ENGLISH SUFIXATION

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Abstract:

Suffixes constitute an essential matter within the area of morphology. It is hypothesized that EFL students at the undereducated level suffer from the incorrect use of suffixes due to certain factors, among them, is the difference between their language and English as foreign language, it is the seriousness of this problem that has motivated the researchers to choose suffixes as a subject matter.

This work aims at

1. Identifying suffixes and types of suffixes that helps contribute to the process of forming sentence structure.
2. Investigating the role of suffixation to the process of word formation.
3. Enabling the researchers how to deal with this matter in the teaching field.

This paper is divided into four major sections each section is supported by some illustrative examples. Section one is concerned with identifying the characteristic features of suffixes. Section two and three deal with the types of suffixes inflectional and derivational, respectively. Furthermore, it defines the notion of suffixation. Section four illustrates the rules of spelling and the changes that happen after adding a suffix to the end of the word.

The paper ends by a concluding section summarizing the finding of the work end a separate section including the references used in this paper.

Keywords:

Derivational and Inflectional Morphemes

i.e., (ism, ment, ’s, -s, -ise, -ify, ’s, -ing, -ed, -en, -al, -ful, -est) etc.
The following Table has a Summary.

<table>
<thead>
<tr>
<th>DERIVATIONAL</th>
<th>INFLECTIONAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOUNS</td>
<td>VERBS</td>
<td>ADJECTIVES</td>
</tr>
<tr>
<td>critic-ism</td>
<td>critic-ise</td>
<td>critic-al</td>
</tr>
<tr>
<td>encourage-ment</td>
<td>class-ify</td>
<td>wonderful</td>
</tr>
<tr>
<td>Jim’s</td>
<td>like-s, laugh-ing</td>
<td>quiet-er</td>
</tr>
<tr>
<td>sister-s</td>
<td>enjoy-ed, be-en</td>
<td>loud-est</td>
</tr>
</tbody>
</table>

The table has a summary.

| الوظائف النحوية الابتدائية الصناعية | A. Abdul Rahman Faraj  | A. Musaoud Said Darifi |

المؤلف:

تشكل الوظائف النحوية الابتدائية الصناعية (الملحقات) مسألة أساسية في مجال علم التعليم. من المعلوم أن الطلاب الذين يستخدمون اللغة الأجنبية ككلمة أجنبية في مرحلة المبتدئات الجامعية الأولى يكونون على استعداد غير الصحيح للمقاطع الصناعية بسبب عدم قدرتهم على فهم الألفاظ اللغوية. لذلك، فإن استخدام هذه الألفاظ اللغوية ككلمة أجنبية تأتي من الإشكالية خصائص الاحترام على اختيار الوظائف النحوية الابتدائية الصناعية كمسودة يتحقق في دراسة.

تهدف هذه الدراسة إلى:

1. تحديد المقتضيات النحوية الابتدائية الصناعية وأواعها التي تساعدها على تلك الجملة في عملية تشكيل اللغة الجملة.
2. التحقق من دور المقتضيات النحوية الابتدائية الصناعية في عملية بناء الكلمات.
3. تعريف مسألة الوظائف النحوية الابتدائية (الملحقات) وكتابيًا ووضوحها في المجال التعليمي.

هذه الدراسة مقدمة إلى أربعة أسالى رئيسية كن شكل محدد من بعض الأمثلة التوضيحية. القسم الأول يتناول تحديد السياقات المثيرة للمقتضيات النحوية الابتدائية الصناعية. يتضمن القسم الثاني والثالث أجزاء المقتضيات النحوية الصناعية المبدولة على التوالي وتحديد ما توضح قواعد النحوية وال.offsetHeight التي تحدث بعد إضافة لاحقة إلى نهاية الكلمة.

يتشكل هذه الدراسة بتقدم شكل عام بما في ذلك المراجع المستخدمة.
1. Morphemes

This section is of two parts. The first part is generally concerned with defining morphemes and stating some of the characteristic issues related to them. The second part, on the other hand, is particularly concerned with defining suffixes as a type of morphemes with regard to some criteria of classification of morphemes.

