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.

I also have to thank my student assistants Guido Bongard and Karina Lückoff, who read chapters, worked on the exercises and helped in various ways in the preparation of the manuscript. Special thanks go to Maria Braun for her meticulous work on the exercises, which made clear to me where things could go wrong and needed revision. Gisela Schwung made life much easier for me during the past two years by her efficient handling of all kinds of organizational matters.

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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
Preface

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.

Thanks are also due to Claudia, Jonas, Hannah, and Leo, who have supported me in all conceivable (and inconceivable) respects. Special thanks to Leo for forcing me to lock the door of my study while writing the final chapters. That really kept me going.

Finally, I thank my academic teacher, mentor and friend, Professor Rüdiger Zimmermann, who has set a great example for me as an ever-enthusiastic, ever-curious and extremely knowledgeable teacher. This book is dedicated to him.
Abbreviations and notational conventions

A  adjective
AP  adjectival phrase
Adv  adverb
C  consonant
n1  hapax legomenon
N  noun or number of observations
NP  noun phrase
P  productivity in the narrow sense
P*  global productivity
PP  prepositional phrase
PrWd  prosodic word
V  verb or 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 or structural boundary
*  impossible word
!  possible, but unattested word
`  main stress
`  secondary stress
σ  syllable
( )  foot boundaries