratum means 'meadow'). This Latin ending means 'belonging to' or 'originated in'.

This English suffix {-ese} is also etymologically

1) C.T. Onion, editor, op. cit., p. 326

2) Randolph Quirk, op. cit., p. 997

3) Zandvoort, op. cit., p. 313

related to the Old French ending -eis which has been modernized into -ois and -ais such as in Chinois, Japonais, Portugais, of which the meaning is close to that of the English one, namely nationality.

The suffix {-ese} is considered a living suffix for it can be added to some proper nouns of regional places or towns to denote nationality or the corresponding languages. However, its occurrence with names of countries is somewhat restricted. It occurs only with certain names of countries. Some other certain names of countries take the suffix {-an}, or they take completely different forms to make the corresponding adjectives.

Adjectives in {-ese} are commonly used either attributively or predicatively, e.g. : He is Japanese (predicatively), This is a Japanese car (attributively). The adjectives can sometimes be modified by intensifiers or adverbs of comparison 'more' and 'most', e.g. : He has become more Javanese than the Javanese.

6. 1. THE MEANING OF THE ADJECTIVE SUFFIX {-ese}

6. 1. 1. names of places (countries, towns, regional places, names of ethnic groups) + {-ese}

examples :

Chinese
Japanese
Vietnamese
Burmese
Cantonese
Milanese
Javanese
Sundanese

} nationality, 'belonging to', or
'originated in'

6. 1. 2. names of well-known authors or styles of

languages + {-ese}

examples :

- Johnsonese : the style of Johnson (pejorative)
 Carlylese : the style of Carly
 Guide-bookese : the style of a guide book language
 Newspaperese : the style of a newspaper language.

As stated before, the adjective suffix {-ese} if attached to names of places denotes nationality, originality, languages, or more broadly it means 'belonging to' or 'pertaining to'.

With names of well-known authors or certain style of language, it gives the pejorative sense of the typical style of language.

{-ese}

stem	meaning	examples
1. names of places	- 'nationality' - 'language' - 'originality' - 'belonging to or pertaining to'	- He is <u>Chinese</u> - The <u>Chinese</u> language is difficult - This is a <u>Japanese</u> car - <u>Jakartanese</u> culture - A <u>Javanese</u> way of thinking
2. names of authors or style of language	- 'having the style of'	- The language is <u>newspaperese</u> - It has a <u>Johnsonese</u> style

6. 2. THE FORM OF THE SUFFIX {-ese}

The suffix {-ese} has only one allomorph, namely /-i:z/. But the process of combining this morpheme {-ese}

to various stems brings about morphophonemic changes.

examples 1 :

Japan	/dʒə'pæn	/ + {-ese} →	Japanese	/dʒəpə'ni:z/
Ceylon	/si'lən	/ + {-ese} →	Ceylonese	/silə'ni:z/
Vietnam	/'vjet'nəm	/ + {-ese} →	Vietnamese	/vjetnə'mi:z/
Canton	/'kəntən	/ + {-ese} →	Cantonese	/kəntə'ni:z/
Siam	/'saɪəm	/ + {-ese} →	Siamese	/saɪə'mi:z/
Sudan	/su'dən	/ + {-ese} →	Sudanese	/sudə'ni:z/

examples 2 :

Lebanon	/'lebənən	/ + {-ese} →	Lebanese	/lebə'ni:z/
China	/'tʃaɪnə	/ + {-ese} →	Chinese	/'tʃaɪ'ni:z/
Malta	/'mɑ:lta	/ + {-ese} →	Maltese	/'mɑ:l'ti:z/
Burma	/'bɜ:mə	/ + {-ese} →	Burmese	/'bɜ:'mi:z/
Genoa	/'dʒenəʊə	/ + {-ese} →	Genoese	/dʒenəʊ'i:z/
Portugal	/'pɔ:tʃugəl	/ + {-ese} →	Portuguese	/pɔ:tʃu'gi:z/

examples 3 :

Java	/'dʒa:və	/ + {-ese} →	Javanese	/dʒa:və'ni:z/
Bali	/'ba:li	/ + {-ese} →	Balinese	/ba:li'ni:z/
Congo	/'kɔŋgəʊ	/ + {-ese} →	Congolese	/kɔŋgəʊ'li:z/

The morphophonemic process of all the examples above shows that the common morphophonemic change that applies to all combinations is 'stress shift'¹⁾. Because the suffix {-ese} is always stressed, the stress of the final syllables of the stems always shift to the final syllables of the derivatives, e.g. : /dʒə'pæn/; the stress of the final syllable /- 'pæn/ shifts to the final syllable of the derivative /dʒəpə'ni:z/. Consequently, it also brings about a vowel change; the vowel /-æ-/ changes into /-ə/ when the syllable loses its stress. This is called

1) W. Nelson Francis, op. cit., p. 217

'gradation',¹⁾ 'Stress shift' happens in all combinations, whereas 'gradation' happens as a result of 'stress-shift'.

From the lists of examples 2, the addition of the morpheme {-ese} to the stems brings about 'a lot of one or more phonemes',²⁾ to the stem besides the stress shift. The stem 'Lebanon' loses its phonemes /-ən/ when the morpheme {-ese} is added and it becomes /lebə 'ni:z/.

The combinations from example 3 show a morphophonemic change 'addition of phonemes',³⁾ besides the stress shift. The stem 'Java' /'dʒa:va/ receives an addition /-n/ when the morpheme {-ese} is added, and it becomes /dʒa:və'ni:z/.

No consistent phonological pattern is found to characterize the morphophonemic process. However, from the examples it can be concluded that most proper nouns ending in consonants get stress shift and gradation when {-ese} is added. Some proper nouns ending in vowels drop the final vowel phoneme and some others receive additional phonemes besides the stress shift. The process of combination is morphologically conditioned.

6. 3. THE SPELLING OF THE SUFFIX {-ese}

6. 3. 1.

When the stems end in consonants, the form -ese is added without any alteration.

examples :

Japan	→	Japanese
Canton	→	Cantonese
Sudan	→	Sudanese

1) idem

2) ibid, p. 211

3) ibid, p. 212

6. 3. 2.

Some stems ending in vowels lose their final vowel when the form -ese is added. But some other stems ending in consonants also lose their final syllable.

examples :

Genoa	---->	Genoese
Burma	---->	Burmese
China	---->	Chinese
Lebanon	---->	Lebanese
Portugal	---->	Portuguese

6. 3. 3.

Some stems ending in vowels have additional consonants when the form -ese is added. This is related to the addition of a phoneme. The phonemes, in this case the consonants inserted between the stems and the suffix, depend on the stems.

examples :

Java	---->	Javanese
Bali	---->	Balinese
Congo	---->	Congolese

7. THE SUFFIX {-ful}

✓ The suffix {-ful} makes adjectives mainly from abstract nouns. It is a suffix derived from Old English that has not undergone any changes in form. ✓ The suffix has a relationship in meaning with the adjective 'full'. In Old English formation, originally, it had a meaning 'full of', but this meaning has been gradually altered and enlarged to 'having', 'characterized by', 'having the quality of' or 'giving' or 'causing'. Sometimes the suffix occurs with verbs, but the occurrence is rare, e.g. : forgetful.

✓ The productivity of this suffix is proved by the fact that after the end of the Old English Period, many of the Old English formations with {-ful} did not survive, but many new formations were formed in the Middle English period and later¹⁾.

7. 1. THE MEANING OF THE SUFFIX {-ful}

7. 1. 1. abstract nouns + {-ful}

examples :

beautiful	: having beauty or having the quality of beauty
cheerful	: having cheers
doubtful	: full of doubt or having doubt
faithful	: having faith
purposeful	: having purpose or having the quality of purpose
successful	: having success or characterized by a success
peaceful	: having peace or characterized by peace
colourful	: full of colours, having a colour or various colours
useful	: having use

1) C.T. Onion, editor, op. cit., p. 300

healthful	: giving health or good for health
helpful	: giving help
hopeful	: giving hope
restful	: giving rest
lawful	: right according to the law (from having the characteristic of law)
wasteful	: causing waste
powerful	: having a big power or characterized by a big power
meaningful	: having a meaning or characterized by a meaning

With abstract nouns, the suffix {-ful} means 'having', 'full of', 'characterized by' or 'having the quality of'. With those meanings, the occurrence of the suffix {-ful} is very frequent and the combination is very productive. A lot of formations with {-ful} are found with those meanings. There are some formations with {-ful} which have different meanings such as lawful. The meaning of lawful is specific, namely 'right according to the law' but actually it is a development from 'having the characteristic of law'.

Some formations with {-ful} mean 'giving' or 'causing' such as helpful, hopeful, wasteful, etc. The occurrence of {-ful} in combination with abstract nouns having these meanings is not widespread. The formation is not productive.

There is an exception in which the suffix {-ful} occurs with concrete nouns forming adjectives, i.e. : fruitful. The combination has a figurative meaning 'giving good benefit' which is developed from 'giving fruit'. In this case the noun fruit is only a figurative expression denoting an abstract idea 'benefit'.

7. 1. 2. verbs + {-ful}

examples :

forgetful : inclined to forget, easily forget, or absent minded

mournful : inclined to mourn, keeps mourning, or sad

grateful : inclined to grate or to express gratitude

thankful : inclined to thank or to show gratitude

bashful : inclined to bash or shy

dareful : inclined to dare or to act bravely

ceaseful : inclined to cease

✓ From the examples, it can be concluded that the suffix {-ful} with verbs generally means 'inclined to' or 'tending to'. The occurrence of {-ful} with verbs is very limited.

{-ful}

stem	meaning	examples
abstract nouns	1. 'Having, having the quality of, full of or characterized by'	- beautiful - useful - purposeful - faithful
	2. 'Giving or causing'	- helpful - healthful - hopeful
(some) verbs	1. 'Inclined to'	- forgetful - grateful - thankful

All adjectives with {-ful} can be used either attributively or predicatively, examples :

attributively : - a powerful man
- a helpful friend

predicatively : - He is very powerful
- You have to be helpful if you expect

help from others

All adjectives with {-ful} can be modified by intensifiers such as very, e.g. : very beautiful, very useful, very grateful, etc. And they can be modified by the comparative and superlative adverbs of comparison 'more' and 'most', e.g. : more beautiful - most beautiful, more useful - most useful, etc.

The adjective suffix {-ful} in some derivative adjectives is proved to be the opposite of the adjective suffix {-less} meaning 'having no', examples :

harmful	-	harmless
colourful	-	colourless
purposeful	-	purposeless
meaningful	-	meaningless
useful	-	useless
restful	-	restless

However, not all adjectives containing the suffix {-ful} have the opposite adjectives containing the same stems and the suffix {-less}, examples :

<u>The opposite of :</u>		<u>is not :</u>
beautiful	-	*) beautilless
successful	-	*) successless
forgetful	-	*) forgetless
mournful	-	*) mournless
thankful	-	*) thankless
skillful	-	*) skillless

Not all adjectives containing the suffix {-less} have the opposites containing the adjective suffix {-ful} and the same stems.

<u>The opposite of :</u>		<u>is not :</u>
sleepless	-	*) sleepful
ageless	-	*) ageful

timeless	-	*) timeful
endless	-	*) endful
lifeless	-	*) lifeful
noiseless	-	*) noiseful

The adjective suffix {-less} is added to concrete nouns besides to abstract nouns, whereas the adjective suffix {-ful} is not, therefore the adjectives containing concrete nouns and {-less}, which mean 'having no', cannot be altered to the opposite meaning by changing {-less} into {-ful}, examples :

<u>The opposite of :</u>		<u>is not :</u>
childless	-	*) childful
treeless	-	*) treeful
flowerless	-	*) flowerful
fatherless	-	*) fatherful
motherless	-	*) motherful
homeless	-	*) homeful

The adjectives with the suffix {-less} can occur either attributively or predicatively as the adjectives with the suffix {-ful}, but they cannot be modified either by adverbs of comparison or intensifiers.

7. 2. THE FORM OF THE SUFFIX {-ful}

7. 2. 1. THE ALLOMORPH /-ful/

examples :

beauty	/'bju:ti/	+ {-ful}	→	beautiful	/'bju:tiful/
skill	/'skil /	+ {-ful}	→	skillful	/'skilful/
doubt	/'daʊt /	+ {-ful}	→	doubtful	/'daʊtful/
power	/'paʊə /	+ {-ful}	→	powerful	/'paʊəful/
success	/sək'ses/	+ {-ful}	→	successful	/sək'sesful/
thought	/'θɔ:t /	+ {-ful}	→	thoughtful	/'θɔ:tful/
joy	/dʒɔi /	+ {-ful}	→	joyful	/'dʒɔɪful/

use / j:uz / + {-ful} → useful /'ju:zful/
 pain / peɪn / + {-ful} → painful /'peɪnful/

The adjective suffix {-ful} has only one allomorph, namely /-ful/, and it does not have any variants.

7. 3. THE SPELLING OF THE SUFFIX {-ful} ✓

Almost all combinations of the adjective suffix {-ful} to any possible stems do not bring about any changes in spelling, except when the stem ends in 'y' and the 'y' is preceded by a consonant. When such stems are added with the suffix {-ful}, the final 'y' changes into 'i' examples :

a) When the stem is ended in 'y' which is preceded by a consonant :

beauty	-	beautiful
fancy	-	fanciful

b) When the stems are any others different from (a) :

joy	-	joyful
play	-	playful
peace	-	peaceful

8. THE SUFFIX {-ic}

The adjective suffix {-ic} is not a native suffix. It is derived from Latin -icus through Old French -ique, or Greek -ikos¹⁾. Since the suffix is adopted from a foreign source, it appears in foreign formation such as domestic, laconic, tragic, phonetic, etc. In English, the adjective suffix {-ic} is denominal since it is attached to nouns, such as historic, botanic, periodic, nomadic, etc. The suffix is mainly attached to abstract nouns. It is also attached to some surnames such as Byronic, Miltonic, Napoleonic, etc. There is also a minor occurrence of {-ic} with names of countries or nationalities, e.g. : Arabic, Celtic, Icelandic.

In the analysis of the suffix {-al}, the correlation between the suffix {-ic} and {-al} is discussed. The suffix {-al}, which is also an adoption from Latin, is sometimes found in combination with the suffix {-ic} forming an adjective ending {-ical}. There are specific elements in meaning that distinguish the usage of {-ic} and {-ical}. The suffix {-ic} is said to have a more scientific connotation than the combination {-ical}, whereas {-ical} has a more popular signification and looser connection with the stem's idea²⁾.

The suffix {-ic} is also correlated with the form -tic, -atic and -etik such as in dramatic, systematic, energetic, etc.

Like the suffix {-al} and the combination {-ical}, the suffix {-ic}, which is an adoption from a foreign source, has a large occurrence and importance in English word

1) C.T. Onion, editor, op. cit., p. 458

2) Refer to "The suffix {-al}" for the details of the distinction between {-ic} and {-ical}.

formation either in the foreign or native formations. It is a major suffix widely used in the academic and scientific area of the English usage though it is not a productive one.

8. 1. THE MEANING OF THE SUFFIX {-ic}

8. 1. 1. nouns + {-ic}

There are three kinds of formation in which {-ic} occurs with nouns, namely : (a) native formation; it is when {-ic} is attached to native English nouns, (b) foreign formation; it is when the adjectives in {-ic} have a trace of etymology to the corresponding adjectives in the source language but their stems can be identified since they exist in English, (c) direct borrowings; it is when the adjectives in {-ic} do not have any corresponding stems in English. The stems of adjectives of this kind cannot be identified without tracing the etymology of the adjectives. The clues for the meaning can be found in the meaning of their roots in their original languages.

examples :

(a) Native formation :

energetic : full of energy, having energy
 historic : pertaining to history, having the nature of history
 idiomatic : pertaining to idioms
 dramatic : pertaining to dramas, having the nature of dramas
 syntactic : pertaining to syntax
 problematic : full of problems, having problems, difficult
 aquatic : pertaining to aqua, pertaining to water

(b) Foreign formation :

aromatic : having aroma
 systematic : pertaining to a system, organized

economic	: pertaining to economy
athletic	: pertaining to the kinds of games followed by athletes
nomadic	: pertaining to or having the nature of a nomad
atomic	: pertaining to the nature of an atom
angelic	: having the nature of an angel, pretty
demonic	: having the nature of a demon, cruel
poetic	: having the nature of or pertaining to poems
ironic	: having the nature of an irony
academic	: pertaining to academy
symbolic	: having the nature of a symbol, functioning as a symbol
heroic	: having the nature of a hero
aristocratic	: pertaining to or having the nature of aristocrats
democratic	: pertaining to or having the nature of democrats

(c) Direct borrowings :

dynamic	: having physical power and forces producing movement (derived from Greek, ' <u>duna</u> ' : strength)
static	: in a state of balance, not moving (derived from Latin, ' <u>status</u> ' : the act of standing)
lunatic	: affected by the kind of insanity that is supposed to depend on the moon. (derived from Latin, ' <u>luna</u> ' : moon)
electric	: pertaining to electricity (derived from Latin, ' <u>electrum</u> ' : amber)
politic	: characterized by policies, shrewed, judicious (derived from Latin, ' <u>polis</u> ' :

- city or state)
- classic : of the standard of ancient Greek or Latin literature, of the highest quality (derived from Latin, 'classis' : class. Ancient Greek and Latin literature are taught in classes only)
- rustic : pertaining to the country (derived from Latin, 'rusticary' : live in the country)
- botanic : pertaining to botany or the study of plants (derived from Latin, 'botanizare' : to gather plants)
- laconic : brief of a speech (derived from Latin, 'lacon' : member of a spartan race)
- phonetic : representing vocal sounds (derived from Greek, 'phone' : sound)
- domestic : pertaining to household (derived from Greek, 'domos' : in the house)

8. 1. 2. names of famous people + {-ic}

examples :

- Byronic : having the style of Byron
- Miltonic : having the style of Milton or belonging to the period of Milton
- Napoleonic : having the nature of Napoleon, pertaining to Napoleon's strategy

8. 1. 3. names of countries or nationalities + {-ic}

examples :

- Arabic : pertaining to Arab, of the language of Arab
- Celtic : pertaining to Celt, of the language of Celt
- Italic : pertaining to ancient Italy or its tribes
- Icelandic : of the language of Iceland

The general meaning concluded from the examples of

nouns + {-ic} of the native formation and the foreign formation is 'having the nature of', 'pertaining to' or 'having'. Each entry of the direct borrowing has a specific meaning. Their meanings are undetected by the help of analysing their stems since those adjectives do not have any stems which exist as English words. The stems and the meanings of the stems are found out by tracing the etymology. The connection between the meanings of the adjectives and the meaning of their stems in their original language is usually loose. Some have only figurative connection.