1.1 Morpheme: Definition

A morpheme is the minimal entity of language. Stagaberg defines a morpheme as “a short segment of language that meets three criteria” (1981: 83). These criteria can be summarized as follows:

1. A morpheme is a word or part of word that has meaning.

2. It cannot be divided into smaller meaningful parts without changing the meaning.

3. It recurs in different verbal environments with a relatively stable meaning (ibid).

In the light of these criteria, the word ‘Straight’ for example, has a certain meaning in the dictionary. Furthermore, it cannot be divided. ‘Straight’ we can get smaller meaningful forms of tre, tate, and ate, but the meaning of these violate the meaning of the original word ‘Straight’ according to the third criteria, the word Straight recurs with a relatively stable meaning in such forms as straighted, straighten, and a straight line.

Accordingly, as a morpheme straight meets all the three criteria stated above. The term morpheme is originally derived from the Greek word morphe, which means “form”. Traditionally, a morpheme is defined as “the most elemental unit of grammatical form” (Fromkin and Rodmay [ 5 ]). A single word may be composed of one or more morphemes as in the following example:
1.2.1. Classification of Morphemes

Morphemes are classified in terms of two criteria: free (base) and bound (affixes) morphemes (Stageberg [11]). Suffixes the main concern in our present study are considered as bound morphemes according to the first criteria and affixes according to the second one.

1.2.2. Bound Morphemes (affixes)

Bound morphemes are not meaningful in isolation but can acquire meaning when they are combined with other specific morphemes (Fromkin and Rodman, 1993: 45). “An affix is a base. There are three kinds of bound morphemes: Prefixes, infixes and suffixes” (Stageberg[11]). Only suffixes will be considered in this section since it is the main concern of our present study.

1.2.2.1. Suffixes

Suffixes are defined as bound morphemes that occur after the base (free morphemes). (Stageberg[11]). Bauer emphasizes this issue when he points out that “a suffix is an affix attached after its base (ibid, 97) for example, in fatherly, (-ly) is a suffix which involves changing the word category and the meaning of the word (1997: 22) (for further details see sections two and three).

“According to Leech, a suffix can be defined as a word’s grammatical ending” (2004: 498). English examples of suffixes are (-er) as in singer, writer, performer and reader etc., (-

<table>
<thead>
<tr>
<th>Morphemes</th>
<th>Morphemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Morpheme</td>
<td>boy</td>
</tr>
<tr>
<td></td>
<td>desire</td>
</tr>
<tr>
<td>Two Morphemes</td>
<td>boy + ish</td>
</tr>
<tr>
<td></td>
<td>desire + able</td>
</tr>
<tr>
<td>Three Morphemes</td>
<td>boy + ish + ness</td>
</tr>
<tr>
<td></td>
<td>desire + able + ity</td>
</tr>
<tr>
<td>Four Morphemes</td>
<td>gentle + man + li + ness</td>
</tr>
<tr>
<td></td>
<td>un + desire + able + ity</td>
</tr>
</tbody>
</table>
ist) in typist, novelist, and linguist, and (-ly) as in manly, sickly and friendly. The whole process, however, is called suffixation which is the addition of a suffix to a base (ibid).

All morphemes, then are bound or free. The former are called affixes (prefixes, infixes and suffixes) while the latter are called free or root morphemes (they are also called non-affix lexical letter morphemes). This classification is clearly schematized as follows:

<table>
<thead>
<tr>
<th>Free</th>
<th>Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root</td>
<td>hackle (berry), (dis)gruntled, uncouth,</td>
</tr>
<tr>
<td></td>
<td>(non)challenge, perceive, (homo)generous</td>
</tr>
<tr>
<td></td>
<td>… (and a few more)</td>
</tr>
<tr>
<td>affix</td>
<td>friendship, (lead)ership, re(do),</td>
</tr>
<tr>
<td></td>
<td>homo(generous), hetero(generous), trans-</td>
</tr>
<tr>
<td></td>
<td>(sex)-ual, (sad)ly, (tall)-ish, (a)moral</td>
</tr>
<tr>
<td></td>
<td>… (and a few more)</td>
</tr>
</tbody>
</table>

2. Forms of Suffixes

Suffixes may be classified as derivational and inflectional. Each type is characterized by having certain features and functions.

