

WORD-FORMATION IN ENGLISH

This book is an introduction to the study of word-formation, that is, the ways in which new words are built on the bases of other words (e.g. *happy* – *happy-ness*), focusing on English. The book's didactic aim is to enable students with little or no prior linguistic knowledge to do their own practical analyses of complex words. Readers are familiarized with the necessary methodological tools to obtain and analyze relevant data and are shown how to relate their findings to theoretical problems and debates. The book is not written in the perspective of a particular theoretical framework and draws on insights from various research traditions, reflecting important methodological and theoretical developments in the field. It is a textbook directed towards university students of English and Linguistics at all levels. It can also serve as a source book for teachers and advanced students, and as an up-to-date reference concerning many word-formation processes in English.

INGO PLAG is Professor of English Linguistics at the University of Siegen. He has published extensively in various linguistics journals and is a member of the editorial board of the *Journal of Pidgin and Creole Languages*. His most recent books include *Morphological Productivity: Structural Constraints in English Derivation* (1999) and *Phonology and Morphology of Creole Languages* (ed., 2003).

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Preface

This book could not have been written without the support of many people. Numerous colleagues have provided critical comments at various stages of this project, some of them even reading subsequent versions of the same chapter. Their feedback was simply invaluable and has made me reformulate my ideas and arguments over and over again. Whoever commented on the text contributed very special insights and taught me that a text can be read and understood (and, yes, also misread and misunderstood) in many different ways. The following friends and colleagues have generously put in their time and energy: Birgit Alber, Harald Baayen, Maria Braun, Hartmut Gembries, Christiane Dalton-Puffer, Sabine Lappe, Martin Neef, and Jörg Meibauer. Needless to say, they are not to blame for the remaining flaws and inadequacies.

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In 1999 I came across a review article on Katamba's morphology textbook (Nevis and Stonham 1999). This article is a goldmine for textbook writers and I have tried to incorporate as many of the authors' recommendations as possible. I am indebted to Joel Nevis and John Stonham for their having written this article, and for having done so at the right time.

Joseph Beuys once claimed that "everyone is an artist." I am convinced that everyone is a linguist, even if it is sometimes hard work (for both teachers and students) to unearth this talent. I have to thank the students who have participated

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in my seminars on word-formation, prosodic morphology, and psycholinguistics. They have not only served as guinea-pigs for my didactic experiments (even long before I ever conceived of writing a textbook), but have also always forced me to explain complicated matters in a way that makes them accessible. My students have made teaching an enjoyable experience, even though I may not always have been as successful as I would have liked to be.

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Abbreviations and notational conventions

A	adjective
AP	adjectival phrase
Adv	adverb
C	consonant
n ₁	hapax legomenon
N	noun <i>or</i> number of observations
NP	noun phrase
P	productivity in the narrow sense
P*	global productivity
PP	prepositional phrase
PrWd	prosodic word
V	verb <i>or</i> vowel
V	extent of use
VP	verb phrase
WFR	word-formation rule
#	word boundary
·	syllable boundary
	in the context of
< >	orthographic representation
/ /	phonological (i.e. underlying) representation
[]	phonetic representation <i>or</i> structural boundary
*	impossible word
!	possible, but unattested word
ˈ	main stress
ˌ	secondary stress
σ	syllable
()	foot boundaries