With names of famous people, the suffix {-ic} means 'having the style of or the nature of' or 'pertaining to'. And with names of countries or nationalities, it means 'pertaining to' or it makes adjectives denoting languages.

{-ic}

stem	meaning	examples
1. nouns	- 'having the nature of'	- historic - dramatic - demonic - angelic
	- 'having or full of' - 'pertaining to'	- energetic - problematic - academic - aristocratic - syntactic - economic
2. names of famous people	- 'having the style or the nature of or belonging to'	- Napoleonic - Byronic - quixotic

	the period of'	- Mil tonic
3. names of countries or nationalities	- 'pertaining to or of the language of'	- Arabic - Icelandic - Celtic

Like the suffix {-al}, the suffix {-ic} can be used either attributively or predicatively, examples :

attributively : - Look at her angelic face

- He has a demonic appearance

predicatively : - The plan seems to be problematic

- The analysis is syntactic

Some of the adjectives with {-ic} having noun stems can be modified by intensifiers, examples : very dramatic, energetic enough, etc. Some can be subject to comparison. Adjectives in {-ic} take the superlative 'most' and comparative 'more', examples : more energetic, more academic, most dramatic, etc.

Adjectives in {-ic} of which the stems are names of famous people or places cannot be subject to comparison, they are called non-gradable adjectives. And they cannot be modified intensifiers either.

8. 2. THE FORM OF THE SUFFIX {-ic}

8. 2. 1. THE ALLOMORPH /-ik/

examples :

atom	/ˈætəm	/ + {-ic} →	atomic	/əˈtɒmɪk/
nomad	/ˈnɒməd	/ + {-ic} →	nomadic	/nəʊˈmædɪk/
athlete	/ˈæθli:t	/ + {-ic} →	athletic	/æθˈletɪk/
history	/ˈhɪstəri	/ + {-ic} →	historic	/hɪsˈtɒrɪk/
economy	/ˈi:kənəmi/	+ {-ic} →	economic	/i:kəˈnæmɪk/
angel	/ˈeɪndʒəl	/ + {-ic} →	angelic	/æŋˈdʒəlɪk/
demon	/ˈdi:mən	/ + {-ic} →	demonic	/diːˈmɒnɪk/

Milton	/'miltən	/ + {-ic} →	Miltonic	/mil'tɒnik/
Byron	/'baɪrən	/ + {-ic} →	Byronic	/baɪ'rɒnik/
period	/'piəriəd	/ + {-ic} →	periodic	/piəri'ɒdɪk/
aristocrat	/'æɪstəkɹæt/	+ {-ic} →	aristocratic	
				/æɪs'tɒ'krætɪk/
democrat	/'demɒkræt	/ + {-ic} →	democratic	/demɒ'krætɪk/
reality	/ri:'æɪlɪti	/ + {-ic} →	realistic	/riə'listɪk/
symbol	/'sɪmbəl	/ + {-ic} →	symbolic	/sɪm'bɒlɪk/
poem	/'pəʊɪm	/ + {-ic} →	poetic	/pəʊ'etɪk/

8. 2. 2. THE ALLOMORPH /-tɪk/

examples :

drama	/'dræmə	/ + {-ic} →	dramatic	/drə'mætɪk/
idiom	/'ɪdɪəm	/ + {-ic} →	idiomatic	/ɪdɪə'mætɪk/
system	/'sɪstəm	/ + {-ic} →	systematic	/sɪstə'mætɪk/
aroma	/æ'rəʊmə	/ + {-ic} →	aromatic	/æraʊ'mætɪk/
charisma	/kæ'rɪzmə	/ + {-ic} →	charismatic	
				/,kæɪs'mætɪk/
dogma	/'dɒgmə	/ + {-ic} →	dogmatic	/dɒg'mætɪk/
axiom	/'æksɪəm	/ + {-ic} →	axiomatic	/æksɪə'mætɪk/

The suffix morpheme {-ic} has two allomorphs, namely /-ɪk/ and /-ætɪk/. Most stems ending in /-əm/ or /-m/ take the allomorph /-ætɪk/. The allomorph /-ætɪk/ is always stressed. Therefore, it causes a stress shift. The stress of the stems move to the syllable preceding the last syllable of the adjectives. Consequently, it also brings about gradation, or vowel change resulted from the stress shift, e.g. : the stress of /'dɒgmə/ shifts to the second syllable of the adjective /dɒg'mætɪk/, consequently /ə/ changes into /ɛ/.

The allomorph /-ɪk/ occurs with stems having various phonological conditions. It brings about some morphophonemic

changes. Since the suffix {-ic} is always stressed, it always brings about a stress shift in all combinations, which result in gradation, or a vowel change caused by a stress shift, e.g. : /'ætəm/ is stressed on the first syllable, when the suffix {-ic} is added, the combination /ə'tɒmɪk/ is stressed on the second syllable. The vowel on the first syllable changes because it loses its stress; /æ/ changes into /ə/. The stem /'hɪstəri/ is stressed on its first syllable, but an addition of a suffix {-ic} makes the stress move into the second syllable, that is the syllable preceding the last syllable of the combination. And the syllable /tə/ has got a stress, consequently, /ə/ changes into /ɒ/ in /hɪs'tɒrɪk/.

From the examples, it can be concluded that the allomorph /-atɪk/ occurs with stems ending in /-əm/ or /-mə/. The allomorph /-ɪk/ occurs with stems having other phonological conditions.

8. 3. THE SPELLING OF THE SUFFIX {-ic}

There are no certain spelling rules characterizing the combination of the suffix {-ic} and the stems in foreign formation since the adjectives are actually directly derived from adjectives in foreign sources with some modification to suit the characteristics of the English form. There are some special spelling characteristics, e.g. :
poem → poetic, aristocracy → aristocratic, reality → realistic, etc. However, most of the combinations of the suffix {-ic} and the noun stems follows certain characterizing spelling rules.

8. 3. 1.

The form -ic is added to noun stems ending in consonants without any changes in spelling.

examples :

atom	→	atomic
nomad	→	nomadic
economy	→	economic
history	→	historic
botany	→	botanic

8. 3. 2.

The final vowel 'e' of the noun stems of the combination drops when the suffix {-ic} is added to the stems.

examples :

athlete	→	athletic
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8. 3. 3.

The final vowel 'y' of the noun stems of the combination changes into 'i' when the suffix {-ic} is added to the stems.

examples :

history	→	historic
economy	→	economic
academy	→	academic
biology	→	biologic

8. 3. 4.

The form -atic is added without any changes to noun stems ending in 'm' when the noun stems end in vowels, the vowels drop. The form -atic corresponds to the allomorph /-ətik/.

examples :

idiom	→	idiomatic
axiom	→	axiomatic
dogma	→	dogmatic
drama	→	dramatic

9. THE SUFFIX {-ing}

Etymologically, the suffix {-ing} is a native suffix. It is attached to verbs mostly to form the present participles of verbs and gerunds.

When present participles are used as attributive adjuncts, they are adjectival, and they are called 'participial adjectives'. If they can also be used predicatively, they are completely adjectival. They may also be modified by intensifiers or comparative or superlative adverbs of comparison 'more' and 'most',¹⁾

examples :

attributively : - It's really a surprising news.

- She is a charming girl

predicatively : - The film was frightening

- His attitude is insulting

with intensifiers :

- It's a very surprising news

- She is a very charming girl

with adverb of comparison :

- This book is more interesting than the other one

- She is the most charming girl I have ever seen

When the suffix {-ing} is used to form the present participles of verbs, it is inflectional. And when it is used to form gerunds, the case is purely grammatical. But when it is used to form adjectives, it is derivational. As a derivational suffix forming adjectives, the suffix {-ing} is deverbal, since it is attached to verb stems.

1) A.S. Hornby, op. cit., p. 148

When the adjectives with {-ing} are used attributively, there is no confusion with their present participles of the corresponding stems. The confusion sometimes arises when the adjectives are used predicatively. However, there are certain characteristics that distinguish the adjectives from the present participles of the same stems.

The present participles functioning as verbs cannot be modified by intensifiers or adverbs of comparison. In conclusion to that, when verb stems having the suffix {-ing} are modified by intensifiers or adverbs of comparison, they are adjectives, examples :

- She is more calculating than her husband (adjective)
- Don't disturb, she is calculating (present participle)
- John is insulting ('insulting' is a present participle if the sentence means John is in the process of giving insults)
- John is very insulting (insulting is an adjective meaning 'rude')¹⁾

The difference can also be recognized by the presence of objects after the past participles. The adjectives are never followed by any objects²⁾, examples :

- The new regulation is alarming (adjective)
- He is alarming the audience (present participle)
- You are frightening the children (present participle).
- The show was frightening (adjective)



Most verb stems with the suffix {-ed} functioning as adjectives are used with the suffix {-ing} as adjectives too. A pair of adjectives of the same verb stems having suffix {-ed} and {-ing} have a close relationship in

1) Randolph Quirk, op. cit., pp. 243, 244

2) idem

meaning. The suffix {-ed} mostly forms adjectives with a passive meaning whereas the suffix {-ing} is contrary to that, examples :

- John is reading a story

John is interested in the story

The story is interesting

- John received a good news this morning

John was excited

The news was exciting

- The teacher gave a very good explanation to the class

The explanation was convincing

The class was convinced

Especially when used attributively, adjectives derived from verb stems with the suffix {-ing} form compound adjectives with nouns or adverbs such as man-eating animal, time-consuming job, high-flying aeroplane, heart-breaking scene, etc.

9. 1. THE MEANING OF THE SUFFIX {-ing}

There is no variants of meaning of the suffix {-ing}. It has been stated previously that the suffix has an active meaning and the suffix is attached only to verbs. Sometimes they form compound adjectives with nouns or adverbs, also with active meaning.

9. 1. 1. verbs + {-ing}

examples :

amusing	entertaining	tiring
annoying	frightening	boring
astonishing	interesting	satisfying
charming	puzzling	surprising
comforting	refreshing	refreshing
daring	surprising	insulting

dissappointing

exciting

calculating

disgusting

confusing

offending

examples in sentences :

- The show was very amusing.
- Stop that annoying noise.
- The result was very dissappointing.
- You really need refreshing activities.
- Don't let the children see frightening shows.

9. 1. 2. nouns + verbs + {-ing}examples :

- a grass-cutting machine : a machine that cuts grass
- a water-purifying plant : a plant which purifies water
- a time-consuming job : a job which consumes a lot of time
- a man-eating animal : an animal that eats men
- a heart-breaking scene : a scene which breaks hearts
(a very sad scene)

9. 1. 3. adverbs + verbs + {-ing}examples :

- a slowly-running river : a river which runs slowly
- a fast-moving train : a train which moves fast
- a quickly-growing plant : a plant which grows quickly
- a well-meaning gentleman: a gentleman who means well

{-ing}

stem	meaning	examples
verbs	- (active meaning)	<ul style="list-style-type: none"> - surprising - amusing - tiring - interesting - confusing
nouns + verbs	- (active meaning)	- time-consuming

		- (a time-consuming job) - heart-breaking (a heart-breaking scenery) - water-producing (a water-producing well)
adverbs + verbs	- (active meaning)	- slowly running (slowly running water) - quickly growing (quickly growing children)

9. 2. THE FORM OF THE SUFFIX {-ing}

The morpheme {-ing} has a single form in all context namely /-iŋ/¹⁾. Therefore, the morpheme {-ing} is said to have only one single allomorph /-iŋ/.

examples :

come	/ˈkʌm	/ + {-ing} →	coming	/ˈkʌmiŋ/
amuse	/əˈmjuːz	/ + {-ing} →	amusing	/əˈmjuːziŋ/
charm	/tʃa:m	/ + {-ing} →	charming	/tʃa:miŋ/
comfort	/ˈkʌmfə:t	/ + {-ing} →	comforting	/ˈkʌmfɜ:tiŋ/
frighten	/ˈfraɪtən	/ + {-ing} →	frightening	/ˈfraɪtəniŋ/
satisfy	/ˈsætɪfaɪ	/ + {-ing} →	satisfying	/ˈsætɪfaɪiŋ/
surprise	/səˈpraɪz	/ + {-ing} →	surprising	/səˈpraɪziŋ/
puzzle	/ˈpʌzl	/ + {-ing} →	puzzling	/ˈpʌzliŋ/

No morphophonemic changes are resulted from the

1) H.A. Gleason, op. cit., p. 60

process of combination. The form /-ɪŋ/, which is the only allomorph of the suffix {-ing} occurs in any phonological conditions of the combinations.

9. 3. THE SPELLING OF THE SUFFIX {-ing}

The spelling changes in the combination of the suffix {-ing} and verb stems follow certain patterns.

9. 3. 1.

The form {-ing} is added without any spelling changes to verbs ending in consonants and having unstressed final syllables.

examples :

charm	→	charming
frighten	→	frightening
break	→	breaking

9. 3. 2.

When the stems consist of only one stressed syllable ending in consonants, the consonants are written double when {-ing} is added.

examples :

cut	→	cutting
-----	---	---------

9. 3. 3.

The final 'e' of the verb stems drops when {-ing} is added to stems.

examples :

come	→	coming
consume	→	consuming
surprise	→	surprising
puzzle	→	puzzling

9. 3. 4.

Verb stems having final 'y' do not undergo any changes

when {-ing} is added.

examples :

satisfy → satisfying

annoy → annoying

10. THE SUFFIX {-ish}

The suffix {-ish} is derived from Old English -isc. It is a native adjective suffix commonly attached to names of countries, places or races such as Danish, Kentish, Jewish, Sweedish. Most words containing names of countries, places or races and the suffix {-ish} belong to the old formation, therefore they have undergone changes in form¹⁾.

In Old English, the ending -isc was also used with common nouns. The number of words of this formation was greatly multiplied in Middle English with the meaning 'pertaining to' or 'having the bad quality of' such as in foolish, thievish, selfish. There is also a relatively small occurrence of this suffix with words of other classes, e.g. : snappish, uppish, standoffish. But this type of formation is minor since the number of derivatives of this kind is very small.

The suffix may also be added to adjectives such as bluish, greenish, youngish.

Since the suffix is added mostly to nouns and adjectives forming derivative adjectives, it is called a denominal or deadjectival adjective suffix. {-ish} is a major and productive suffix since it can be added freely to common nouns denoting 'having the characteristics of' in either derogatory or neutral sense, e.g. : sheepish, kittensih, monkish, old-maidish, and it can also be added to adjectives denoting 'having a slight quality of', e.g. : softish, longish, strongish. The suffix {-ish} is not added freely to names of countries or places. This is because this type of derivatives is of old formation. Therefore, only the derivatives derived from Old English are retained.

1) C.T. Onion, editor, op. cit., p. 486

No new derivatives of this type is produced in Modern English.

Another minor usage of the suffix {-ish} is when it is added to ages denoting 'approximately'. It is considered minor not because of its small occurrence, but because of its minor frequency of usage, e.g. : seventyish, twentyish.

When the suffix {-ish} is added to common nouns denoting 'having the bad quality of', the adjectives derived from the combination are commonly gradable, therefore they can be modified by adverbs of comparison. But adjectives with {-ish} derived from any stems other than common nouns are mostly non-gradable, e.g. : British, Kentish, strongish.