2.1. Inflectional Suffixes

Inflectional suffixes are defined as ‘bound morphemes that never change the syntactic category of the words or morphemes to which they are attached. They are always attached to complete words’, in addition, Leech states that ‘an inflectional suffix tells you something about the word’s grammatical behaviour, for example, (-s) inflectional (2004: 498).

Inflectional suffixes are distinguished from derivational features by the following ways:

1. They do not change the part of speech: Sled, sleds (both nouns); cough, coughed (both verbs); cold, colder (both adjectives).

2. They come last in a word: Shortened, villainies, industrializing.
3. They go with all stems of a given part of speech: He eats, drinks, dreams, entertains, motivates.

4. They do not pile up; only one ends a word: Flakes, working, higher, written.

The exception here is (-s pl ps), the plural possessive of the noun as in “the students’ worries” (Stagaberg[11]).

2.1.1. Forms of Inflectional Suffixes

English is no longer a highly inflected language. At the present stage English history, there is a total of eight bound inflectional suffixes:

<table>
<thead>
<tr>
<th>English Inflectional Morphemes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-s</td>
<td>third personal singular ‘present’</td>
</tr>
<tr>
<td>-ed</td>
<td>past tense</td>
</tr>
<tr>
<td>-ing</td>
<td>progressive</td>
</tr>
<tr>
<td>-s</td>
<td>plural</td>
</tr>
<tr>
<td>-ed</td>
<td>past participle</td>
</tr>
<tr>
<td>’s</td>
<td>possessive</td>
</tr>
<tr>
<td>-er</td>
<td>comparative</td>
</tr>
<tr>
<td>-est</td>
<td>superlative</td>
</tr>
</tbody>
</table>

Each of these inflectional forms is described with some criteria and examples in the following sections.

2.1.1.1. Third Personal Singular (3ds) ‘Present’

The present third person is used when there is no auxiliary verb in the sentence (3sd) is used in the following cases:

1. We use it to talk about something is true in general “fact” for example the sun rises in the east.
2. We use it to say that something happens all time or repeatedly “habitual actions” for example, Ann gets up at 7:00 O’clock every day.

3. It goes with the expressions of feeling and thought for example:
   - She loves animals.
   - He believes in God.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3ds</td>
<td>rises, gets up loves/believes</td>
<td>third person singular ‘present’</td>
</tr>
</tbody>
</table>

In the sentences above the (-s) at the end of the verb is “agreement” marker; it signifies that the subject of the verb is “third person singular” and that the verb is in the “present tense”.

2.1.1.2. Past Form (-ed)

The (-dpt) and (dpp) endings are morphemes required by the syntactic rules of the language to signal “tense” for example:

1. The waited at the dock.
2. Have you taken lecture yet?
3. We played football recently.
4. The river had eaten away the banks.
5. Julia passed the examination.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>-dpt</td>
<td>waited, played, passed</td>
<td>past tense</td>
</tr>
<tr>
<td>-dpp</td>
<td>taken, eaten</td>
<td>past participle</td>
</tr>
</tbody>
</table>
2.1.1.3. Present Participle “Progressive” (-ing, -ve)

The progressive form usually describes a temporary happening i.e., something which happens during a limited time.

- We were discussing the editorial.

In the example above the (-ing) inflectional suffix is attached to the verb without changing the word category; on the other hand, the (-ing) derivational suffix is attached to the verb to derive a noun as in the next example:

- Old sayings are often half-true.

2.1.1.4. Plural Form (-spl)

A plural is the grammatical term describing more than one person or thing. It is the opposite of singular. In English language there are two forms of plural: Regular plural and irregular plural, the suffix (-s) is added to the noun to form regular plural, the nouns which have plural forms are called countable nouns. This is shown in the next examples:

1. Four pledges were initiated.
2. The sheets were soon ironed.
3. The books are on the table.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>-spl</td>
<td>pledges, sheets, books</td>
<td>plural form</td>
</tr>
</tbody>
</table>

Most nouns take (-s), but if the noun already ends in (-s), (-ss), (-z), (-x), (-ch), (-sh) or (o) we add (-es) for example:
The boxes are in the car.

