Linguistic analysis of morphological aspects in English

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Abstract: Morphological analysis is the study of the structure and formation of words through examining their components, known as morphemes. This approach helps to understand how different morphemes combine to create new words, convey meaning, and indicate grammatical relationships. It encompasses various aspects like how new words are formed from existing ones, how variations in form occur, and how to classify morphemes as either free or bound. In this article, morphological aspects are conveyed with the linguistic perspectives by different scholars.

Key words: Morphology, word Formation, morphemes, prefixes

Within the discipline of linguistics, morphological analysis refers to the analysis of a word based on the meaningful parts contained within. Some words cannot be broken down into multiple meaningful parts, but many words are composed of more than one meaningful unit. The smallest unit of meaning in a word is called a morpheme. Morphemes may be free or bound, and bound morphemes are classified as either inflectional or derivational. Language teachers often use morphological analysis to describe word-building processes to their students.

The technical term used to denote the smallest unit of meaning in a language is morpheme. A morpheme may or may not be equal to a word. Some words are composed of multiple morphemes, while others are only one morpheme long.

Raymond (2015) explains that the plurality of a noun is usually regarded with –s. It is clear that singular means a thing or a person. Plural gives the meaning two or more. As we know nouns have plural and singular form in comparison with other parts of speech. In order to make nouns plural, we add suffixes – s or- es. In accordance with Payne (2011), the plural –s is considered as a unit of suffix and continuous to describe that the plural –s always appears on the dome of the plural noun phrase as well. Zeh (2017) describes plural form –s as a suffix which tells us how many of these things are and alters the meaning of the word.

However, we cannot add –s or es to all nouns directly. According to Raymond (2015), there are a number of exceptions here:

At the end of words vowels (a, e, I, o, u) + Y, -s is added directly to the nouns and there is no change with plural form -s: a day-two days

At the end of words consonant + Y, Y is removed and add es- and changes to the form of ies -: a baby-two babies

At the end of words consonant + O, when –s is added to the root noun changes to the form of –es: a potato-two potatoes (p.120).

These plurals of the nouns may help my learners to gain grammar structure well and will assist to differentiate plural forms of the noun's exceptions respectively.

To sum up, learners will be able to know what kind of plural –s suffix has an important role in their morphological awareness. With the help of the visual table for Topic 1. Learners will quickly understand and acquire what forms of plural –s rules exist in English language. They are also aware of together with phonological awareness and morphological awareness.

Prefixes

In our everyday occasions or in our academic fields, we try to utilize various words in order to make a communication effectively. To be more precise, we add prefixes to the root of the word to build a word and is attached before the root of the word. According to Van and Robert (2001), a prefix can be occurred when morphemes come before the stem of the word therefore, they are called prefixes. However, Payne (2011) gave his own description toward the prefix and stated that the prefix is one of the most significant unit of the morphological aspect, which is attached to the beginning of the root word. Jenny (1999) prefixes are accepted as syllabus, which we can can form new words by adding syllabus before certain words.

All prefixes are derivational in the English language.

For example: re + tell = retell, mis + understand = misunderstand, un + happy = unhappy

Every prefix, which is being added here has its own meaning as well. Prefix '-re' means again, '-mis' gives a negative meaning, unhappy is determined with the meaning of 'not happy'.

Prefixes help learners to increase their vocabulary and teach them how to change words easily by adding only prefixes - ir, or - im. Zeh (2017) notes "When a child comes across an unfamiliar word in a text, they can break it apart and use their knowledge of the root prefixes" (p.4).

To sum up, learners are certainly to differentiate the meaning of the words with the help of various prefixes. In addition to this aspect, students will be able to improve their vocabulary comprehension by using prefixes or suffixes in their speech. It is strongly believed that the learners can not only enhance their morphological knowledge by vocabulary comprehension but also reap spelling of the words, reading comprehensions, phonological awareness by increasing their literacy with the help of prefixes

Morphemes in English

It is well-known fact that words can be made up with morphemes, which is the core component unit of linguistics. When the morphological aspects are concerned with morphemes, it is important to mention the linguist Zen's perspectives towards morphology. According to Zeh (2017), the smallest meaningful lexical unit is considerable to be accepted as a morpheme. Taking into account Payne's perspectives toward the morpheme (2011), a free morpheme is used as a marginal shape in the discourse without any attachable forms to it. Yule. G (2006) identified that morphemes could be analyzed with the help of the smallest meaning of the word, or grammatical functions of the units. It is obvious that most of the roots are considered as free morphemes in English. Zen (2017) describes a root word is the basis of the word where affixes can be added to the root unit in order to alter the meaning. For example, ***improvement*** is taken as the root word of the words like *improve, improving, improved* we can present another example for the root word is with the form ***fly*** as in fly as a bird, is a fully pronounceable and usable word on its own.

"There is another crucial aspect of morphemes is bound morphemes which is a type of morpheme ought to be connected with other morpheme to use in discourse in a natural way" (Payne, 2011, pp. 83-84). Bound morphemes can be expressed with root, affixes and clitics.

Stem change is also regarded as the shapes of morphological unit process and changes the stem core of the word. For example, drink/drunk, foot/feet, blow/blew.

To sum up, learners will increase morphological awareness by enhancing learner's current competencies via providing them with an additional tool to use when they encounter a challenging word emphasized Goodwin and Ahn, (cited in Zeh, 2017). It is incredibly believed that the learners can not only enhance their morphological knowledge by vocabulary comprehension but also reap spelling of the words, reading comprehensions,

phonological awareness by increasing their literacy with the help of the notions such as the root, affixes, bound, stem morphemes

References:

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