10. 1. THE MEANING OF THE SUFFIX {-ish}

10. 1. 1. names of countries or places + {-ish}

The adjectives ending in {-ish} with names of countries, places or races means 'pertaining to', 'belonging to', or it denotes nationalities or languages.

examples :

Moorish	(derived from 'Moor')
Spannish	(derived from 'Spain')
Finnish	(derived from 'Findland')
Swedish	(derived from 'Sweden')
Polish	(derived from 'Poland')
Frankish	(derived from 'Frank')
English	(derived from 'England')
British	(derived from 'Britain')
Danish	(derived from 'Denmark')
Turkish	(derived from 'Turkey')
Jewish	(derived from 'Jew')
Kentish	(derived from 'Kent')

10. 1. 2. common nouns + {-ish}

The adjectives ending in {-ish} with common nouns means 'having the quality of'. This meaning might have a negative or neutral connotation, but in modern English, the negative connotation has a larger frequency of usage. Sometimes the meaning is developed into a more specific meaning, but still a development of 'having the characteristics of'.

examples :

childish : not mature, behaving like a child

devilish : wicked, cruel

foolish : stupid, behaving like a fool

girlish : having the manner of a girl

boyish : having the manner of a boy

swinish : beastly and disgusting

(a swine = a disgusting person)

sluggish : inactive, slow-moving

(a slug = a slow-moving creature like a snail)

monkish : having the characteristics of a monk

amateurish: inexpert, imperfect

(an amateur usually does not master the activity he does well because he does not have any interest in money. He takes it only as a hobby)

old-maidish: having the appearance or characteristics of an old maid

dwarfish : uncommonly small, not being able to grow to the usual size

(a dwarf : a person or creature much below the usual size)

snobbish : arrogant or having the characteristics of a snob

selfish : having too much interest on oneself

bookish : in the style of the ones in books
(in a derogatory sense)

womanish : having the characteristics of a woman
(which is actually not proper for the subject)

mannish : having the characteristics of a man
(which actually not proper for the subject)

It is quite clear that when the stems of this type of formation are the ones denoting something objectionable like brute, devil, the meaning of the derived adjectives with {-ish} has a negative connotation. Derivative adjectives with common nouns denoting neutral sense usually have neutral connotation of 'having the characteristics of', such as boyish, girlish. However, some adjectives derived from common nouns with neutral sense have derogatory meanings, such as childish, womanish, mannish, popish. The stems of those adjectives are also attached to other adjective suffixes to form adjectives with neutral connotation, i.e. : childlike, womanly, manly, popal.

10. 1. 3. adjectives + {-ish}

When the suffix {-ish} is attached to adjectives, it makes other adjectives which mean 'rather' or 'having a slight quality of'.

examples :

stiffish : rather stiff

strongish : rather strong

softish : rather soft

youngish : rather young or relatively young

reddish : rather red

bluish : rather blue

greyish : rather grey

10. 1. 4. ages + {-ish}

This type of derivative adjectives might be very large in number, but it is minor in frequency of usage. As stated

previously, it means 'approximately'.

examples :

seventyish

twentyish

thirtyish

{-ish}

stem	meaning	examples
names of countries or places	- 'pertaining to or belonging to'	- Moorish - Spannish - Swedish - Jewish
common nouns	- 'having the quality or characteristics of'	- childish - girlish - swinish - monkish
adjectives	- 'rather or having a slight quality of'	- stiffish - youngish - bluish - greyish
ages	- 'approximately'	- twentyish - thirtyish

Derivative adjectives ending in {-ish} can function either predicatively or attributively. Most adjectives of this type having common nouns as the stems can be modified either by intensifiers or adverbs of comparison 'most' and 'more', examples :

attributively : - He has a devilish face

- I don't like his childish attitude

- I like Spannish music

predicatively : - You should not be childish

- He is English

- She appears girlish

with intensifiers or adverbs of comparison :

- You are very selfish

- Isn't he very foolish?

- She is more childish than her daughter

- He is the most snobbish lecturer in this college

10. 2. THE FORM OF THE SUFFIX {-ish}

The suffix morpheme {-ish} has only one allomorph namely /-iʃ/, examples :

boy	/bɔɪ	/ + {-ish}	→	boyish	/ˈbɔɪiʃ/
swine	/swaɪn	/ + {-ish}	→	swinish	/ˈswaɪniʃ/
Jew	/dʒuː	/ + {-ish}	→	Jewish	/ˈdʒuːiʃ/
England	/ˈɪŋɡlən	/ + {-ish}	→	English	/ˈɪŋɡliʃ/
Britain	/ˈbrɪtən	/ + {-ish}	→	British	/ˈbrɪtiʃ/
Sweden	/ˈswɪːdn	/ + {-ish}	→	Swedish	/ˈswɪːdiʃ/
Turkey	/ˈtɑːki	/ + {-ish}	→	Turkish	/ˈtɑːkiʃ/
child	/tʃaɪld	/ + {-ish}	→	childish	/tʃaɪldiʃ/
amateur	/ˈæmətɔː	/ + {-ish}	→	amateurish	/ˌæməˈtɔːriʃ/
devil	/ˈdeɪvəl	/ + {-ish}	→	devilish	/ˈdeɪvəliʃ/
woman	/ˈwʊmən	/ + {-ish}	→	womanish	/ˈwʊməniʃ/
man	/mæn	/ + {-ish}	→	mannish	/ˈmæniʃ/
snob	/snɒb	/ + {-ish}	→	snobbish	/ˈsnɒbiʃ/
strong	/strɒŋ	/ + {-ish}	→	strongish	/ˈstrɒŋiʃ/ or /-giʃ/
young	/jʌŋ	/ + {-ish}	→	youngish	/ˈjʌŋgiʃ/ or /-giʃ/
grey	/ɡreɪ	/ + {-ish}	→	greyish	/ˈɡreɪiʃ/
seventy	/ˈseɪvənti/	+ {-ish}	→	seventyish	/ˈseɪvənˈtiʃ/

seven /'sevn / + {-ish} → sevenish /'sevaniʃ/

In most derivatives, the morpheme {-ish} does not bring about any morphophonemic changes. When it is added to a one-syllabled stem, the derivative becomes a two-syllabled word with a stress in the first syllable. The morpheme {-ish} is never stressed. Only when it is added to three-syllabled stems, it brings about a stress shift, e.g.: /'æmətə:/ → /æmə'tə:riʃ/ the first syllable /æ/ loses its primary stress, and the final syllable /-tə/ receives a stress when the morpheme {-ish} is added.

A loss of phonemes occurs in some derivatives in {-ish} with noun stems denoting countries, places or races, e.g. : in /'iŋɡlən/ → /'iŋɡliʃ/ ; the derivative adjective loses the phoneme /-lən/ of the stem, in /'tə:ki/ → /'tə:kiʃ/, the final phoneme /i/ does not appear in the derived adjective.

Sometimes when the stems end in /-ŋ/ an addition of phoneme might happen, but this change is optional, e.g. : /strɒŋ/ might change into /strɒŋiʃ/ or /strɒŋgiʃ/, which means an addition of a phoneme /g/.

10. 3. THE SPELLING OF THE SUFFIX {-ish}

As the other native suffixes, the spelling changes caused by the addition of the suffix {-ish} follow certain patterns of changes with minor exceptions. There are several patterns characterizing the changes :

10. 3. 1.

When {-ish} is added to single-syllabled stems containing long vowels or diphthongs which are ended in consonants, or when it is added to any stems containing more than one syllable and ended in consonants, no spelling changes occur in the combination, examples :

child	→	childish
devil	→	devilish
woman	→	womanish
fool	→	foolish

10. 3. 2.

When the stems are words containing single-syllables with short vowels, and ended in consonants, the final consonants are written double when the suffix {-ish} is added, examples :

snob	→	snobbish
slug	→	sluggish
man	→	mannish
red	→	reddish

10. 3. 3.

The final 'e' of any stems is dropped when the suffix {-ish} is added, examples :

slave	→	slavish
blue	→	bluish
swine	→	swinish
brute	→	brutish
mule	→	mulish
pope	→	popish

10. 3. 4.

The final 'y' of any stems is retained when {-ish} is added, examples :

grey	→	greyish
twenty	→	twentyish
boy	→	boyish

10. 3. 5.

There are no certain patterns characterizing the spelling changes when the suffix {-ish} is added to names

of countries, places or races, examples :

England	→	English
Britain	→	British
Spain	→	Spannish
Poland	→	Polish
Turkey	→	Turkish
Jew	→	Jewish
Ireland	→	Irish

11. THE SUFFIX {-ive}

The adjective suffix {-ive} corresponds to the adjective ending -ative. The suffix {-ive} is not a native suffix. It was adopted from foreign sources, namely Old French -if or -ive (feminine) or Latin -ivus, -ivum or -iva (feminine)¹⁾. Many adjectives with {-ive} are directly adopted from Latin or French, for examples : active - from : activus (Latin), native - from : nativus (Latin), passive - from : passivus (Latin), pejorative - from : pejoratif (French), etc.

In modern English, The suffix {-ive} has a very wide occurrence. It is considered productive since new adjectives with the suffix {-ive} are being created in association with the existing combination, e.g. : preparative, inflexive, talkative, etc.

It is difficult to determine whether an adjective with {-ive} is derived from the corresponding noun stems or verb stems. The adjective preparative may be interpreted as being derived from the corresponding noun stem preparation or the corresponding verb stem prepare. Some adjectives do not have any corresponding nouns, e.g. : talkative, which is not likely to be interpreted as being derived from the noun talk, but from the verb talk. However, almost all adjectives with {-ive} have the corresponding nouns. Most of them have the corresponding nouns in {-ion} such as aggression - aggressive, conduction - conductive, decision - decisive, etc. Some adjectives in {-ive} do not have the corresponding verbs. They appear only in their corresponding nouns, e.g. : instinct - instinctive, nation -

1) C.T. Onion, op. cit., p. 489

native, etc. There are adjectives in {-ive} which are derived from adjective stems, e.g. : susceptible - susceptive, intense - intensive. Such formations do not have any noun stems or verb stems. The corresponding nouns and verbs, if any, are derived from the adjective, and the form is adopted by analogy with the other formation. This phenomenon will lead us to a conclusion that not all adjectives in {-ive} are derived from the corresponding noun stems or verb stems.

Sometimes the adjectives entered English earlier than the corresponding noun stems and verb stems by borrowing or adoption from Latin or French, then the noun and verb were formed by analogy, e.g. : the adjective sedative entered English in the XV century, the noun sedation, started to exist in the XVI century. It is apparent that the noun is derived from the adjective. The adjective effective entered English in the XIV century, and the verb effectuate, which has the relationship in meaning with the adjective effective, entered English in the XVI century. It is not likely to interpret that the corresponding verb of effective is to effect since it has a looser semantic relationship with the adjective. The corresponding noun effect entered English in the XIV century too.

It is difficult to determine whether the adjective is derived from the noun or conversely since there are nouns that entered English earlier than the corresponding adjectives in {-ive}, and some adjectives in {-ive} entered English earlier than the corresponding nouns.

In order to figure out the pattern of relationship between adjectives with {-ive} and their corresponding nouns and verbs, a list of examples containing adjectives

with {-ive} and their corresponding nouns and verbs completed with the time when they entered English is presented below¹⁾. If there are more than one corresponding noun or verb of an adjective with {-ive}, the one with the corresponding meaning with the adjective's is determined as the corresponding noun or verb.

verb	noun	adjective
accuse (XIII)	accusation (XIV)	accusative (XV)
adhere (XVI)	adhesion (XVII)	adhesive (m) ²⁾
intuit (m)	intuition (XV)	intuitive (XVI)
invade (XV)	invasion (XVI)	invasive (m)
respond (XIV)	response (XIV)	responsive (XIV)
possess (XV)	possession (XIV)	possessive (XVI)
create (XV)	creation (XIV)	creative (XVII)
attract (XV)	attraction (XV)	attractive (XIV)
instruct (XV)	instruction (XV)	instructive (XVII)
destroy (XIII)	destruction (XIV)	destructive (XV)
describe (XV)	description (XIV)	descriptive (m)
produce (XV)	production (XV)	productive (XVII)
subvert (XIV)	subversion (XIV)	subversive (m)
conserve (XIV)	conservation (XIV)	conservative (XIV)
affirm (XIV)	affirmation (XV)	affirmative (XV)
talk (XIII)	-	talkative (XV)
act (XIV)	action (XIV)	active (XIV)
-	nation (XIII)	native (XV)
impel (XV)	impulse (XVII)	impulsive (XVI)

1) The information about the time is taken from The Oxford Dictionary of English Etymology.

2) 'm' stands for 'modern'

evade	(XVI)	evasion	(XV)	evasive	(XVIII)
reflect	(XV)	reflexion	(XIV)	reflexive	(m)
construct	(XVII)	construction	(XIV)	constructive	(XVII)
succeed	(XV)	succession	(XIV)	successive	(XV)
prepare	(XV)	preparation	(XIV)	preparative	(m)
conduct	(XVII)	conduction	(XIX)	conductive	(m)
cause	(XIV)	cause	(XIV)	causative	(XV)
-		susceptibility	(m)	susceptible	(XVII)
				susceptive	(XVI)
attend	(XV)	attention	(XIV)	attentive	(XIV)
				intense	(XIV)
				intensive	(XVI)
-		aggression	(XVIII)	aggressive	(XIX)
apprehend	(XVI)	apprehension	(XIV)	apprehensive	(XIV)
rest	(XVI)	rest	(m)	restive	(XVI)
impress	(XVIII)	impression	(XIV)	impressive	(XVI)
-		-		passive	(XIV)
decide	(XIV)	decision	(XV)	decisive	(XVII)
-		instinct	(XV)	instinctive	(XVII)
authorize	(XVII)	authority	(XIII)	authoritative	(XVII)
-		-		pejorative	(XIX)
prepare	(XV)	preparation	(XIV)	preparative	(m)
repeat	(XIV)	repetition	(XVI)	repetitive	(XIX)
sense	(XVI)	sensitivity	(m)	sensitive	(XIV)
effectuate	(XVI)	effect	(XIV)	effective	(XIV)
expend	(XV)	expense	(XIV)	expensive	(XVII)
imagine	(XIV)	image	(XIII)		
		imagination	(XIV)	imaginative	(XIV)
-		-		inchoate	(XVI)
				inchoative	(XVI)
transit	(XV)	transition	(XVI)	transitive	(XVI)
expand	(XV)	expansion	(XVII)	expansive	(m)
qualify	(XVI)	quality	(XIII)	qualitative	(XVII)
-		mass	(XIV)	massive	(XV)

form	(XIII)	form	(XIII)	formative	(XV)
select	(XVI)	selection	(XVII)	selective	(XVII)
-		sedation	(XVI)	sedative	(XV)
invent	(XVI)	invention	(XV)	inventive	(XV)
offend	(XIV)	offence	(XIV)	offensive	(XVI)

From the list of examples showing the relationship between adjectives with {-ive} and the corresponding nouns or verbs, it can be concluded that adjectives with {-ive} cannot be generalized as being derived from the corresponding noun stems, or the corresponding verb stems. Some adjectives are apparently derived from the corresponding noun stems, e.g. : intuitive (XVI) is derived from the noun intuition (XV) since the verb intuit is of the modern formation.

Most adjectives with {-ive} which have the corresponding nouns with {-ion} entered English later than the nouns, and the nouns entered English later than the corresponding verb stems. Such verb stems are usually roots, such as accuse, invade, etc.

Since {-ive} is not a native suffix, it occurs mostly in adjectives adopted from the foreign sources. Therefore, it is difficult to analyse the derivation in terms of morphology. However, it can be assumed that adjectives which do not have any corresponding verb stems are derived from the noun stems. But if the corresponding nouns have the ending {-ion} they are only associated with each other because nouns in {-ion} are not roots, they are derived from other stems or borrowed and adopted from foreign sources. Those which have the corresponding verb stems in the form of roots are considered to be derived from the verb stems unless the verbs are of the later formation

than the adjectives themselves. Some adjectives with {-ive} are derived from adjective stems, e.g. : inchoate - inchoative, intense - intensive.

11. 1. THE MEANING OF THE SUFFIX {-ive}

11. 1. 1. adjectives with {-ive} assumed to be derived from the noun stems, or associated with the noun stems in terms of meaning.

examples :

intuitive	: possessing, or preceived by intuition
active	: characterized by activity, energetic
successive	: following one after another, characterized by succession
attentive	: having much attention, giving attention or full of attention
aggressive	: tending to show aggression, offensive
apprehensive	: pertaining to perception, perceptive
impressive	: able to excite deep feeling, able to give impression
instinctive	: characterized by instinct, based on instinct
authoritative	: having authority
preparative	: characterized by preparation
repetitive	: characterized by repitition
effective	: having an effect
expensive	: high priced, causing or having a high expense
imaginative	: having or using imagination
qualitative	: having or relating to a quality
selective	: characterized by selection

11. 1. 2. adjectives with {-ive} assumed to be derived from the verb stems, or associated with the verb stems

in terms of meaning.examples :

adhesive	: having the property to adhere, able to adhere
invasive	: tending to invade
responsive	: tending to respond, or having the ability to respond
possessive	: tending to possess
creative	: having the ability to create
attractive	: having the quality to attract
instructive	: tending to instruct
destructive	: tending to destruct
descriptive	: having the quality to describe
productive	: having the quality to produce in a big quantity
subversive	: tending to subvert
conservative	: averse to rapid changes, tending to converse
affirmative	: having the property to affirm
talkative	: fond of talking tending to talk all the time
impulsive	: tending to impel
evasive	: tending to evade
constructive	: tending to construct, having the quality to construct
conductive	: having the property to conduct (usually nouns of material)
restive	: refusing to advance or move
decisive	: having the ability to decide
expansive	: tending to expand
formative	: tending to give shape or to form

- selective : having the power to select
 inventive : having the ability to invent
 offensive : aggressive, tending to offend

11. 1. 3. adjectives with {-ive} derived from the other adjective stems.

examples :

- intensive : deep and thorough, characterized by intensity (from 'intense')
 susceptible : receptive, concerned with the receiving of emotional impressions or ideas (from 'susceptible')
 inchoative : expressing the beginning of an action (from 'inchoate')
 sedative : tending to calm the nerves and reduce stress (from 'sedate')

11. 1. 4. adjectives with {-ive} which are directly borrowed from foreign sources.