2.1.1.5. Possessive Forms (-’s/-s’)

The only part of speech that possessive forms are nouns for which we add (-s’) singular or (-s’) plural to the regular form of the noun. The possessive form usually precedes another noun, and we notice that “the -of pattern” has the same meaning as the possessive, for example:

1. The girl’s teacher. (= the teacher of the girl)
2. The pledge’s shirt was torn.
3. The pledges’ shirts were torn.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>-’s. sg ps</td>
<td>pledge’s</td>
<td>noun singular possessive</td>
</tr>
<tr>
<td>-s’. pl ps</td>
<td>pledges’</td>
<td>noun plural possessive</td>
</tr>
</tbody>
</table>

The distinction between (-’s) sg. ps. And (-’s) pl. ps. Is an apostrophe. In the first the apostrophe comes before (-’s), while in the second the apostrophe comes after (-s’). In an irregular plural noun the apostrophe comes before (-’s) as in the example below:

4. The children’s room.

2.1.1.6. Comparative and Superlative Forms (-er/-est)

The suffixes (-er) and (-est) are added to the end of adjectives to produce comparative and superlative forms. Below are some examples:

1. The novel was shorter than I had expected.
2. Ali was the shortest boy in the class.
3. Tripoli is the biggest city in Libya.
4. Nile is the longest river in the world.
2.2. Derivational Suffixes

“Derivational morphemes are bound morphemes because when they are conjoined to other morphemes (or words) a new word is derived or formed. The derived word may have a different meaning than the original word and may even be in a different grammatical class than the underived word.” (FromKin and Rodman[5]). Lyoons deals with morphology within the branch of morphology which studies the construction of different vocabulary units. He has been presenting his issue about derivational suffixes when he points out that the branch of morphology which studies a construction of different vocabulary units, which may have a variety of grammatical word-forms of their own e.g., drive - driver is called derivational morphology or unhelpfully word-formation. (1987: 105).

2.2.1. Characteristics of Derivational Suffixes

Derivational suffixes are characterized by having the following features:

1. The word with which derivational suffixes combines is an arbitrary matter. To make a noun from the verb ‘adorn’ we must add (ment) no other suffix will do- where as the verb fail combines only with (-ure) to make a noun failure.

2. A derivational suffix changes the part of speech of the word to which it is added. The noun ‘act’ becomes an adjective by the addition of (ive) and the adjective ‘active’ we can add (ate) making it a verb ‘activate’.

3. Derivational suffixes usually do not close off a word, for example, to the word ‘fertilize’, which ends in a derivational suffix one can add another one (-er) and to ‘fertilizer’ one can add the inflectional suffixes closing off the word.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Word</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>-er</td>
<td>shorter</td>
<td>comparative</td>
</tr>
<tr>
<td>-est</td>
<td>shortest, biggest, longest</td>
<td>superlative</td>
</tr>
</tbody>
</table>
They are also described as purely grammatical markers representing such concepts as ‘tense’, ‘number’ ‘gender’ ‘case’ and so forth (Formking and Rodman [5]). Consider the forms of verbs in the following sentences:

a) I sail the ocean blue.

b) He sails the ocean blue.

c) John sailed the ocean blue.

d) John has sailed the ocean blue.

e) John is sailing the ocean blue.

In sentence (ii) the (s) at the end of the verb is an ‘agreement’ marker; it signifies that the subject of the verb is ‘third person’ is ‘singular’ and that the verb is in the ‘present tense’ doesn’t add any ‘lexical meaning’ the (-ed) and (ing) endings are morphemes required by the syntactic rules of the language to signal ‘tense’ or ‘aspect’.

Inflectional morphemes in English typically follow derivational morphemes. Thus, to the derivationally complex word un + like + ly + hood one can add a plural ending to form un + ly + hood, but not unlikesly hood. However, with ‘compounds’ such as those previously discussed. The situation is complicated. Thus, for any speaker the plural of mother-in-law is mother-in-law where the possessive form is mother-in-law’s.

