**Word-Formation in English**

*Second Edition*

This book is the second edition of a highly successful introduction to the study of word-formation, that is, the ways in which new words are built on the basis 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 second edition incorporates new developments in morphology at both the methodological and the theoretical level. It introduces readers to the use of new corpora and databases, acquaints them with state-of-the-art computational algorithms modeling morphology, and brings in current debates and theories.

The book is not written from 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 toward 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 Heinrich-Heine-Universität Düsseldorf. He has published extensively in various linguistics journals, is Editor-in-Chief of the journal *Morphology*, and is a member of the editorial board of a number of international journals (*English Language and Linguistics, Journal of English Linguistics, Journal of Pidgin and Creole Languages, The Mental Lexicon*). His most recent books are *Introduction to English Linguistics* (2015), *The Oxford Reference Guide to English Morphology* (2013), and *Word Knowledge and Word Usage: A Cross-Disciplinary Guide to the Mental Lexicon* (2018).
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Earlier issues not listed are also available
Word-Formation in English

Second edition

INGO PLAG

Heinrich-Heine-Universität Düsseldorf
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Preface to the Second Edition

The first edition of this textbook was published 20 years after Laurie Bauer’s *English Word-Formation*, which, I thought, was becoming outdated at the time. After 14 years the same fate had befallen my own book and it was time for an updated second edition. In particular, the work with Laurie Bauer and Shelly Lieber on *The Oxford Reference Guide to English Morphology*, which appeared in 2013, showed me that certain concepts and theoretical notions needed to be reconceived and modernized in the light of the new evidence that had become available by that time. I am very grateful to Laurie and Shelly for the stimulation that originated from our joint work.

Numerous colleagues and students have provided useful comments on the first edition, and I have tried to do my best to incorporate all suggestions into the new edition. In the preparation of the second edition, two anonymous readers for Cambridge University Press provided critical and constructive comments on the book proposal and the first edition. One of them later also provided meticulous and very helpful comments on the first draft of the second edition and spotted numerous errors. Many thanks to all of them. Any remaining errors are, of course, all mine.

The drafts of the manuscript for the second edition have received ample feedback from the researchers in my lab. I am very grateful to Marios Andreou, Sonia Ben Hedia, Heidrun Dorgeloh, Ute Engemann, Christine Günther, Lea Kawaletz, Sven Kotowski, Gero Kunter, Julia Muschalik, Annika Schebesta, Christian Uffmann, and Julia Zimmermann. Sabine Arndt-Lappe gave very useful hints concerning Chapter 7 and many individual points throughout the book. Ricardo Bermúdez-Otero provided much appreciated helpful feedback on the morpho-phonological issues discussed in Chapter 7. Special thanks go to the student assistants who helped to create the best possible manuscript and provided valuable comments from a student perspective: Adiseu Davydova, Olga Dmitrieva, Elena Girardi, Tobias Höhn, Yannick Lauter, Simone Neenen, Mandy Rilke, Viktoria Schneider, Simon Stein, Dila Turus, Lara Wikert. I am also very grateful to Ulrike Kayser, who always keeps the ball rolling for all of us.

This book is for the wonderful people I have on my team.
Preface to the First Edition

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 Jorg 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.

I am also grateful to the people involved with Cambridge University Press (in order of appearance): Andrew Winnard for his support, assistance, and efficient handling of this project; three anonymous readers for supporting the book proposal and for providing constructive feedback at an early stage; and, finally, Ulli Dressler for his close reading of and insightful remarks on the pre-final version of the manuscript.

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 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
Adv adverb
AP adjectival phrase
C consonant
n_{1} hapaxlegomenon
N noun or number of observations
NDL Naive Discriminative Learning
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
♦ is morphologically related to
~ alternates with
# 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