- native : belonging to a person or thing by nature, innate (derived from Latin 'nativus' or Old French 'natif')
 passive : not active, offering no opposition, suffering action (derived from Latin 'passivus' or 'passiva')
 pejorative : depreciatory, detereorating in use or meaning (derived from French 'pejoratif' or Latin 'pējōrāre' meaning 'to make worse')
 massive : very large, heavy and solid (derived from French 'massif' or Latin 'massiceus')

When the adjectives with the suffix {-ive} are associated with their corresponding nouns, there are two

general meanings, namely 'having' and 'characterized by'. It means that the suffix {-ive} in such adjectives means 'having' or 'characterized by'. There are exceptions such as aggressive meaning 'tending to show aggression' and impressive meaning 'having the quality to give impression'.

The suffix {-ive} in adjectives which are associated with the corresponding verb stems has two general meanings, namely 'tending to' or 'having the property, quality or ability to'. Adjectives with {-ive} which are associated with the noun stems sometimes have these meanings, e.g. : aggressive and impressive.

Derivative adjectives with {-ive} which have adjective stems are very small in number. The suffix {-ive} in such formation has only a function to alter a slight degree of difference in meaning between the adjective stems and the corresponding derivative adjectives in {-ive}. There are no certain patterns characterizing the difference of meanings between the derived adjectives with {-ive} and their corresponding adjective stems.

The meanings of adjectives with {-ive} which are directly borrowed and adopted from foreign sources show the same elements with the meanings of the corresponding words in the foreign sources. In order to know the meanings of such adjectives, rules on word formation do not help since they are not applied to such derivatives. The meanings of the words in the original language sources corresponding to the derivatives with {-ive} have to be known.

All the meanings of the suffix {-ive} in the derivative adjectives which are associated with the noun stems or verb stems are active except derivatives with noun stems having the meaning 'characterized by'. Adjectives in {-ive}

meaning 'characterized by' is considered neutral. Therefore, in a more general term, the adjective suffix {-ive} can be said to have an active meaning which varies according to the stems, except those attached to noun stems with the meaning 'characterized by'.

{-ive}

stem	meaning	examples
nouns	1. 'having' 2. 'characterized by'	- intuitive - attentive - authoritative - active - successive - instinctive
verb	1. 'tending to' 2. 'having the property, quality or ability to'	- invasive - responsive - possessive - subversive - creative - attractive - conductive - decisive
adjectives	(the meaning are only slightly different from the adjective stems)	- intensive - inchoative - sedative
bound stems	(there are no specific meanings; the meanings vary in each entry)	- native - passive - pejorative

Derivative adjectives with {-ive} are gradable. They can be modified by intensifiers and they take the adverbs of comparison 'more' and 'most', examples :

- very intuitive
- very productive
- effective enough
- selective enough
- active - more active - most active
- conductive - more conductive - most conductive



Derivative adjectives with {-ive} can function either attributively or predicatively, examples :

attributively : - You have to make a responsive statement.

- Who is that attractive young lady?
- Thank you for the impressive present.

predicatively : - Your new house is really attractive.

- The answer has to be descriptive.
- Can he be more productive?

11. 2. THE FORM OF THE SUFFIX {-ive}

The suffix morpheme {-ive} appears in two allomorphs, namely /-iv/ and /-ətiv/.

11. 2. 1. THE ALLOMORPH /-iv/

examples :

invade	/in'veid	/ + {-ive} →	invasive /in'veisiv/
instinct	/in'stiŋkt	/ + {-ive} →	instinctive /in'stiŋktiv/
effect	/i'fekt	/ + {-ive} →	effective /i'vektiv/
create	/kri:'eit	/ + {-ive} →	creative /kri:'eitiv/
impulse	/im'pals	/ + {-ive} →	impulsive /im'palsiv/
describe	/dis'kraib	/ + {-ive} →	descriptive /dis'kriptiv/
evade	/i'veid	/ + {-ive} →	evasive /i'veisiv/

produce	/prɒ'dju:s / + {-ive} →	productive	/prɒ'dʌktɪv/
expand	/ɪks'pænd / + {-ive} →	expansive	/ɪks'pænsɪv/
intense	/ɪn'tens / + {-ive} →	intensive	/ɪn'tensɪv/
susceptible	/sə'septɪbl / + {-ive} →	susceptive	/sə'septɪv/
sedate	/si'deɪt / + {-ive} →	sedative	/'sedətɪv/
decide	/di'saɪd / + {-ive} →	decisive	/di'saɪsɪv/
repetition	/repɪ'tɪʃən / + {-ive} →	repetitive	/ri'pətɪtɪv/
impression	/ɪm'preʃən / + {-ive} →	impressive	/ɪm'presɪv/
intuition	/ɪntju:'ɪʃən / + {-ive} →	intuitive	/ɪntju:'ɪtɪv/

11. 2. 2. THE ALLOMORPH /-ətɪv/

examples :

authority	/ɔ:'θærɪtɪ/ + {-ive} →	authoritative	/ɔ:'θærɪtətɪv/
prepare	/pri'pɛə / + {-ive} →	preparative	/pri'pærətɪv/
quality	/'kwɒlɪtɪ / + {-ive} →	qualitative	/'kwɒlɪtətɪv/
conserve	/kən'sə:v / + {-ive} →	conservative	/kən'sə:vətɪv/
affirm	/ə'fɜ:m / + {-ive} →	affirmative	/ə'fɜ:mətɪv/
talk	/tɔ:k / + {-ive} →	talkative	/'tɔ:kətɪv/
form	/fɔ:m / + {-ive} →	formative	/'fɔ:mətɪv/

There are no phonological criteria that characterize the stems to which the allomorph /-ɪv/ is used and to which the allomorph /-ətɪv/ is used. These allomorphs of the suffix morpheme {-ive} are apparently morphologically conditioned.

Various morphophonemic changes occur in the process of combination. A loss of phoneme (s) is the most common one. The morpheme /in'veid/ loses its final phoneme /d/ when {-ive} is added and it becomes /in'veisiv/. All nouns ending in {-ion} which sounds /ʃan/ lose their final phonemes /-jan/. Since the phoneme /ʃ/ in such nouns is the fusion of the final phoneme of the stem and the ending {-ion}, this phoneme changes into the phoneme of the stem when {-ive} is attached, e.g. : /repi'tiʃan/ becomes /repi'titiv/ and /im'preʃan/ becomes /im'presiv/.

Commonly, the stems do not undergo any stress shifts, but stress shifts occurs in some combinations, e.g. : the stress in /si'deit/ moves to the first syllable when the suffix morpheme {-ive} is applied to it, and the adjective becomes /'sedativ/.

From the list of examples of derivative adjectives with the allomorph /-ativ/, no morphophonemic change is found except a vowel change in /pri'pæ/; the diphthong /ɛə/ changes into a vowel /æ/.

The allomorph /-iv/ and /-ativ/ of the suffix morpheme {-ive} are morphologically conditioned, and there are no phonological criteria characterizing the morphophonemic changes.

11. 3. THE SPELLING OF THE SUFFIX {-ive}

Since the suffix {-ive} has two allomorphs namely /-iv/ and /-ativ/, the suffix appears in two spelling forms namely -ive and -ative. The form -ive corresponds to the allomorph /-iv/ and the form -ative to the allomorph /-ativ/.

11. 3. 1. THE FORM -ive

11. 3. 1. 1.

The form -ive is added without any spelling changes if the stems end in consonants

examples :

possess - possessive
rest - restive
destruct - destructive
conduct - conductive

11. 3. 1. 2.

When the supposed stems of the adjectives are ended with -ion, the ending -ion drops when the form -ive is added.

examples :

intuition - intuitive
succession - successive
attention - attentive
preparation - preparative

11. 3. 1. 3.

The stems lose the final 'e' if the form -ive is added.

examples :

create - creative
expense - expensive
intense - intensive
sedate - sedative

11. 3. 2. THE FORM -ative

11. 3. 2. 1.

The form -ative is added without any spelling changes when the stems are ended with consonants.

examples :

affirm - affirmative

form - formative

talk - talkative

11. 3. 2. 2.

When the stems are ended in 'y' or 'e', these final vowels drop when the form '-ative' is added

examples :

conserve - conservative

quality - qualitative

authority - authoritative

These spelling rules should exclude adjectives with {-ive} which are directly borrowed from foreign sources such as native, passive, etc.

Since the suffix {-ive} is not a native suffix, there are adjectives with {-ive} which do not belong to the English formation. They are perhaps direct borrowings from foreign sources which can be morphologically associated with the ones of the English formation. Due to this condition, there are a lot of exceptions to which the general rules do not apply.

examples :

adhere - adhesive

describe - descriptive

decide - decisive

repeat - repetitive

evade - evasive

The stems ending in 'd' or 'de' usually drop the final 'd' or 'de' and have an addition of 's', examples :

evade - evasive, invade - invasive, expand - expansive

12. THE SUFFIX {-ly}

The adjective suffix {-ly} is a native suffix since it is derived from Old English. The original form in Old English was -lice, which was originally a noun meaning 'appearance', 'body' or 'form'¹⁾. The form has gradually been changed from time to time, and it becomes -ly in modern English.

In modern English, the suffix {-ly} is used to form adjectives and adverbs, but as an adjective suffix, {-ly} is attached to noun stems and adjective stems. Therefore, it is called a denominal adjective suffix or deadjectival adjective suffix.

The nouns functioning as the stems of the derivative adjectives with the suffix {-ly} are mostly concrete nouns such as brother - brotherly, beast - beastly, coward - cowardly, rascal - rascally, etc., but some of them are abstract nouns, such as leisure - leisurely, life - lively, love - lovely, etc. Nouns denoting periodic recurrence also make major noun stems of derivative adjectives with {-ly}, e.g. : hour - hourly, quarter - quarterly, week - weekly, etc.

The occurrence of the suffix {-ly} as a deadjectival adjective suffix is minor. There are a few derivative adjectives with {-ly} having adjective stems, e.g. : dead - deadly, sick - sickly, low - lowly, etc.

In terms of the frequency of usage, the adjectives with the suffix {-ly} occur in quite a big number. However, it is considered not very productive since not many new adjectives with the suffix {-ly} have been formed recently.

1) English for SLTA, Student's book II, p 419

The existing words of the combination are mostly of the former formation.

Derivative adjectives with the suffix {-ly} are gradable when they are derived from personal or non - personal noun stems. The ones derived from adjectives might be gradable, but they are commonly used without any modifiers. It is apparent that the derivative adjective with {-ly} derived from nouns denoting periodic recurrence are non - gradable.

12. 1. THE MEANING OF THE SUFFIX {-ly}

12. 1. 1. nouns + {-ly}

There are four kinds of nouns to which the suffix {-ly} can be added, they are (a) personal concrete nouns, (b) non - personal concrete nouns, (c) abstract nouns and (d) nouns denoting periodic recurrence.

(a) personal concrete nouns + {-ly}

examples :

daughterly	: behaving like a daughter, having the manner of a daughter
manly	: having the nature of a man, behaving like a man
womanly	: having the nature of a woman, behaving like a woman
kingly	: noble, having the nature of a king
masterly	: very skilful, worthy as a great master, having the nature of a master.
cowardly	: not brave, having the characteristics of a coward
gentlemanly	: behaving like a gentleman, having the nature of a gentleman
scholarly	: having much interest in learning, having

the characteristics of a scholar

- maidenly : gentle, modest, having the nature of a maiden
- friendly : showing or expressing kindness, having the nature of a friend
- motherly : tender, having the nature of a mother
- rascally : rude, impolite, having the appearance of a rascal

(b) non-personal concrete nouns + {-ly}

examples :

- earthly : belonging or pertaining to the earth
- worldly : temporal, material, pertaining to this world
- heavenly : pertaining to or belonging to heaven, not to the world
- ghostly : frightening, having the appearance of a ghost
- beastly : savage, wild, having the nature of a beast
- homely : causing someone to feel at home, having a quality of a home

(c) abstract nouns + {-ly}

examples :

- costly : expensive, causing a big cost
- lovely : beautiful
- orderly : organized
- timely : occurring at just the right time
- leisurely : relax, without haste or hurry
- lively : energetic, full of enthusiasm, full of life
- stately : impressive, dignified

(d) nouns denoting periodic recurrence + {-ly}

examples :

- hourly : occurring every hour
- daily : occurring everyday

weekly	: occurring every week
monthly	: occurring every month
bi-monthly	: occurring every two months
quarterly	: occurring every quarter (three months)
yearly	: occurring every year

12. 1. 2. adjectives + {-ly}

examples :

cleanly	: having clean habit, habitually clean
deadly	: causing death or likely to cause death
kindly	: friendly
lowly	: humble, simple, modest, behaving like a low person
sickly	: frequently ill, often in a poor condition
goodly	: handsome, pleasant looking, having a good physical appearance

When the suffix {-ly} is attached to personal concrete nouns it has a general meaning 'having the quality, characteristic or nature of' although sometimes they have more specific meanings which develop from this general meaning. This general meaning shows the relationship of the adjectives to their corresponding stems in terms of meaning.

Adjectives containing the suffix {-ly} and personal concrete noun stems generally have a positive connotation. Different connotations can be created by giving different adjective suffixes to the same stem, e.g. :

man	-	manly	-	mannish	-	manlike
child	-		-	childish	-	
woman	-	womanly	-	womanish	-	womanlike

The adjective suffix {-ly} always tends to give the positive connotation whereas the adjective suffix {-ish} tends to

give the negative connotation. The adjective suffix {-like} has a neutral connotation of the meaning 'having the appearance of' or 'resembling'.

Adjectives in {-ly} derived from non-personal concrete nouns and abstract nouns have various meanings. They have a looser relationship with their corresponding stems in terms of meaning. But some of the meanings can be generalized to 'pertaining to', 'belonging to' or 'having the nature of'.

As stated previously, derivative adjectives containing the adjective suffix {-ly} and nouns denoting periodic recurrence means 'occurring every' or 'occurring periodically every'.

The various meanings of derivative adjectives in {-ly} with adjective stems do not show any general pattern of relationship between the derived adjectives and the corresponding adjective stems. Generally, there is not too much difference between the meanings of the adjective stems and the meanings of their corresponding derived adjectives.

Adjectives like ghastly and likely cannot be group into the other adjectives since it is difficult to trace the derivation. Ghastly is an adjective of old formation. It cannot be analysed into ghast and {-ly} since the word 'ghast' does not exist in English. But it is related to the verb aghast. The word 'ghastly' which means 'horrible or very frightening' was popularized by Spencer¹⁾. The adjective likely is analysed as derived from 'like' and the suffix {-ly}. Such formation is considered exceptional since the connection between the adjectives and the stems in terms of meaning is loose.

1) C.T. Onion, editor, op. cit., p. 396

{-ly}

stem	meaning	examples
personal concrete nouns	- 'having the quality, characteristics or nature of'	- motherly - rascally - friendly
non-personal concrete nouns	- 'having the nature of' - 'pertaining to' or 'belonging to'	- beastly - homely - earthly - heavenly - worldly
abstract nouns	- (there is no general meaning)	- costly - lovely - orderly
nouns denoting periodic recurrence	- 'occurring every'	- yearly - monthly - daily
adjectives	- (there is no general meaning)	- cleanly - sickly - lowly

All adjectives with the suffix {-ly} except the ones having nouns like year, month, day are gradable. These adjectives can be modified by intensifiers. Some of these adjectives can be modified by adverbs of comparison 'more' and 'most'. Some other are added with the inflectional suffixes {-er} and {-est}.

- very beastly

- very lowly

worldly - more worldly - most worldly
 heavenly - more heavenly - most heavenly
 lovely - lovelier - loveliest
 friendly - friendlier - friendliest

The adjectives with the suffix {-ly} can function either attributively or predicatively, examples :

attributively : - She is a cleanly woman.

- Our monthly magazine is published at the beginning of the month.

- What a lovely woman she is!

predicatively : - His father is very friendly.

- The way he speaks is very lively.

12. 2. THE FORM OF THE SUFFIX {-ly}

The suffix morpheme {-ly} has only one allomorph, namely /-li/ which is unstressed, examples :

man	/mæn	/ + {-ly} →	manly	/ˈmænli/
king	/kɪŋ	/ + {-ly} →	kingly	/ˈkɪŋli/
master	/ˈma:stə:	/ + {-ly} →	masterly	/ˈma:stəli/
heaven	/ˈhevn	/ + {-ly} →	heavenly	/ˈhevnli/
home	/həʊm	/ + {-ly} →	homely	/ˈhəʊmli/
leisure	/ˈleɪʒə:	/ + {-ly} →	leisurely	/ˈleɪʒə:li/
gentleman	/ˈdʒentlmən/	/ + {-ly} →	gentlemanly	/ˈdʒentlmənli/
quarter	/ˈkwɔ:tə:	/ + {-ly} →	quarterly	/ˈkwɔ:təli/
sick	/sɪk	/ + {-ly} →	sickly	/ˈsɪkli/
clean	/kli:n	/ + {-ly} →	cleanly	/ˈklenli/
low	/ləʊ	/ + {-ly} →	lowly	/ˈləʊli/
friend	/frend	/ + {-ly} →	friendly	/ˈfrendli/
coward	/ˈkaʊəd	/ + {-ly} →	cowardly	/ˈkaʊədli/
woman	/ˈwʊmən	/ + {-ly} →	womanly	/ˈwʊmənli/

rascal /'ræskəl / + {-ly} → rascally /'ræskəli/
 cost /kɒst / + {-ly} → costly /'kɒstli/

It is apparent that the allomorph /-li/ of the suffix morpheme {-ly}, which is the only allomorph, appears in all items in the combination without causing any changes. The allomorph /-li/ is unstressed therefore it does not bring about any stress shift either. Only when it is added to one-syllabled stems, the syllable receives a stress in the derived adjective, e.g. : /mæn/ → /'mænli/

Among the examples on the list, only one exception appears, i.e. : /kli:n/ → /'klenli/. The type of change in this process is categorized into vowel change, in which the vowel /i:/ of the stem changes into /e/ in the derived adjective. But this is considered only exceptional.