3. Word Formation: Suffixation

This section is of three parts. The first part generally deals with defining word-formation in relation to suffixation. The second part chiefly classifies the suffixes according to the parts of speech (Nouns, Adjectives, Verbs and Adverbs), with illustrating the meaning of each one. The last part, moreover, is concerned with the formation of relation with respect to suffixation.
3.1. Word-formation: Definition

There are several distinguishable meanings of word formation. The most usual is that “word-formation rule (or WFR) is the study of the creation at of lexemes” (Bauer[1]) there are four main ways at forming words including, prefixation, suffixation, conversion and compounding (Crystal[2]). Only suffixation will be dealt with in this section. Suffixation is the process of adding a suffix after the base form, for instance, boyhood, kindness, helpful, slowly, etc. in linguistics deviation is the method of creating new lexemes from other lexemes, for example, by adding a derivational affix. It is a kind of word-formation. According to Leech “a derivational suffix tells you what type of word it is” (2004: 498). Particularly, derivational affixes usually apply to words of one syntactic category and change them into words of one syntactic category and change them into words of another syntactic category and this leads to difference in meaning, for example, the English derivational suffix (-ly) changes and adjective into an adverb e.g., slow --- slowly.

Derivational suffixes are bound morphemes that are different from inflectional suffixes the latter does not change a word’s syntactic category and does not create new lexemes, but new word forms such as table --- tables; and open --- opened.

3.2. Classification of Derivational Suffixes

Suffixes more (specifically) derivational suffixes change the word-class of the base; for example, the adjective kind by the addition of the suffix (-ness) is changed into an abstract noun ‘kindness’. accordingly, in this section the suffixes will be grouped according to the class of the word, they form as noun suffixes, adjective suffixes, verb suffixes and adverb suffixes.

3.2.1. Noun --- Noun suffixes

A group of suffixes are added to nouns to form other forms of nouns with certain meanings. This group includes suffixes such as: (-ster, -eer, -er, -let, -ette, -ress, -y, -ie, -
hood, -ship, -dom, -(e)ry, -ing, -ful). These suffixes and the nouns they are added to with the meanings and some examples are scheduled below:

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-eer</td>
<td>is used for a person who engaged in an occupation or activity.</td>
</tr>
<tr>
<td>-er</td>
<td>convey the meaning of that which is related to something.</td>
</tr>
<tr>
<td>-let</td>
<td>conveys the meaning of small.</td>
</tr>
<tr>
<td>-y/l</td>
<td>they reflect the meaning of possessive form of my daddy/aunt ‘speech’.</td>
</tr>
<tr>
<td>-dom/ship/hood</td>
<td>they reflect the meaning of state of being.</td>
</tr>
<tr>
<td>-ful</td>
<td>give the meaning of completely.</td>
</tr>
<tr>
<td>-ery</td>
<td>has variation meaning.</td>
</tr>
<tr>
<td>-ite</td>
<td>reflects the meaning of a member of community faction/type.</td>
</tr>
<tr>
<td>-ian/ese</td>
<td>the parting with nationality.</td>
</tr>
<tr>
<td>-ist</td>
<td>has the same meaning of (-eer) that means a member of a party, occupation.</td>
</tr>
<tr>
<td>-ism</td>
<td>attaches with nouns to give the meaning of attitude, political movement.</td>
</tr>
</tbody>
</table>

For example:

1. John is an engineer.
2. Asma is 22-year-old, but she is still teenager.
3. She works a waitress.
4. My daddy and auntie went to party.
5. He bought a booklet and a newspaper.
6. She works in the kitchenette.
7. There is a strong economical relationship between Libya and Britain.
8. I spent most of my childhood in Italy.
9. The book was meaningful and interesting.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Added to form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ster</td>
<td>Noun</td>
<td>Person engaged in</td>
<td>Gangster</td>
</tr>
<tr>
<td>-eer</td>
<td>Personal nouns</td>
<td>An occupation or activity</td>
<td>Engineer</td>
</tr>
<tr>
<td>-er</td>
<td>Noun --- noun (cf App I. 16)</td>
<td>Varied meaning, e.g. ‘inhabitant of X’</td>
<td>Teenager, Londoner</td>
</tr>
<tr>
<td>(B)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diminutive of feminine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-let</td>
<td>Count nouns</td>
<td>‘small, unimportant’</td>
<td>Booklet, piglet</td>
</tr>
<tr>
<td>-ette</td>
<td>Noun --- nouns</td>
<td>(a) ‘small, compact’ (b) ‘imitation’ (material) (c) ‘female’</td>
<td>Kitchenette, Flannelette, Usherette</td>
</tr>
<tr>
<td>-ess</td>
<td>Animate nouns</td>
<td>Female</td>
<td>Waitress</td>
</tr>
<tr>
<td>-y/ie</td>
<td>Noun --- nouns</td>
<td></td>
<td>Daddy, auntie</td>
</tr>
<tr>
<td>(C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>status, domain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-hood</td>
<td>Nouns abstract nouns</td>
<td>‘status’</td>
<td>Boyhood</td>
</tr>
<tr>
<td>-ship</td>
<td>(as for -hood)</td>
<td>‘status, condition’</td>
<td>Friendship, Dictatorship</td>
</tr>
<tr>
<td>-dom</td>
<td>(as for -hood)</td>
<td>‘domain, condition’</td>
<td>Kingdom, Stardom</td>
</tr>
<tr>
<td>-ocracy</td>
<td>(as for -hood)</td>
<td>‘system of government’</td>
<td>Democracy</td>
</tr>
</tbody>
</table>
### 3.2.2. Noun/adjective --- noun/adjective suffixes

Some suffixes such as (-ile, -(i)an, -ese, -ist, and -ism) are added to certain nouns and adjectives to derive other nouns and adjectives with different meanings. Consider the schedule below with the examples:

- **(i)te**: member of community faction/type.
- **(-i(an)**: means pertaining to ….
- **(-ese)**: it is referring to nationality.
- **(-ist)**: member of a party, occupation.
- **(-ism)**: attitude, political movement.

For examples:

1. Chomsky was a socialite person in linguistics.
2. Politician of a party supported the war.
3. I like Chinese food.
4. The artist mad amazing drawing.
5. Sami was a socialism when the was younger.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Added to form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ite</td>
<td>Nouns chiefly (names) --- personal nouns</td>
<td>Member of community faction/type</td>
<td>Israelite, Socialite</td>
</tr>
<tr>
<td>-i(an)</td>
<td>Nouns chiefly proper --- personal nouns, non-gradable adjective</td>
<td>Pertaining to …</td>
<td>Indonesian, Republican</td>
</tr>
<tr>
<td>-ese</td>
<td>(as for (-i)an)</td>
<td>Nationality</td>
<td>Chinese</td>
</tr>
<tr>
<td>-ist</td>
<td>Nouns/adjectives --- personal</td>
<td>Member of a party occupation</td>
<td>Socialist, Violinist,</td>
</tr>
<tr>
<td>-ism</td>
<td>Nouns adjectives --- abstract nouns</td>
<td>Attitude, political movement</td>
<td>Idealism, Communism</td>
</tr>
</tbody>
</table>

Note:

Many nouns in (-ism) correspond to a noun in (-ist) which denotes an adherent of the principle, etc. involved:

- Communist/Communism

3.2.3. Verb Suffixes

Verb suffixes include suffixes like (-ify, -ise and -en) which are added to nouns and adjectives to form verbs with special meanings. The suffixes (-ify, -ise, and -en) when added to the name or adjective to make a verb the meaning becomes causative. Consider the table below:

For examples:

1. That will simplify my task.
2. Her books have done much to popularise.
3. The head injury deafen her for life.
4. They sadden me to see all their efforts wasted.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Added to form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ify</td>
<td>Nouns, adjectives --- verbs (chiefly transitive)</td>
<td>Causative</td>
<td>Simplify</td>
</tr>
<tr>
<td>-ise</td>
<td>As for (-ify)</td>
<td>Causative</td>
<td>Popularize</td>
</tr>
<tr>
<td>-en</td>
<td>Adjectives --- verbs (a) transitive (b) intransitive</td>
<td>(a) causative (b) ‘become X’</td>
<td>(a) deafen (b) sadden</td>
</tr>
</tbody>
</table>

3.2.4. Noun --- Adjective Suffixes

A class of adjectives can be derived from nouns by the process of suffixation. The most common suffixes used for adjective formation are (-ful, -less, -ly, -like, -y, -ish, -(i)an, -al, -ic, -ive, -ous, -able, -ible and -ed).