12. 3. THE SPELLING OF THE SUFFIX {-ly}

Unlike any other suffixes, the adjective suffix {-ly} does not bring about any spelling changes in almost all items of combination, examples :

man → manly
 friend → friendly
 home → homely
 leisure → leisurely
 rascal → rascally

However, there is a spelling change occurs in day → daily, which seems to be exceptional since there is no other similar situation in the combination.

13. THE SUFFIX {-ous}

The adjective suffix {-ous} is not a native suffix. It is adopted from Latin -ósus, -ósa, -ósum. These Latin endings correspond to -os or -us in Old French, which appear as -eux in modern French¹⁾.

The adjective suffix {-ous} is a denominal adjective suffix since it is attached to noun stems to form adjectives, e.g. : murder - murderous, mountain - mountainous, danger - dangerous, etc. Like other suffixes derived from Latin, the suffix {-ous} has a large occurrence in modern English. It is also considered productive since it is used by analogy to form new adjectives such as burglarious.

There are adjectives which appear to have the adjective suffix {-ous} but cannot be analysed into smaller morphological elements, e.g. : numerous, conscious, marvelous, pernicious, precious, etc. Those adjectives actually do not belong to English formation, therefore they cannot be analysed in terms of English word formation. Adjectives like that are adopted from foreign sources and adapted in form in English. They are said to have bound stems. A knowledge on English word formation cannot help in knowing the meanings of such adjectives. The meanings can only be traced etymologically.

Most of English adjectives with {-ous} are actually adopted from foreign sources, but since they have the corresponding nouns which can be considered as the stems, they are treated as if they also belong to English word formation. The corresponding nouns of such adjectives are usually borrowings from foreign sources too. They are

1) C.T. Onion, editor, op. cit., p. 636

rarely roots but derivative nouns, e.g. : courtesy - courteous, ferocity - ferocious, ambiguity - ambiguous, variety - various, advantage - advantageous, etc. But some of them have the corresponding nouns which are in the form of roots, e.g. : labor - laborious, conscience - conscientious, hazard - hazardous, etc.

The adjectives in {-ous} which belong to the English formation usually have the corresponding English nouns in the form of roots. The relationship in meaning between the derivative adjectives and the corresponding noun stems of such formation is relatively closer than the ones adopted from foreign sources, e.g. : mountain - mountainous, thunder - thunderous, danger - dangerous, etc.

13. 1. THE MEANING OF THE SUFFIX {-ous}

Although the adjective suffix {-ous} is denominal, which means that it is attached only to nouns, there are three types of formation, namely : the adjective suffix {-ous} which is added to native English nouns, the one in adjectives derived from foreign sources which have the corresponding nouns, the one in adjectives derived from foreign sources which have no corresponding nouns, or with bound stems.

13. 1. 1. native English nouns + {-ous}

examples :

mountainous	: abounding in mountains, having mountains
dangerous	: unsafe, causing danger
murderous	: capable of doing a murder, involving murder
thunderous	: having thunders, full of thunders
courageous	: brave, fierless, having courage, full of courage

envious	: having envy, full of envy
famous	: celebrated, excellent, having fame
joyous	: full of joy, happy
mysterious	: full of mystery, wrapped in mystery
poisonous	: full of poison, containing poison
spacious	: large, having space
ambitious	: having much ambition
religious	: concerned with religion
desirous	: full of desire, having much desire
errornous	: full of errors, incorrect
virtuous	: possessing or showing virtue
grievous	: bringing serious trouble, causing grief
ceremonious	: full of ceremony, showing ceremony, fond of ceremonies
furious	: raging, frantic, full of fury
sensuous	: affecting the senses, derived from sense
analogous	: showing analogy
advantageous	: profitable, causing or bringing advantage
humorous	: funny, having humor or full of humor
ruinous	: causing ruin
prestigious	: having or showing prestige

13. 1. 2. nouns adopted from foreign sources which have the
corresponding nouns in English + {-ous}

examples :

various	: different, diversified, having variety (derived from Latin <u>varius</u> meaning 'diversed')
courteous	: polite, kind, considerate, having courtesy (derived from Middle English from Old French <u>corteis</u> or <u>curteis</u>)
vivacious	: lively, animated, showing vivacity

- (derived from Latin vivax + acis, in Latin vivere means 'live')
- homogeneous : of the same kind throughout, showing homogeneity
(derived from Latin homogeneous)
- hazardous : risky, dependent on chance, likely to cause hazard
(derived from French : hazardeux)
- laborious : hard working, toilsome
(derived from Middle English from Old French laborieus or Latin laborious)
- ferocious : fierce, showing ferocity
(derived from Latin : feroci, ferox, ferus or feral means 'wild' or 'untamed')
- scrupulous : careful to avoid doing wrong
(derived from Latin scripulum, in Latin scrupulus means 'in above senses')
- chivalrous : knightly, having the virtue of a knight
(derived from Middle English chevalrous from Old French chevalerous. Chevalier means 'knight')
- conscientious : obedient to conscience, having strong conscience
(derived from French conscientieux or Latin conscientious)

13. 1. 3. nouns adopted from foreign sources which have no corresponding nouns in English + {-ous}

examples :

- numerous : plenty, many
(derived from Latin numerōsus, numerus means 'number')

- conscious : aware, knowing, realized by the doer
(derived from Latin conscious. From con + scire. Scire means 'know')
- dubious : doubtful, hesitating between two alternatives
(derived from Latin dubiōsus. Dubium : 'doubt')
- tremendous : terrific, dreadful
(derived from Latin tremendus. Tremere means 'tremble')
- precious : having great worth or price
(derived from Latin pretiōsus or Old French precios. In Latin pretium means 'price')
- industrious : dilligent, hard working
(derived from French industrieux or Latin industriōsus)
- serious : requiring earnest thought
(derived from Old French sérieux or Latin seriōsus)
- superfluous : more than sufficient
(derived from Latin superfluus or French superflu from French super + fluere. Fluere means 'flow')

Generalization in meanings of the adjective suffix {-ous} should have a lot of exceptions since there are a lot of specific meanings. However, the majority should show the general meanings of the suffix. The exceptions are usually a development of meanings or more specified meanings generated from the general meanings.

The adjective suffix {-ous} with native English noun stems has the meaning 'full of', 'having', 'showing' or

'causing'.

When the suffix is found in adjectives derived from foreign sources which have the corresponding nouns in English, it has more varied meanings which can still be generalized as the meanings of the first type of formation. These meanings are more specified. Since the meanings of such derivative adjectives correspond to the meanings of the words in the original language, they usually have undergone alteration or shift in meaning. Consequently, the relationship between the adjectives and the corresponding nouns in English in terms of meaning is looser than that of the native formation.

The case is the same with {-ous} in adjectives adopted from foreign sources which have no corresponding nouns in English. Those adjectives are actually not derivatives at all. They are simply associated with the derivative adjectives with {-ous}.

{-ous}

stem	meaning	examples
native English nouns	1. 'full of' or 'having'	- mountainous - envious - furious - virtuous - joyous
	2. 'causing'	- grievous - murderous - advantageous - ruinous
	3. 'showing'	- ceremonious - relegious

		- prestigious
nouns adopted from foreign sources (the adjectives are also adopted from foreign sources)	1. 'having' (in a more specific meaning) 2. 'causing' 3. 'showing' 4. (specific meanings)	- various - courteous - conscientious - chivalrous - hazardous - vivacious - scrupulous - laborious
bound stems	(there is no general meaning)	- numerous - conscious - serious - superfluous

Adjectives with {-ous} can be modified by intensifiers or adverbs of comparison 'more' and 'most'.

examples :

- very ceremonious
- very mysterious
- more courageous - most courageous
- more prestigious - most prestigious

Syntactically, adjectives with {-ous} can function either attributively or predicatively, examples :

attributively : - He is a religious young man

- You have got a very prestigious position

predicatively : - The island is found to be mountainous

- Is the plan advantageous to us?

13. 2. THE FORM OF THE SUFFIX {-ous}

The suffix morpheme {-ous} has two allomorphs, namely /-əs ~ -iəs/. The allomorph /-iəs/ sometimes appears. /-ʒəs/ or /-dʒəs/.

13. 2. 1. THE ALLOMORPH /-əs/

examples :

mountain	/'mauntən	/ + {-ous} →	mountainous	/'mauntənəs/
danger	/'deindʒə: *	/ + {-ous} →	dangerous	/'deindʒərəs/
mystery	/'mɪstəri	/ + {-ous} →	mysterious	/mɪs'tɪəriəs/
poison	/'pɔɪsən	/ + {-ous} →	poisonous	/'pɔɪsənəs/
joy	/dʒɔɪ	/ + {-ous} →	joyous	/'dʒɔɪəs/
envy	/'envi	/ + {-ous} →	envious	/'enviəs/
nerve	/nə:v	/ + {-ous} →	nervous	/'nə:vəs/
murder	/'mɜ:də: *	/ + {-ous} →	murderous	/'mɜ:dərəs/
virtue	/'vɜ:tju:	/ + {-ous} →	virtuous	/'vɜ:tjuəs/
fame	/feɪm	/ + {-ous} →	famous	/'feɪməs/
desire	/di'zai	/ + {-ous} →	desirous	/di'zaiərəs/
hazard	/'hæzəd	/ + {-ous} →	hazardous	/'hæzədəs/
thunder	/'θʌndə: *	/ + {-ous} →	thunderous	/'θʌndərəs/
fury	/'fjuəri	/ + {-ous} →	furious	/'fjuəriəs/
sense	/sens	/ + {-ous} →	sensuous	/'sensuəs/
humor	/'hju:mə: *	/ + {-ous} →	humorous	/'hju:mərəs/
error	/'erə: *	/ + {-ous} →	errornous	/'erəməs/
ruin	/'ru:ɪn	/ + {-ous} →	ruinous	/'ru:ɪnəs/
analogy	/ə'nælədʒi	/ + {-ous} →	analogous	/ə'næləgəs/
anomaly	/ə'nɔ:məli	/ + {-ous} →	anomalous	/ə'nɔ:mələs/
ambiguity	/,æmbi'gju:ɪty/	+ {-ous} →	ambiguous	/,æmbi'gju:əs/

anonymity /ə'nɒnɪmɪti / + {-ous} → anonymous /ə'nɒ:nɪməs/

13. 2. 2. THE ALLOMORPH /-iəs/ AND ITS VARIANT /-ʃəs/ or

/-dʒəs/

examples :

courage /'kʌrɪdʒ / + {-ous} → courageous
/kʌ'reɪdʒəs/

outrage /'aʊt-reɪdʒ / + {-ous} → outrageous
/aʊt'reɪdʒəs/

advantage /əd'vɑ:ntɪdʒ/ + {-ous} → advantageous
/əd'vɑ:n'teɪdʒəs/

flirtation /flər'teɪʃən/ + {-ous} → flirtatious
/flər'teɪʃəs/

ambition /æm'biʃən / + {-ous} → ambitious /æm'biʃəs/

caution /'kɔ:ʃən / + {-ous} → cautious /'kɔ:ʃəs/

religion /ri'lɪdʒən / + {-ous} → religious /ri'lɪdʒəs/

suspicion /səs'pɪʃən / + {-ous} → suspicious /səs'pɪʃəs/

anxiety /æŋ'zaɪəti / + {-ous} → anxious /'æŋkʃəs/

vivacity /vi'væsɪti / + {-ous} → vivacious /vi'veɪʃəs/

ferocity /fɛrɔ:sɪti / + {-ous} → ferocious /fɛ'rɔ:ʃəs/

hilarity /hi'lærɪti / + {-ous} → hilarious /hi'læriəs/

prestige /pres'tɪ:dʒ / + {-ous} → prestigious
/pres'tɪdʒəs/

conscience /'kɒnʃəns / + {-ous} → conscious /'kɒnʃəs/

labor /'leɪbɔ: / + {-ous} → laborious /le'ɔ:riəs/

malice /'mælɪs / + {-ous} → malicious /mæ'liʃəs/

As appears in the list of examples, the allomorph /-iəs/ mostly appears as /-ʃəs/ or /-dʒəs/. This is because this allomorph occurs mostly with stems ending in /-ion/ or /-dʒ/. It also occurs a lot with stems ending in /-iti/.

The ending /-ʃən/ actually contains the phonemes /-iən/ which is a noun suffix. When the allomorph /-iəs/ is added, these final phonemes of the stems drop and is

replaced by the allomorph. That is why the allomorph appears /-ʃan/ in such stems. It is a loss of phonemes.

The allomorph /-ias/ appears /-dʒas/ in stems ending in /-dʒ/. This allomorph is a fusion between the final phoneme /-dʒ/ and the allomorph /-ias/.

The final phonemes /-iti/ of the stems drop and is replaced by the allomorph /-ias/ which sometimes appears as /-ʃas/, e.g. : /fe'ɾɔ:siti/ becomes /fe'ɾɔ:ʃas/. This variant /-ʃas/ in this formation is a fusion between the phoneme /s/ of the stems and the phonemes /-ias/.

Although most nouns ending in /-iti/ take the allomorph /-ias/, there are some exceptions which take the allomorph /-ʃs/, such as / mbi'gju:ʃs/, /-a'nɔ:nimas/.

The allomorph /-ias/ and its variants also occur in some stems which are not ended in /-ian/, /-iti/ or /-dʒ/, e.g. : /'leibɔ:*/ which becomes /le'bɔrias/, /'mælis/ which becomes /mæ'liʃas/.

Most of the changes of which the allomorph /-ias/ and its variants are used are accompanied by stress shifts and consequently by gradations, e.g. : /'kʌridʒ/ becomes /,kʌ'reidʒas/.

Most of derivatives which take the allomorph /-ʃs/ do not undergo any morphophonemic changes, especially derivative adjectives derived from native noun stems. But those derived from, or associated with nouns which are adopted from foreign sources, undergo several changes, for examples : the nouns ending in /-iti/. Those noun stems undergo a loss of phonemes, e.g. : anonymous, ambiguous, etc.

The only general characteristics of distribution that can be drawn from the formation is that the allomorph /-ias/

and its variants occur with stems ending in /-iti/, /-ian/ or /-ɛn/ and /-dʒ/, although there are some exceptions like anonymity, and ambiguity. The allomorph /-ias/ also occurs in some other noun stems having other phonological characteristics, e.g. : conscience, labor, malice, etc.

The allomorph /-as/ occurs with native noun stems without any changes. As mentioned above, the allomorph /-as/ also occurs in some noun stems ending in /-iti/ and some other noun stems adopted from foreign sources such as analogy, anomaly.

Since the characteristics of distribution is determined by the morphemes to which they are attached, the allomorph /-as/ and /-iəs/ with its variants /-ɛs/ and /-dʒəs/ of the suffix morpheme {-ous} is said to be morphologically conditioned.

13. 3. THE SPELLING OF THE SUFFIX {-ous}

Since the suffix {-ous} is not a native suffix, and since there are a lot of adjectives with {-ous} which are directly borrowed from foreign sources, it is apparently impossible to draw general rules on the spelling changes of this type of formation without few exceptions. However, there are some general changes characterizing the formation, especially the native formation, i.e. the formation of the suffix {-ous} added to native nouns. Those of the foreign formation have a lot of exceptions.

13. 3. 1.

The suffix {-ous} is added without any spelling changes to nouns having final consonants, examples :

murder	-	murderous
thunder	-	thunderous
ruin	-	ruinous

13. 3. 2.

The final 'e' of the stems usually drops when the suffix {-ous} is attached, examples :

fame - famous
 desire - desirous

13. 3. 3.

The final 'y' of the stems usually changes into 'i' when the suffix {-ous} is added, except when the 'y' is preceded by a vowel. Then the suffix appears to be -ious, examples :

joy - joyous
 fury - furious
 mystery - mysterious
 envy - envious

13. 3. 4.

Nouns ending in -age do not lose the ending 'e' when added with the suffix {-ous}. The suffix appears -eous, which corresponds to the allomorph /-ias/

examples :

advantage - advantageous
 courage - courageous
 outrage - outrageous

13. 3. 5.

The ending -ity of the nouns having the corresponding adjectives with {-ous} does not appear in the derived adjectives with {-ous} since it is directly replaced by the ending -ious. This ending corresponds to the allomorph /-iəs/, examples :

vivacity - vivacious
 ferocity - ferocious
 hilarity - hilarious

variety - various

13. 3. 6.

The ending -ion of the nouns having the corresponding adjectives with {-ous} does not appear in the derived adjectives since it is directly replaced by the ending -ious which corresponds to the allomorph /-ias/, examples :

ambition - ambitious
 suspicion - suspicious
 caution - cautious
 flirtation - flirtatious

It has been mentioned above that there are a lot of exceptions which do not follow these general rules, examples :

analogy - analogous
 error - errornous
 prestige - prestigious
 courtesy - courteous



In conclusion to these characteristics of the spelling changes in this type of formation, the spelling of the suffix {-ous} appears in three forms, namely -ous, -ious and -eous.

14. THE SUFFIX {-y}

The suffix {-y} is a native suffix. It is derived from Old English -ig. The form in the Old English has undergone several changes and finally it appears {-y} in modern English. As an adjective suffix, {-y} occurs in quite a big number of derivatives.

Adjectives with the ending {-y} such as empty, dizzy, giddy, merry do not show any etymological relationship with the suffix {-y} because they belong to the Old English formation¹⁾.

In modern English, the adjective suffix {-y} is attached to almost all kinds of nouns, e.g. : to concrete nouns such as race - racy, stone - stony, dust - dusty, to abstract nouns such as fun - funny, risk - risky, etc. The suffix occurs mostly with uncountable nouns denoting materials such as glass - glassy, silver - silvery, etc. It never occurs with personal countable nouns such as man, God, king, etc.

Occasionally, the suffix {-y} is attached to adjective stems, only certain adjectives can function as the stem of this kind of formation, e.g. : green - greeny, blue - bluey, pale - paly, etc. It is also found with some verb stems, e.g. : shiver - shivery, sleep - sleepy, slip - slippery.

The suffix {-y} is very productive when it is attached to non-personal nouns, especially the uncountable ones or the countable ones denoting a collection of things. New adjectives of this type are being created, e.g. : a hill covered by flowers is called a flowery hill, an island full of hills is called a hilly island, a person behaving like a

1) C.T. Onion, editor, op. cit., p. 1016

boss is said to be bossy.

Sometimes a derivative adjective like 'woodsy' is found. In this type of derivation, the suffix {-y} is added to a plural form 'woods' used in a collective sense. Derivative adjectives of this type have specific meanings. Other examples are folksy meaning 'sociable', tricksy meaning 'playful', cocksy meaning 'conceited'. Some adjectives of this type might appear without -s-, e.g. : tricky meaning 'crafty' and cocky meaning 'conceited'¹⁾.

14. 1. THE MEANING OF THE SUFFIX {-y}

14. 1. 1. nouns + {-y}

There are two major kinds of nouns functioning as the stems of derivative adjectives with the suffix {-y}, namely (a) the concrete nouns and (b) the abstract nouns.

(a) concrete nouns + {-y}

examples :

bushy	: full of bushes
dirty	: not clean, full of dirt
dusty	: not clean, full of dust
grassy	: covered with or full of grass
hilly	: having, covered with or full of hills
hairy	: covered with or full of hair
juicy	: containing a lot of, or full of juice
muddy	: covered with, or full of mud
rusty	: covered with rust
sandy	: covered with sand
stony	: covered with stone
thorny	: covered with thorn
horny	: hard, having the quality of a horn

1) Zandvoort, op. cit., 319

sunny	: having a lot of sunlight
rainy	: having much rain
horsy	: concerned with or very fond of horses
earthy	: pertaining to earth or soil, having the appearance of earth or soil
bloody	: full of blood, covered with much bloodsheds
bony	: full of bones, very thin
catty	: sky, having the characteristics of cat
fishy	: having the smell of fish
bossy	: arrogant and formal, having the characteristics of a boss
glassy	: having the appearance of glass material
silvery	: having the appearance of silver material
icy	: very cold, having the temperature like ice
silky	: having the appearance of silk material
second-classy	: behaving like or having the qualities of the second - class people
nervy	: suffering from nervous strains
salty	: containing salt, having the taste of salt
wordy	: using too many words, not concise
hearty	: very kind and nice in attitude
handy	: easy to carry, light
	e.g. : a small bag is usually <u>handy</u>

(b) abstract nouns + {-y}

examples :

funny	: causing fun, having much fun
angry	: filled with anger
faulty	: having fault
panicky	: easily affected by panic
easy	: not difficult, having ease, can be done with ease

greedy : filled with greed, having much greed
 guilty : having done wrong, having guilt
 hasty : done quickly, done with haste
 healthy : having good health
 hungry : feeling hunger
 lucky : having or bringing luck
 risky : full of risk, likely to cause risk
 wealthy : having wealth, rich
 noisy : causing a lot of noise
 tricky : full of tricks

14. 1. 2. adjectives + {-y}

examples :

paly : somewhat pale
 stilly : quiet or still (poetic style)
 whity : not really white, somewhat white
 greeny : somewhat green
 e.g. : greeny-blue

14. 1. 3. verbs + {-y}

examples :

catchy : easily remembered, easily caught by memory
 shivery : having or causing a feeling of cold, causing one
 to shiver or inclined to shiver
 sleepy : inclined to sleep, having a strong tendency
 to sleep
 slippery : causing one to slip
 sticky : causing things to stick to, easily stick to
 something else
 choosey : careful and cautions in choosing, difficult to
 please
 touchy : easily offended
 poppy : inclined to pop out, e.g. : poppy eyes

The meaning found in the widest occurrence of the suffix {-y} with concrete noun stems is 'covered with', 'full of' or 'having a lot of' such as in bushy, dirty, sandy, etc. Most of the concrete nouns which go with this meanings are uncountable nouns. Some of them are countable nouns used in collective sense such as bush, stone, etc. When the concrete noun stems are the ones denoting material, the suffix {-y} means 'having the quality or the appearance of', e.g. : glassy, silvery, etc. Some other concrete noun stems, usually countable ones, are used with the suffix {-y} with the same meaning, namely 'having the quality, appearance or characteristics of', but with somewhat looser connection with the meaning of the stems. These type of derivatives have special connotations, e.g. : bossy, catty, second-classy, etc.

Eventhough several general meanings can be concluded, there are some derivatives of this type which have specific meanings besides the above general meanings, e.g. : nervy, wordy, hearty, handy, etc. The meanings of these derived adjectives have loose connection with the meanings of the stems.

With the abstract nouns, the meanings of the suffix {-y} is more varied in each entry, however, some general meanings can be concluded, they are 'having', such as funny, lucky, etc., or 'causing or likely to cause', such risky, noisy, etc. Some derivatives have specific meanings, e.g. : panicky, hasty.

Derivative adjectives with {-y} having adjective stems have almost similar meanings with the stems. The suffix {-y} means 'somewhat' or 'having a slight quality of'. This type of derivation does not have a wide occurrence.

The general meaning of the suffix {-y} in derivatives having verb stems is 'causing someone or something to' such as in sticky, slippery. But sometimes it means 'having a tendency to', e.g. : poppy. There are some derivatives of this type which have specific meanings, such as choosey, touchy.

Adjectives like baggy, racy appear to be of the same formation as derivative adjectives with the suffix {-y}, but from the meaning point of view, there is no reason to group them to this type of derivation since there is no relationship in meaning between these adjectives baggy and racy and the supposed corresponding noun stems bag and race. Baggy means 'hanging in loose folds' and racy means 'vigorous', 'vivid' or 'spirited'.

In modern English, the productivity of the suffix {-y} concerns only with the meanings 'full of', 'having a lot of', or 'covered with', and 'having the appearance, quality or characteristics of'.

{-y}

stem	meaning	examples
concrete nouns	- 'full of' or 'covered with'	- muddy - sandy - stony - hairy
abstract nouns	- 'having'	- funny - angry - faulty
adjectives	- 'having a slight quality of', or 'rather'	- paly - stilly - bluey

verbs	-- 'causing someone' or 'something to' - 'having a tendency to' - (other specific meanings)	- sticky - slippery - sleepy - shivery - touchy - choosey
-------	---	--

Derivative adjectives formed with the suffix {-y} are generally gradable. They can be modified by intensifiers or adverbs of comparison. Only the ones having adjective stems cannot go with intensifiers or adverbs of comparison, e.g.: paly, stilly, greeny, etc. Some adjectives with {-y} having noun stems, especially the nouns denoting materials, with the meaning 'having the quality or appearance of' are not commonly modified by intensifiers or adverbs of comparison, e.g. : glassy, silky. The adverbs of comparison used with adjectives ending in {-y} are commonly 'more' and 'most', examples :

- very bossy
- rather hairy
- very slippery
- more sandy - most sandy
- more sticky - most sticky

Some adjectives having noun stems are not modified by adverbs of comparison 'more' and 'most', but they take the inflections {-er} and {-est} to denote the same meanings, examples :

- easy - easier - easiest
- dirty - dirtier - dirtiest

All adjectives formed with the suffix {-y} can function either attributively or predicatively, examples :

attributively : - You cannot drink salty water.

- Bukittinggi is a hilly town.

- Do not make any hasty decision.

predicatively : - To climb a mountain in rainy season is risky.

- Is your skirt made of silk? It looks silky.

- We reached the town when the weather was windy.

14. 2. THE FORM OF THE SUFFIX {-y}

The suffix morpheme {-y} only has one allomorph, namely /-i/.

examples :

bush	/buʃ/	/ + {-y} →	bushy	/ˈbuʃi/
dirt	/dɑ:t/	/ + {-y} →	dirty	/ˈdɑ:ti/
stone	/staun/	/ + {-y} →	stony	/ˈstauni/
horse	/hɔ:s/	/ + {-y} →	horsy	/ˈhɔ:si/
ice	/ais/	/ + {-y} →	icy	/ˈaisi/
juice	/dʒu:s/	/ + {-y} →	juicy	/ˈdʒu:si/
wind	/wind/	/ + {-y} →	windy	/ˈwindi/
catch	/kætʃ/	/ + {-y} →	catchy	/ˈkætʃi/
shiver	/ˈʃivə:/	/ + {-y} →	shivery	/ˈʃivəri/
noise	/noisi/	/ + {-y} →	noisy	/ˈnoisi/
anger	/ˈæŋgə:/	/ + {-y} →	angry	/ˈæŋgri/
hunger	/ˈhʌŋgə:/	/ + {-y} →	hungry	/ˈhʌŋgri/
slip	/slip/	/ + {-y} →	slippery	/ˈslipəri/

With almost all stems of the derivative adjectives, the suffix {-y}, which appears in its only allomorph /-i/, does not bring about any morphophonemic changes. Only to

some stems, it causes morphophonemic changes. A loss of phoneme occurs in /æŋgə:*/ and /hæŋgə:*/. These noun stems lose their final phoneme /-ə/ when added with the suffix morpheme {-y} and become /'æŋgri/ and /'hæŋgri/. An addition of phonemes occurs in the verb stem /slip/. The stem has an addition /-ər-/ when the suffix morpheme {-y} is added, and the derived adjective becomes /'slipəri/. These two kinds of morphophonemic changes are considered to be exceptional as compared to the other entries of the combination which do not cause any changes.

14. 3. THE SPELLING OF THE SUFFIX {-y}

The combination of the suffix morpheme {-y} to the stems bring about some spelling changes. It is easy to draw a conclusion on the spelling rules since the process of combination has only few exceptions. The rules of the spelling changes are :

14. 3. 1.

Stems having a final 'e' drop the final 'e' when the suffix morpheme {-y} is added, examples :

pale - paly
haste - hasty
ease - easy
noise - noisy

Only when the final 'e' is preceded by another vowel, then the 'e' maintain its existence, example :

blue - bluey

14. 3. 2.

Single-syllabled stems having short vowels and ended in consonants usually double the final consonants when the suffix morpheme {-y} is attached, examples :

mud - muddy

cat - catty

pop - poppy

When the stems have the final consonants written double, no spelling changes happen as a result of the addition of the suffix morpheme {-y}, examples :

hill - hilly

grass - grassy

boss - bossy

14. 3. 3.

Any stems having spelling conditions other than the above conditions do not undergo any spelling changes.

examples :

rust - rusty

bush - bushy

thorn - thorny

blood - bloody

14. 3. 4.

Some derivative adjectives have special spelling characteristics. They are considered exceptional,

examples :

panic - panicky

choose - choosey

slip - slippery

The existence 'k' in 'panicky', 'e' in 'choosey' and 'er' in 'slippery' do not characterize any spelling rules.

15. THE SUFFIX {-ry}

The adjective suffix {-ry} is not a native suffix. It is adopted from Latin. In English, the suffix appears in two forms, namely -ary and -ory. These two forms correspond to different Latin endings respectively. The form -ary is derived from Latin -ārius such as in elementārius (elementary), honorārius (honorary), voluntārius (voluntary), etc. The form -ory is derived from Latin -ōrius such as in amatory, initiatory, satisfactory, etc.¹⁾ In English, those two forms are considered to belong to one suffix, which is named {-ry}, because they have some characteristics in common which are shown in this analysis.

As other foreign suffixes, this suffix entered English through borrowings of words. Therefore, it occurs in adjectives which are directly borrowed from foreign sources such as binary, sanitary, monitory, amatory, rudimentary, etc..

Among the adjectives with {-ry} which are borrowed from foreign sources, there are the ones which do not have any corresponding stems, e.g. : contemporary, binary, elementary, etc. Such derivative adjectives do not belong to the English word formation. They are merely borrowings whose meanings are adopted from the original language. Most of derivative adjectives with the form -ary are borrowings, whereas the form -ory occurs in many English adjectives with native nouns. The form -ory seems to be the major and more productive one.

The suffix {-ry} is a denominal adjective suffix since it is attached to nouns to form derivative adjectives. The

1) C.T. Onion, editor, op. cit., pp. 53, 634

noun stems of derivative adjectives with {-ry} are mostly derivative nouns, usually containing the noun suffix {-ion}, e.g. : reaction - reactionary, imagination - imaginary, compulsion - compulsory, etc. However, there are some derivative adjectives with {-ry} of which the stems are roots, e.g. : transit - transitory, monitor - monitory, or some of which the stems are derivative nouns with noun suffixes other than {-ion}, i.e. : {-ity} or {-ive}, such as : necessity - necessary, initiative - initiatory, etc.

15. 1. THE MEANING OF THE SUFFIX {-ry}

There are two types of adjectives containing the suffix {-ry}, they are (a) the ones having the corresponding noun stems, and (b) the ones having corresponding noun stems or having bound stems.

15. 1. 1. nouns + {-ry}

examples :

imaginary	: existing only in imagination
honorary	: conferred as an honour, depending on honour holding the position or title of honour
reactionary	: tending to react, pertaining to reaction
supplementary	: pertaining to supplementation, served or meant for a supplement.
revolutionary	: pertaining to a revolution, involving great and violent changes
documentary	: pertaining to documentation, served for documentation
declaratory	: pertaining to declaration
illusory	: deceptive, pertaining to an illusion
compulsory	: compelling, enforced, pertaining to compulsion
satisfactory	: giving satisfaction, pertaining to

satisfaction

- vibratory : pertaining to vibration
- obligatory : pertaining to obligation, compulsory
- migratory : pertaining to migration or connected with migration
- interrogatory : pertaining to interrogation, or connected with interrogation
- circulatory : pertaining to circulation, or connected with circulation
- exploratory : pertaining to exploration, or connected with exploration
- regulatory : pertaining to regulation, or connected with regulation
- introductory : pertaining to introduction, explaining, having the characteristics of an introduction
- preparatory : pertaining to preparation, having the characteristics of a preparation

Sometimes {-ry} appears in adjectives with boundstems,

examples :

- military : pertaining to soldiers or an army
(derived from French : militaire, or from Latin : militaris - from militāre 'serve as a soldier')
- contrary : opposite, opposed in nature or tendency
(derived from Old French : contraire, or from Latin contrarius - from contra 'against')
- binary : dual, consisting of two elements, combination of two
(derived from Latin : binārius - from : bini 'two together')

- exemplary : serving as an example, serving as a pattern
(derived from Latin : exemplāris - from : exemplum 'example')
- contemporary : belonging to the present time
(derived from Latin contemporārius - from : con + tempor 'time')
- preliminary : introductory to the main business
(derived from Latin praelimināris - from : prae + limin or limen 'treshold', or derived from French préliminaire)
- laudatory : praising
(derived from Latin laudare - from laus 'praise')
- transitory : not lasting or continuing
(derived from French : transitoire or from Latin : transitōrius - from transit 'passage from one point to another')

The variety of meanings of adjectives with {-ry} having the corresponding noun stems proves that the suffix {-ry} has various meanings. However, it does not mean that there are no general meanings of this adjective suffix. The suffix has some general meanings which are usually specified in connotation or in usage in each entry. The general meanings are 'pertaining to or connected with', 'served for' or 'having the characteristics of'.

The adjective suffix {-ry} in adjectives which are derived from foreign sources does not have any general meanings since the adjectives are recognized not as English formations.

{-ry}

stem	meaning	examples
nouns	1. 'pertaining to' or	- vibratory

	'connected with'	- exploratory - regulatory
	2. 'served for'	- documentary - supplementary
	3. 'having the characteristics of'	- introductory - preparatory
bound stems	(there is no general meaning)	- binary - transitory - contemporary

Adjectives with the suffix {-ry} are mostly non-gradable, therefore they are rarely modified by adverbs of comparison, or by intensifiers.

Adjectives with the suffix {-ry} can function either attributively or predicatively, examples :

attributively : - a satisfactory answer

- an honorary title

- introductory explanations

predicatively : - That remark is derogatory to my reputation

- Is military service compulsory in your country?

- Is the story imaginary or real?