- (-ful) reflects the meaning of completely.
- (-ly), (like) having the qualities of something.
- (-ish) belong to something “Turkey”.
- (i)an in the tradition of.
- (-al) primarily non-gradable adjective.
- (-ic) gradable or non-gradable adjective.
- (-ive) primarily gradable adjective.
- (-able), (-ible) worthy to be v-ed.
- (-ed) having something.
- (-ous) primarily gradable adjectives.

For examples:

1. He gave me helpful advice.
2. That man is very cowardly.
3. If you say that people or their behaviour are childlike.

4. My friend is Turkish.

5. She is always full of imaginative ideas.

6. His writing is so small that it is barely legible.

7. Ahmed is a good mounted.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Added to form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(-ful)</td>
<td>Nouns (chiefly abstract) --- gradable</td>
<td>Having …, giving …</td>
<td>Useful, Helpful</td>
</tr>
<tr>
<td>(-less)</td>
<td>Nouns (chiefly concret) --- gradable adjectives</td>
<td>‘Having the qualities of …’</td>
<td>Cowardly</td>
</tr>
<tr>
<td>(-like)</td>
<td>(as for -ly)</td>
<td>Having the qualities of …</td>
<td>Childlike</td>
</tr>
<tr>
<td>(-y)</td>
<td>Nouns (chiefly concrete non-count) --- gradable adjectives</td>
<td>‘like …, covered with …’,</td>
<td>Creamy, hairy</td>
</tr>
<tr>
<td>(-ish)</td>
<td>Nouns (chiefly proper and count) --- adjectives</td>
<td>(a) belonging to …, (b) having the character of …</td>
<td>(a) Turkish, (b) Foolish</td>
</tr>
<tr>
<td>(-i)an</td>
<td>Nouns (chiefly proper) --- adjectives</td>
<td>‘in the tradition of …’,</td>
<td>Darwinian</td>
</tr>
</tbody>
</table>
Some adjective suffixes common in borrowed neo-classical words.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Added to form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(-al) also (-ial, -ical)</td>
<td>Primarily non-gradable adjectives</td>
<td></td>
<td>Criminal, Editorial, Musical</td>
</tr>
<tr>
<td>(-ic)</td>
<td>Gradable or non-gradable adjectives</td>
<td></td>
<td>Heroic</td>
</tr>
<tr>
<td>(-ive)</td>
<td>Gradable or non-gradable adjectives</td>
<td></td>
<td>Attractive, Affirmative, Sensitive</td>
</tr>
</tbody>
</table>

3.2.5. Adverb Suffixes

Adverb suffixes including the suffixes (-ly, -ward(s), -wise) that are added to certain adjectives to form other adverbs with special forms and meanings.

- (-ward(s)) suffix gives the meaning of how something is done ‘manner’.
- (-ly) suffix gives the meaning of how something is done ‘manner’.
- (-wise) suffix reflects the meaning of the manner, and sometimes directions.

Examples:

1. I would happily give up my job if I didn’t need the money.
2. Our teaching methods are backward compared to some countries.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Added to form</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(-ly)</td>
<td>Adjectives, adverbs of manner, viewpoint, etc.</td>
<td>In a … manner etc.</td>
<td>Happily, Strangely</td>
</tr>
<tr>
<td>(-ward(s))</td>
<td>Adverbs, nouns --- adverbs of manner/direction.</td>
<td>Manner/direction</td>
<td>Backward(s)</td>
</tr>
<tr>
<td>(-wise)</td>
<td>Noun --- (a) adverbs of manner (b) viewpoint adverbs</td>
<td>(a) ‘in the manner at … ’ ‘as for as … is concerned’</td>
<td>(a) crabwise (b) weather-wise</td>
</tr>
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<td>---------</td>
<td>---------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------</td>
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</tbody>
</table>

Note:

Also (-style and -fashion) “in the manner/style of” are sometimes used as adverbial suffixes:

- They ate American-style (cf 8. 20)

3.3. The Formation of the Negative of Adjectives and Adverbs:

The negative of adjectives (and adverbs) is frequently formed by the use of prefixes or suffixes to the stem of adjectives or adverb (Eckersly and Eckersly, 1979: 75) thus, adjectives especially those ending in (-ful) such as helpful, hopeful, useful and valuable can be negated by adding the suffix (-less) to form these negative adjectives such as helpless, hopeless, useless, valueless and respectively.