15. 2. THE FORM OF THE SUFFIX {-ry}

The suffix morpheme {-ry} which appears in two forms namely -ary and -ory has one allomorph, namely /-əri/

examples :

imagination /imədʒi'neiʃən / + {-ry} → imaginary

/i'mədʒinari/

reaction /ri:'ækʃən / + {-ry} → reactionary

/ri:'ækʃənəri/

supplementation	/sʌplɪmən'teɪʃən/	+ {-ry}	→	supplementary
				/,sʌpli'mentəri/
rotation	/rəu'teɪʃən	/ + {-ry}	→	rotary
				/'raʊtəri/
revolution	/revə'lʊ:ʃən	/ + {-ry}	→	revolutionary
				/,revə'lʊ:ʃənəri/
documentation	/dɒkjʊmən'teɪʃən/	+ {-ry}	→	documentary
				/,dɒkju'mentəri/
illusion	/i'lu:ʃən	/ + {-ry}	→	illusory
				/i'lu:səri/
declaration	/dekla'reɪʃən	/ + {-ry}	→	declaratory
				/di'klərətəri/
compulsion	/kəm'pʌlʃən	/ + {-ry}	→	compulsory
				/kəm'pʌlsəri/
satisfaction	/,sætɪs'fækʃən	/ + {-ry}	→	satisfactory
				/,sætɪs'fæktəri/
transformation	/,trænsfɔ'meɪʃən/	+ {-ry}	→	transformatory
				/trænsfɔ'meɪtəri/
vibration	/vai'breɪʃən	/ + {-ry}	→	vibratory
				/'vaɪbrətəri/
exploration	/eksplɔ:'reɪʃən	/ + {-ry}	→	exploratory
				/eks'plɔ:rətəri/

From the examples, it can be seen that the addition of the suffix morpheme {-ry} to the stems brings about several kinds of morphophonemic changes.

The nouns to which the suffix morpheme {-ry} is added are mostly derivative nouns ending in /-iən/. A loss of phonemes occurs in such noun stems, i.e. : the final /-iən/ of the stems drops and is replaced by /-əri/. The final consonants to which /-əri/ is added also changes, e.g. : /,dekla'reɪʃən/ becomes /di'klərətəri/; the consonant /ʃ/

changes into /t/. In some other formations, the /ʃ/ changes into /s/, e.g. : /kəm'pʌlʃən/ becomes /kəm'pʌlsəri/.

Sometimes a stress shift occurs, but sometimes not. When a stress shift occurs, it is generally accompanied by gradation e.g. : /vai'breiʃən/ becomes /'vaibrətəri/; the stress shift from the second to the first syllable is accompanied by a vowel change or gradation; /ei/ changes into /ə/ because the syllable loses its stress.

In /ri:'æksʃən/ → /ri:'æksʃənəri/ the final phonemes /-ʃən/ of the stem does not drop and still exists in the derivative adjective with /-əri/. This is an exception to the common characteristics of stems ending in /-iʃən/.

There are apparently no criteria characterizing the morphophonemic changes caused by the addition of the suffix {-ry} to any possible stems. The changes are morphologically conditioned since they are determined by the morphemes.

15. 3. THE SPELLING OF THE SUFFIX {-ry}

It has been stated previously that the suffix {-ry} has two forms namely -ary and -ory. In English word formation, there are no criteria characterizing the distribution of the two forms -ory and -ary, examples :

vibration	-	vibratory
declaration	-	declaratory
reaction	-	reactionary
imagination	-	imaginary

The ending -ion of the noun stems to which the form -ary or -ory is added is usually dropped and directly replaced by -ary or -ory, examples :

salvation	-	salvatory
migration	-	migratory
vibration	-	vibratory

documentation - documentary

But there is an exception in which the noun stem maintain its ending -ion when the form -ary is added.

reaction - reactionary

When the noun stems have the noun endings other than {-ion}, e.g. : {-ity} or {-ive}, those noun endings drop and are replaced by the adjective ending -ory or -ary, examples:

necessity - necessary

initiative - initiatory

CHAPTER III

THE METHOD OF TEACHING ADJECTIVE SUFFIXES

1. THE IMPORTANCE OF ADJECTIVE SUFFIXATION TO THE TEACHING OF ENGLISH

Word formation has a very important role in English since it is a means by which English vocabulary is multiplied, and it deals with Morphology, Syntax and Semantics. Suffixation, particularly adjective suffixation is one of the processes of word formation whose method of teaching will be discussed here.

Adjective suffixation deals with morphology since it is a process of combining adjective suffix morphemes with other morphemes or combinations of morphemes which are called stems, to form derivative adjectives. Adjective suffixation in terms of Morphology should include the discussion of allomorphs and morphophonemic changes.

Adjectives have certain syntactic characteristics of distribution, namely attributively or predicatively. This syntactic signification makes adjective suffixation deal with syntax.

Adjective suffixes function to alter noun, verb or adjective stems to be derivative adjectives. The meaning of a derivative adjective is always different from the stem. Therefore, it is said that an adjective suffix has a semantic function as well besides a syntactic function.

2. THE PURPOSE OF TEACHING ADJECTIVE SUFFIXATION

The purpose of teaching adjective suffixation concerns with either passive or active usage of English. The passive usage deals with the recognition of the grammatical class of a word by its structure, in particular, the recognition

of adjectives, especially derivative adjectives. A knowledge of adjective suffixation helps English learners recognize that a derivative is an adjective, that is when it has an adjective suffix, e.g. the word understandable is an adjective because of the presence of {-able}, which is an adjective suffix.

The passive usage also deals with the recognition of the meanings of derivative adjectives. Each adjective suffix has a different distributional meaning, e.g. : the adjective understandable means 'can be understood' since the suffix {-able} has a passive meaning 'can be'. A knowledge of adjective suffixation helps English learners recognize the meanings of derivative adjectives and particularly the distributional meanings attributed by the adjective suffixes.

The more important role of adjective suffixation deals with the active usage. It deals with the mastery of applying rules of adjective suffixation for using words in the right grammatical class either writtenly, or orally. A knowledge of adjective suffixation helps English learners to form adjectives from noun, verb or adjective stems. By knowing the rules of adjective suffixation, which include the form and meaning aspects, the grammatically correct form of an adjective which is going to be expressed is known. For example, an English speaker is able to transfer the sentence It can be predicted into It is predictable. Here the knowledge of adjective suffixation helps him decide that the correct adjective suffix is {-able} since the meaning is 'can be'. An English learners is able to decide that the adjective meaning 'pertaining to history' is historical. Consequently, he is able to form a gram-

matically correct sentence with a semantically correct adjective such as The analysis is historical.

A knowledge of adjective suffixation as a part of word formation has an important role in multiplying the English vocabulary. It makes the English users aware that there is a flexibility of transferring a word of other grammatical classes into a derivative adjective.

The teaching of adjective suffixation should make the students know that there are rules characterizing each process, which include the allomorphs and morphophonemic changes. There are also criteria characterizing the selection of adjective suffixes in terms of meaning.

3. THE THREE DOMAINS OF LEARNING ACTIVITIES

There are three domains of teaching a foreign language. Since the teaching of adjective suffixation is a part of the teaching of English, it has to be based on these three domains.

3. 1. THE COGNITIVE DOMAIN

It is a principle stating that in learning a particular subject of a foreign language, the learners have to be given a knowledge about the subject. It is a theoretical knowledge about the subject.

3. 2. THE PSYCHOMOTORIC DOMAIN

Though a theoretical knowledge has been given, it is still unfunctionable in helping the learners gain the skills of really using the particular subject. A lot of exercises about the subject have to be given to the students to accompany the theoretical knowledge of the subject. This is meant to establish the skills in the proficiency of the subject.

The psychomotoric domain deals with presenting a lot of exercises and practices to establish the automatic skills, either passively or actively.

3. 3. THE AFFECTIVE DOMAIN

It is a principle stating that the learners' interest in the process of learning has to be maintained and developed. The teaching should keep the learners interested in learning the subject. This can be done by presenting various interesting techniques of teaching and various challenging exercises. A set of exercises is said to be challenging when it is difficult enough for the learners, but still within their ability to do. The exercises should make the students gain a sense of improvement in the process of learning. The learners have to know the practical usage of the subject they are learning.

The affective domain has to be present in all steps of teaching any subjects of a foreign language.

CHAPTER IV

THE STEPS OF TEACHING ADJECTIVE SUFFIXATION

The teaching of adjective suffixation has to be oriented on the three domains of foreign language teaching, namely The Cognitive Domain, The Psychomotoric Domain and The Affective Domain.

As it has been stated before, The Affective Domain has to exist in all steps of the teaching. It is an effort to make the teaching as interesting and challenging as possible.

1. THE COGNITIVE DOMAIN

The teaching activity has to start with the Cognitive Domain. In this stage, the knowledge about adjective suffixation is introduced to the learners. There are two major ways which are relevant for introducing the knowledge about adjective suffixation to the learners, namely (1) exposition, (2) explanation.

1. 1. EXPOSITION

What is meant by 'exposition' is a step of teaching to make the learners familiar with the characteristics of all aspects of the subject. In this step, the learners are given sets of examples in various ways.

1. 1. 1. Lists of Derivative Adjectives

In order to make the learners familiar with the form of adjectives having derivational suffixes, sets of examples of each suffix are presented to the learners. By this, the learners are given a chance to observe the general characteristics of derivative adjectives having each suffix.

examples :

<u>{-able}</u>	<u>{-al}</u>	<u>{-ful}</u>
acceptable	additional	beautiful
readable	coastal	cheerful
thinkable	editorial	faithful
livable	psychological	lawful
fashionable	presidential	powerful
reliable	adjectival	meaningful
comfortable	original	helpful
flamable	spiritual	colourful

1. 1. 2. Lists of Sentences Containing Derivative

Adjectives

Lists of sentences containing derivative adjectives are given so as to make the learners able to recognize the meaning or meanings of each suffix.

examples :

{-able}

- 1) Coming from the same origin, the two cultures are comparable in many ways.
- 2) Is the plan acceptable to you?
- 3) It was an enjoyable party we had last night. Everybody was happy.
- 4) His handwriting is hardly readable. Few people can read it.
- 5) This shop keeps reasonable prices; that is why people like to buy things there.

{-y}

- 1) It is no good to have a picnic today. The sky is cloudy.
- 2) If you look around, everything is green. The house is surrounded by grassy yards.
- 3) It is difficult to travel on a hilly area.

- 4) I couldn't bear the icy wind.
 5) I am very sleepy, I want to sleep now

1. 1. 3. Lists of Examples Showing the Relationship
 Between Derivative Adjectives and the Corres-
 ponding stems

The grammatical aspects of derivative adjectives having a particular suffix are explained by presenting lists of examples showing the relationship between the derivative adjectives and their corresponding stems. The stems can be roots or derivatives. They can be noun, verb or adjective stems.

In this step, the learners are given a chance to recognize the stems of certain derivative adjectives and to observe the allomorphs of certain suffix morphemes and the morphophonemic changes that accompany each process of combination.

examples :

{-able}

(a) with transitive verb stems

convert	-	convertible
admire	-	admirable
debate	-	debatable
separate	-	separable
access	-	accessible

(b) with intransitive verb stems

think	-	thinkable
agree	-	agreeable
live	-	livable
vary	-	variable
work	-	workable



(c) with noun stems

fashion	-	fashionable
profit	-	profitable
value	-	valuable
action	-	actionable
flame	-	flamable

{-ful}(a) with abstract noun stems

beauty	-	beautiful
cheer	-	cheerful
faith	-	faithful
purpose	-	purposeful
success	-	successful

(b) with verb stems

forget	-	forgetful
mourn	-	mournful
thank	-	thankful
bash	-	bashful
cease	-	ceaseful

1. 1. 4. Lists of Examples Contrasting Between Derivative
Adjectives Having a Certain Suffix and Direct
Borrowings Containing the Same Suffix

Some adjective suffixes, especially the ones derived from foreign sources, occur in direct borrowings besides in native formations. Direct borrowings are recognized not as derivatives.

Presentation of lists of examples contrasting between derivative adjectives having a certain suffix and direct borrowings helps the learners in learning adjective suffixation.

examples :

{-able}(a) in derivative adjectives

answerable

tolerable

eatable

burnable

hearable

(b) in direct borrowings

habitable

credible

audible

combustible

1. 1. 5. Lists of Examples Provided with the Definition
of Each Adjective

Such lists help the learners draw conclusions about the meanings attributed by the suffix to the stems.

examples :{-ly}

manly : having the nature of a man, behaving like a man

friendly : showing or expressing kindness, having the nature of a friend

earthly : belonging or pertaining to the earth

costly : expensive

hourly : occurring every hour

cleanly : having clean habit

{-y}

sandy : covered with sand

hairy : covered with hair

juicy : containing or having a lot of juice

salty : having the taste of salt

fishy : having the smell of fish

angry : filled with anger

greedy : filled with greed
 paly : somewhat pale
 greeny : rather green
 sleepy : inclined to sleep
 slippery : causing one to slip

1. 2. EXPLANATION

After the learners are made familiar with the subject through exposition, they have to acquire a theoretical knowledge about the subject. In the general explanation, derivational suffixes have to be contrasted to inflectional suffixes. The learners have to know that adjective suffixation is a part of word formation.

Besides the genral explanation about suffixation, there are several items of the theoretical knowledge that the learners have to know.

1. 2. 1. The General Explanation About Adjective Suffixation

Word formation is a method by which the English vocabulary is enriched. The process of word formation is called Morphological Process. There are three major morphological process, namely :

(a) Affixation : (1) Prefixation :

e.g. : logical + {il-} → illogical

(2) Suffixation :

e.g. read + {-able} → readable

(b) Conversion : e.g. stress (verb) → stress (noun)

(c) Compounding : e.g. sun + light → sunlight

The learners have to know that suffixation is a part of word formation, and that what is meant by suffixation in terms of word formation is derivational suffixation which is different from inflectional suffixation.

In order that the learners are able to know the relationship between adjective suffixation to derivational suffixation in general, they have to be taught that there are four types of derivational suffixation, namely :

- | | | | |
|------------------------------------|-------------|---|-------------|
| (a) <u>noun suffixation</u> , | e.g. arrive | → | arrival |
| | lazy | → | laziness |
| (b) <u>verb suffixation</u> , | e.g. strong | → | strength |
| | just | → | justify |
| (c) <u>adjective suffixation</u> , | e.g. beauty | → | beautiful |
| | man | → | manly |
| (d) <u>adverb suffixation</u> , | e.g. back | → | backward |
| | beautiful | → | beautifully |

1. 2. 2. Etymology

The native suffixes are derived from Old English with some modification either in form and meaning. The foreign suffixes are derived from foreign sources, namely Latin, Greek, or Old French, also with some modification either in form and meaning.

A knowledge of Etymology about each suffix helps the learners recognize the meaning aspect of the suffixes. It also helps the learners understand the grammatical differences between the derivative adjectives of a certain suffix and the corresponding direct borrowings.

1. 2. 3. Meaning

Some adjective suffixes have single meanings each, but some other adjective suffixes have more than one meaning each. From the exposition through presentation of lists of examples, the learners are supposed to draw some conclusions about the meanings attributed by each adjective suffix to the stems. However, some points about the meaning or meanings of each suffix have to be presented to

the learners.

A discussion on the meanings of each suffix has to deal with the grammatical class of stems to which certain adjective suffixes are attached.

examples :

The suffix {-ly}

(a) with personal concrete nouns

meaning : 'having the quality, characteristics or nature of'

e.g. : motherly

rascally

friendly

(b) with non-personal concrete nouns

meaning : (1) 'having the nature of'

e.g. : beastly

homely

(2) 'pertaining to' or 'belonging to'

e.g. : earthly

heavenly

(c) with abstract nouns

meaning : - (no general meanings)

e.g. : costly

lovely

(d) with nouns denoting periodic recurrence

meaning : - 'occurring every'

e.g. : yearly

monthly

(e) with adjectives

meaning : - (no general meanings)

e.g. : cleanly

lowly

sickly

1. 2. 4. Form

The learners have to know that some adjective suffixes have several allomorphs. There are criteria characterizing the distribution of each allomorph of a suffix morpheme. The learners have to know the rules that characterize adjective suffixation so as to be able to produce derivative adjectives with the correct forms. Besides the distribution of the allomorphs of each suffix, the learners have to know that sometimes the process of combination undergoes morphophonemic changes.

examples :

The suffix morpheme {-al} has three allomorphs /-əl ~ -iəl ~ -ikəl/.

- The allomorph /-əl/, e.g. : /'næʃənəl/
/'kʌltʃərəl/, etc.
- The allomorph /-iəl/, e.g. : /kɔ'mæ:ʃəl/
/d'və:biəl/, etc.
- The allomorph /-uəl/, e.g. : /'æktjuəl/
/'seksjuəl/, etc.
- The allomorph /-ikəl/, e.g. : /saɪkɔ'lɒdʒikəl/
/kəti'gɔ:rikəl/, etc.

By observing the examples where each allomorph occurs, the learners are supposed to draw a conclusion that the allomorphs are morphologically conditioned since there are no phonological criteria that characterize the distribution of each allomorph. Consequently, the learners have to be able to choose the right allomorph for a certain stem.

1. 2. 5. Usage

All adjectives, either base or derivative adjectives can occur attributively and predicatively since those are features characterizing adjectives. Almost all derivative

adjectives containing adjective suffixes can function attributively as well as predicatively. However, these are derivative adjectives containing certain adjective suffixes that commonly occur attributively only, or the contrary.

Unlike base adjectives, not all derivative adjectives are gradable. Derivative adjectives having certain suffixes are gradable but some others having other suffixes are non-gradable.

A knowledge about the usage of derivative adjectives including the peculiarities of each suffix has to be mastered by the learners. This can be done by presenting examples showing the possibilities of usage of each different suffix.

example:

{-ly}

- Adjectives with {-ly} are commonly used either attributively or predicatively.

e.g. : His father is friendly. (predicatively)

She is a cleanly woman. (attributively)

- Adjectives with {-ly} having the stems like year, hour, day are non-gradable. It is not likely to use them with intensifiers or modify them with the comparative or superlative adverbs.

e.g. : *) very yearly

*) more hourly

*) most daily

- Adjectives with {-ly} having any stems except the ones like year, hour, day are gradable. They can be modified by intensifiers, and can take the comparative and superlative degree. Some of the adjectives of this type are modified by adverbs of comparison 'more' and 'most', some others are inflected by the suffixes {-er} and

{-est}.

e.g. : very beastly

very lowly

worldly - more worldly - most worldly

heavenly - more heavenly - most heavenly

lovely - lovelier - loveliest

friendly - friendlier - friendliest

1. 2. 6. Spelling

A knowledge of the spelling changes of adjective formation has the same importance as the knowledge of the form including the distribution of each allomorph of a certain suffix and the morphophonemic changes. The learners have to know that there are certain spelling changes that characterize the formation of derivative adjectives. And they have to know that the criteria that characterize the spelling changes cannot be associated with the criteria characterizing the distribution of the allomorphs of a certain suffix and the morphophonemic changes.

examples :

{-y}

(a) Stems having final 'e' drop the final 'e' when the suffix morpheme {-y} is added.

e.g. : pale - paly

haste - hastily

When the final 'e' is preceded by another vowel, the 'e' is retained.

e.g. : blue - bluey

(b) Single - syllabled stems having short vowels and ended in consonants usually double the final consonant.

e.g. : mud - muddy

pop - poppy

When such stems are ended in double consonants, no spelling changes happen.

e.g. : hill - hilly
grass - grassy

- (c) Any stems having the spelling condition different from the above conditions do not undergo any spelling changes.

e.g. : rust - rusty
bush - bushy
blood - bloody

- (d) Some derivative adjectives having {-y} are considered to have exceptional spelling changes.

e.g. : panic - panicky
choose - choosey
slip - slippery

2. THE PSYCHOMOTORIC DOMAIN

What has been gained in the steps of teaching belonging to the cognitive domain is easily lost if it is not accompanied by practices to reinforce the skills of the learners.

The affective domain has a very important role in this steps of teaching. In order that the learners gain the maximum result from the learning process, the exercises have to be interesting and challenging. In doing the exercises, the learners have to realize the importance of adjective suffixation to the whole learning process.

All aspects that have been presented in the steps of the cognitive domain have to be incorporated to the steps of the psychomotoric domain. From doing the exercises, the learners have to gain either the passive or active skills of using the adjective suffixes.

There are several types of exercises that can be applied for exercising the skills, namely combination, conversion, completion, matching, identification.

Examples of exercises

2. 1. COMBINATION

Combine the suffixes with the following words to form adjectives, making any small changes in spelling when necessary.

(a) the suffix {-able}

response	bear	reason
consider	change	foresee
access	depend	respect
admire	solve	avoid
regret	value	divide

(b) the suffix {-ish}

boy	self	snob
man	Denmark	red
girl	Poland	young
swine	England	blue
monk	devil	book

(c) the suffix {-ous}

mountain	prestige	chivalry
danger	advantage	virtue
courage	courtesy	caution
envy	conscience	relegion
error	ferocity	ambition

2. 2. CONVERSION

(a) Change these sentences so that the new ones contain adjectives with the suffix {-ed} or {-ing}

example : The story interest John.

The story is interesting.

John is interested.

- (1) The good news excited John.

John was

The news was

- (2) The answer confused me.

The answer was

I was

- (3) The explanation convinced the class.

The class was

It was such a explanation .

- (4) The tiger frightens the little boy.

He is very

The tiger is

- (5) The news disappoints them.

They areto hear the news.

The news is very

- (b) Change the phrases and clauses underlined into compound adjectives with the suffix {-ed}.

example : a hat with a broad brim = a broad-brimmed hat

- (1) ground which is covered with snow =

..... ground

- (2) a cart which is decorated beautifully =

a cart

- (3) a pullover which is knitted by hand =

a pullover

- (4) an avenue lined with trees =

a avenue

- (5) a spoon which has been plated with silver =

a spoon

- (c) Change the phrases and clauses underlined into

compound adjectives with the suffix {-ing}

example : a tiger that eats man = a man-eating tiger

(1) machinery for cutting grass =

..... machinery

(2) a machine-gun which fires quickly =

a machine-gun

(3) an aeroplane which can fly high =

a aeroplane

(4) an occupation which consumes a lot of time =

a occupation

(5) a vehicle which can move fast =

a vehicle

2. 3. COMPLETION

(a) Complete the following sentences with derivative adjectives having suffixes :

example : The life of a nomad is nomadic. It is a nomadic life.

The suffix {-ic}

(1) A person like a demon is He is a

..... person

(2) A building with a history is It

is a building.

(3) Problems connected with economy are

They are problems.

(4) Herbs with an aroma are

(5) People with charisma are

(6) Statements containing axioms are

They are

The suffix {-al}

(1) He behaves like a critic. He is a person.

(2) It sounds like music. It is a sound.

- (3) He drinks like a habit. His drink is
- (4) It was a matter of intellect. It was an
matter..
- (5) It is a matter of finance. It is a
matter.
- (6) His story sounds non-sense. It is a
story.

The suffix {-ly}

- (1) He acts like a woman. He is
- (2) She has much interest in learning, which is the
nature of a scholar. She is a girl.
- (3) He is very savage like a beast. His manner is
- (4) She has a habit of being clean. She is a
woman.
- (5) This magazine is published every month. It is a
..... publication.
- (6) The report has to be made at the end of the week.
It is the report.

- (b) Supply the following sentences with the appropriate
derivative adjectives derived from the words on the
left. Choose the correct adjective suffix among {-y},
{-ish}, {-en} or {-ly}

- gold (1) Her hair was when she was a child.
- boss (2) Nobody likes him since he is very
- child (3) Don't be You have to behave
maturely.
- silver (4) The whole valley was clearly visible in
the light of the moon.
- woman (5) She is very She is not a child
anymore.
- maiden (6) She is very gentle and modest. She is a

real girl.

ghost (7) I was frightened to see his appearance

thief (8) I am tired of that cat and its way.

wool (9) How much cloth ~~did he~~ import last
year?

brass (10) There was a knocker ~~on the~~ part door
as well as a bell push.

2. 4. MATCHING

Choose the correct adjective for each sentence from
the list on the left

respectable (1) He is a person, you can come
to him any time for help.

dependable (2) Is the new plan to you?

acceptable (3) His writing is hardly Few
people can read it.

reasonable (4) Be How can you accept such
a stupid guy to do it.

readable (5) Born to a family, he enjoys
the best of everything.

cleanly (1) Our magazine is published in
the first week of the month.

monthly (2) My mother is a woman. She
always likes everything clean and
tidy.

friendly (3) We feel close to her because of her
..... attitude.

heavenly (4) They have spent a lot of money for
their father.

sickly (5) The moon is one of the bodies.

2. 5. IDENTIFICATION

Identify one among the three adjectives in each

number which is a direct borrowing (as contrasted to
a derivative adjective)

- | | | |
|---------------|------------------|------------------|
| (1) a. edible | (2) a. potential | (3) a. intensive |
| b. eatable | b. fatal | b. passive |
| c. burnable | c. accidental | c. offensive |
| (4) a. native | (5) a. envious | (6) a. chivalry |
| b. inchoative | b. various | b. ferocious |
| c. impulsive | c. superfluous | c. serious |

CHAPTER V

GENERAL CONCLUSION

1. Origin

Many adjectives in English are not base adjectives but derivative adjectives, which are formed by adding adjective suffixes to noun, verb or adjective stems. The words functioning as the stems can be base nouns, verbs or adjectives, such as stone (in 'stony'), eat (in 'eatable'), blue (in 'bluey'), but they can be derivatives, such as impression (in 'impressionable').

What is meant by native suffixes are suffixes which are derived from Old English, i.e. : {-ed}, {-en}, {-ful}, {-ing}, {-ish}, {-y}, {-ly}. These suffixes have undergone changes in form since the Old English period until finally they appear in those forms in modern English.

The foreign suffixes are generally derived from Latin or Greek Origins through Old French. The suffix {-ic} for example, is derived from Latin -icus or Greek -ikós through Old French -ique. Suffixes which are derived from foreign origins are {-able}, {-al}, {-an} , {-ese}, {-an}, {-ic}, {-ive}, {-ous}, {-ry}.

Certain adjective suffixes are found in combination with other suffixes. The suffix {-al}, for example, is often found in combination with the suffix {-ic} forming an adjective ending {-ical}, with {-oid} forming {-oidal}, or with {-ac} forming the adjective ending {-acal}.

There are two kinds of formations in English word formation, in this case the adjective formations, namely the native formation and the foreign formation. In the native formation, the native suffixes or the suffixes derived from foreign origins are found in combination with

the native stems. Combinations of such formation are analysable. The stems can always be detected since they exist as English words. However, there are sometimes seemingly derivative adjectives with native stems which are undisentangled, e.g. : empty, dizzy. Those adjectives with the ending {-y} are recognized not as derivatives eventhough they used to be derivatives with the suffix {-y} in Old English word formation. Native suffixes are rarely found in combination with stems of foreign origins.

In the foreign formation, the suffixes derived from foreign origins are found in combination with native stems, e.g. : eatable (from 'eat'), changeable (from 'change'), etc. Sometimes the stems of such formation are not native stems but words derived from foreign origins or derivatives containing foreign suffixes, e.g. : authoritative (from 'authority'), constructive (from 'construction'), etc. There are adjectives which look like derivative adjectives because of the endings which are similar to adjective suffixes, e.g. : arrable, possible, serious, conscious, etc. Such adjectives do not belong to English word formation. They are direct borrowings from foreign origins, therefore they do not have any corresponding stems in English.

In order to know the origins of certain suffixes and the changes that have occurred to them from time to time, rules of word formation have to deal with the historical study of English. And in order to know their meanings, forms and range of applicability, the rules have to involve the contemporary study of English.

2. Productivity

Suffixes are said to be productive if they can be used

to form new derivatives in combination with the other existing elements. Some of the adjective suffixes discussed in this thesis are not productive at all. They appear only in the existing derivative adjectives, but cannot be used to form new adjectives. Some others are very productive and some others are productive only when they are combined with certain types of stems.

The adjective suffix {-en}, for example, is not a productive suffix. Though from the examples of occurrence, it is concluded that {-en} is combined with nouns denoting material, it cannot be added to any nouns denoting material, e.g. : wooden, woolen, but not *) stonen. The suffix {-en} is found only in combination with certain nouns denoting material.

The suffix {-y} is productive when it is combined with concrete noun stems denoting 'full of' or 'covered with' such as bushy, flowery, hilly, etc., or denoting 'having the appearance or characteristics of', such as bossy, catty, etc. These examples which are of the late formation prove its productivity. However, the suffix {-y} can be an unproductive suffix; that is when it is found in combination with abstract noun, adjective or verb stems such as funny, angry, bluey, sticky, etc. The suffix is found in combination only with certain abstract noun, adjective or verb stems, but it can be added rather freely to concrete noun stems.

An example of a very productive suffix is {-able}. Its high degree of productivity is proved by the making of new adjectives by combining {-able} to the existing stems. Besides in direct borrowings and in already - accepted formations such as edible, combustible, responsible, profitable, etc., the suffix {-able} is found in newly-

formed formations such as hearable, discussable, burnable. The degree of productivity of a certain suffix is determined by its capability to form new derivatives.

English word formation results in three types of English words, namely the actual English words, the potential English words and the non-English words¹⁾. The actual English words or derivatives are the ones either native or foreign which have become real English words, such as edible, responsible. What is meant by potential English words or derivatives are derivatives which are newly-formed in analogy with the existing formations, or by using productive elements, e.g. : hearable, discussable, burnable. A new derivative can be considered potential when it has gained an institutional currency in the language²⁾. What is meant by non English words are derivatives which cannot be accepted in English because they do not obey the rules of word formation, e.g. : *) childful, *) beautiless.

An unproductive suffix is not necessarily a minor suffix. It can be a major suffix if it has a high degree of currency in the language. The suffix {-al} is the example. {-al} is not productive, but it has a very high degree of currency.

3. Meaning

H.A. Gleason in his book An Introduction to Descriptive Linguistics states that the features for classifying elements into morphemes are meaning and distribution. Since each suffix discussed in the analysis has more than one characteristic of distribution and more than one meaning, each suffix actually constitutes

1) Randolph Quirk, op. cit., p. 976

2) Idem

different morphemes. A certain characteristic of distribution corresponds to a certain meaning.

The suffix {-ed} has a passive meaning when it is combined with verbs, but it has a meaning 'having', 'provided with' or 'characterized by' when it is combined with nouns. In this case, the suffix {-ed} constitutes two different morphemes.

A certain characteristic of distribution of a suffix may have more than one meanings. The suffix {-en}, for example, in combination with noun stems denoting material has three different meanings, namely 'made of', 'having the nature of' and 'resembling'.

Usually, a certain characteristic of distribution of a suffix has more than one meaning which can be generalized into one general meaning. For example, the suffix {-ive} in combination with noun stems has two meanings namely 'having' and 'characterized by', which can be generalized into 'having'.

Sometimes different suffixes, usually having the same characteristic of distribution, have the same meaning, but each suffix has a different connotation. The suffix {-ish} and {-ly} in combination with noun stems share one common element of meaning, namely 'having the quality of', however each suffix has its own connotation. The suffix {-ish} commonly has a negative connotation such as in womanish, girlish, whereas the suffix {-ly} has a positive or neutral connotation, such as in womanly, manly.

4. Syntactic Function

Like base adjectives, derivative adjectives containing adjective suffixes are commonly able to function either attributively or predicatively. However, there are some

exceptions in which derivative adjectives containing certain suffixes appear only in attributive positions. The suffixes {-en} in combination with noun stems denoting material forms derivative adjectives which commonly occur attributively only.

5. Gradability

An adjective is said to be gradable when it can be modified by intensifiers, or take the comparative and superlative degrees of comparison. Not all derivative adjectives are gradable. Derivative adjectives with the suffix {-en} meaning 'made of' are non-gradable since they cannot be modified by intensifiers or take the comparative and superlative degree, e.g. : wooden. There is no combination like *)very wooden, *)more wooden, or *)most wooden.

The derivative adjectives with {-ive} are examples of gradable derivative adjectives, e.g. : creative - very creative - more creative - most creative.

Most suffixes can be gradable when attached to certain types of stems, and non-gradable when attached to other types of stems. The adjective suffix {-ly} can make gradable derivative adjectives when it is combined with noun stems, e.g. : cowardly - very cowardly - more cowardly - most cowardly. However, it can make non-gradable derivative adjectives when it is combined with noun stems denoting periodic occurrence, e.g. : hourly. There is no combination like *)very hourly, *)more hourly or *)most hourly.

Commonly, gradable derivative adjectives use 'more' and 'most' for the comparative and superlative degrees, but some of them take the inflectional suffixes {-er} and {-est}. Derivative adjectives with foreign suffixes always use

more and most while some derivative adjectives with native suffixes take the suffix {-er} and {-est}.

examples :

more ambiguous	-	most ambiguous
more surprising	-	most surprising
lovelier	-	loveliest
easier	-	easiest

6. The Allomorphs

Most of the native adjective suffixes discussed in the thesis have only single allomorphs, i.e. : the suffixes {-ful} - /ful/, {-ing} - /-iŋ/, {-ish} - /-iʃ/, {-ly} - /li/, {-y} - /-i/.

The native suffix {-en} with its two allomorph /-ən ~ -n/ can be interpreted as having a single allomorph /-ən/ alternating with /-n/. The native suffix {-ed} has three allomorphs, namely /-d ~ -t ~ -id/ which are phonologically conditioned.

All suffixes derived from foreign origins have more than one allomorphs except the suffix {-ese} with its single allomorph /-i:z/, the suffix {-ry} with its single allomorph /-əri/, and the suffix {-able} with /-əbl/.

The suffixes with more than one allomorphs are {-al} - /-əl ~ -ial ~ -ikəl ~ -uəl/, {-an} - /-ən ~ -iən/, {-ic} - /-ik ~ -ətik/, {-ive} - /-iv ~ -ətiv/, {-ous} - /-əs ~ -ias/. Most of those allomorphs are morphologically conditioned.

An allomorph sometimes alternates with other form or forms with a minor difference caused by the phonological environment.

Some of the suffixes having single allomorphs bring

about some morphophonemic changes in the process of combination, and some do not. The changes are mostly phonological. Almost all of the suffixes having more than one allomorphs bring about some morphophonemic changes, which are also mostly phonological. The most common morphophonemic change is stress shift, which is always accompanied by gradation, the others are loss of phonemes and addition of phonemes.

7. Spelling

The spelling of the suffixes cannot be consistently associated with the allomorphs. Consequently, the spelling changes resulted from the adjective forming combination cannot be associated with the morphophonemic changes resulted from the morphemes combination.

Each suffix has its own criteria characterizing the spelling changes of the combination. Those criteria can be formulated as rules or guidance in writing the combination.

8. Importance of Knowing Rules of Derivational Suffixation

By using derivational suffixation English vocabulary are multiplied. A word is transferred to other grammatical classes by applying rules of derivational suffixation. The application of rules of derivational suffixation for multiplying the vocabulary deals with grammar and semantic. It deals with semantic since besides transferring a word into other grammatical classes, an application of derivational suffixation brings about a difference in meaning.

A knowledge on derivational suffixation helps English users either in the active or passive usage. In the active usage, it helps English users transfer one word into other

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