4. Spelling Rules

A suffix as has been already defined in section two is a group of letters added to the end of a word. It is worth remarking that the process of suffixation (whether inflectional or derivational suffixation) might cause certain changes of the spelling of word (or more specifically the ending letters of the word). These changes depend on some assumptions; for example, whether the sound is vowel or consonant, whether the word is of one or more syllables, etc.

This section is attempted to illustrate the spelling rules in relation to adding suffixes.

4.1. Plural Nouns

The suffix (-s) plural can be added to noun to form the plural. However, there are certain rules should be followed.
a) If a noun ends with (ch, s, sh, ss, and x) we add (-es) to the noun and the pronunciation is /ɪz/ as in the following:

- glass, glasses
- dish, dishes
- match, matches
- box, boxes

b) A few nouns ending in (o) have (es) such as:

- hero, heroes
- potato, potatoes
- tomato, tomatoes

c) When a noun ends in a consonant (+y) the (y) changes into (-ies) such as:

- penny, pennies
- story, stories

4.2. The Present Simple (-s) Ending

In this part the third person singular, a present simple verb ends in (-s)

a) After (s, ss, sh, ch, and x) we add (-es) such as:

- pass, passes
- wash, washes
- catch, catches
- mix, mixes

b) Some verbs ending in (o) we add (-es) such as:

- go, goes
- do, does

c) When a verb ends in a consonant (+y), the (y) changes into (ies) such as:

- hurry, hurries
- copy, copies

4.3. The (ed) Ending

Most past tense and past participle verbs end in (ed)

a) When the verb ends in (e) we add (d) such as:

- hope, hoped
- save, saved
b) When a verb ends in a consonant (+y), the (y) changes to (ied) such as:

- hurry → hurried
- copy → copied


c) Sometimes we double a final consonant. This happens when a one-syllable verb ends with one vowel and on consonant: for example:

- beg → begged
- plan → planned

4.4. The Comparison of Adjectives

We form the comparative and superlative of short adjectives with (er) and (est) such as:

a) If the adjective ends in (e), we add (r) or (st) such as:

- late → later, latest
- fine → finer, finest

b) When an adjective ends in a consonant (+y), the (y) changes to (ier) or into (iest) such as:

- Heavy → heavier, heaviest
- lucky → luckier, luckiest

c) Sometimes we double a final consonant. This happens when a one syllable adjective ends with one vowel and one consonant: for example:

- big → bigger, biggest
- flat → flatter, flattest

4.5. The Doubling of Consonants

a) If we add (ed), (ing), (er) and (est) to a word, we sometimes double a final consonant. This happens when a one syllable word ends with one vowel and consonant: for example:

- stop → stopped
- thin → thinner
- get → getting
- sad → saddest

b) We do not double (y), (w), or (x): for example:

- play → played
- new → newest
c) We do not double when there are two vowels: for example:

- seem
- seemed
- shout
- shouting
- fair
- fairest
Suffixes are considered one of the main types of bound morphemes that directly affect the process of word construction. The findings of this work can be summarized as follows:

1. Suffixes are of two types derivational and inflectional. The former is mainly concerned with changing the word from one form into another, from a noun into an adjective, and vice versa, and so on. Inflectional morphemes, on the other hand, are particularly concerned with the syntactic construction. They deal with the different forms of the same word to show the role that the word plays in a sentence.

2. The process of suffixation is one of some techniques used as a means of creating new lexemes.

3. Adding a suffix to the end of the word can also cause several changes in the spelling with regard to certain criteria including whether the word is of one syllable or more, and the type of the sound, whether a vowel or consonant as well as others.
REFERENCES