

## Investigation on the History of Word Formation and the Study of Compound Words' Classification

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### ABSTRACT

*The study of compound words in English began much earlier than in other languages. The analysis of classification of compound words, in particular, and their relevance to morphological theory are frequently debated issues among linguists. This paper offers a detailed investigation of word formation and classification of compound words in English with focus on their form and semantics. First, we mention about many problems such as clear definition of compound words, the genesis, the difference between compound words and phrases, interrelationship of compound word components, analysis of new meanings expressed by compound words, issues of the role of compound words in the morphological and syntactic structure of the language. Second, we raise the question of “what is the difference?” between the classification of compounds Bloomfield and Antonietta Bisetto and Sergio Scalise and provide some detailed comparisons and explanations on the types of compounds with real examples from written and oral language. Based on the distinction between endo, exo, copula and other types of compounds, we propose that a distinct rule on the classification of compound words should be illustrated. In that case there will not be any misunderstanding about the classification of compound words and their lexical and structural meanings.*

**Keywords:** Word formation, compound words, endocentric, exocentric, copulative (conjunctive), apposition, opposite.

## INTRODUCTION

The interest of the language owners in the subject goes back to the time of Panini, a prominent Indian linguist who gave a detailed description of the vocabulary of the Sanskrit language. Only the English scholars of the 18th-19th centuries took a more serious approach to this topic, firstly in various debates, and then in logical opinions, they gave a valuable interpretation of the issues of word formation. (Bauer, 1983). It should be noted that Panini mainly dealt with the description of words (spelling and pronunciation) and morphology. The place of words in the language system and the fact that they are the main component of the vocabulary in the process of language learning has been overlooked by his followers for many years. For example, in all subsequent visual studies, the issue of word formation has been neglected. Even American structuralists such as Leonard Bloomfield (1933) did not pay special attention to this issue, because they were interested in units smaller than words - morphemes, and word formation was not given much importance in the theory and practice of structuralism. (Adams, 1973).

A relatively big change on this topic was determined by the revolutionary researches of the American linguist Chomsky. The publication of his work named "Syntactic Structures" in 1957 fundamentally changed the traditional approach to language, held by most of the influential linguists. After all, while phonology and morphology were the main research objects of American structuralism in the 1940s and 1950s, interest in syntax (compounds and sentence construction) has now increased on a mass level. The work of "Syntactic structures" (Chomsky and his companions) came to the center of scientific research. In fact, American structuralism was not interested in word-formation, because in structural terms there were smaller units than words (morph, morpheme, monema, phoneme and phoneme, allomorph and allophones), and the word was not given theoretical importance. Chomsky mentions: "...an attempt to characterize precisely the system of rules we have mastered that enables us to understand new sentences and produce a new sentence on an appropriate occasion will quickly dispel any dogmatism on this

matter. However, word formation was overlooked by linguists because Noam Chomsky was interested in the structure of sentences rather than word formation in his work.

Endorsing Chomsky's thoughts, the German linguist Esko Pennanean concludes "...it is an obvious gap in transformational grammar not to have made provision for treating word formation." Even some linguists are indifferent to the study of word formation, especially compound words, and have recommended using them separately in a sentence as an explanation or apposition - with a comma, hyphen or parenthesis. For example, the famous grammarian Robert Lees, a professor of Indiana University, USA, studied compound words as "a separated sentences." This particular thought and attitude towards word-formation compounds came to an end with the publication of Chomsky's paper "Remarks on Nominalization", but it was emphasized that word formation is considered to be a main issue for language (live natural communication) and the only important topic that cannot be studied in connection with another language phenomenon.

#### DEFINITIONS AND BACKGROUND

In the later period of English linguistics, different linguists from different points of view studied word formation: from the phonological point of view (Halle, 1973; Lightner, 1975); from a syntactic perspective (Jackendoff, 1975; Roeper & Siegel, 1978); and from a semantic perspective (Leech, 1974; Lyons, 1977).

Towards the end of the 1950s, linguists doing research in this field became the "wheel stone", and interest in this field of linguistics increased. However, within 70 years, there are still many problems in studying the types of word formation phenomena (compounds, compound words, word combinations, repetitions and double words) in English. They are as follows:

1. Clear definition of compound words;
2. The genesis (origin) of compound words;
3. The difference between compound words and phrases;
4. Interrelationship of compound word components;

5. Analysis of new meanings expressed by compound words;
6. Issues of the role of compound words in the morphological and syntactic structure of the language.

It is known that the formation of compound words in English has been studied by most linguists historically (from Bloomfield to the present day) dividing into 4 conditional groups:

1. Compound words made by the endocentric method have a predominance of the main word, that is, the main word meaning the meaning of the compound word and the second component that complements its meaning. For example, in the word "doghouse" (dog's nest), house (house) is the main word, and dog (dog) is the subordinate word. In the words formed in this way, the meaning of the main word is determined by the following word and the referent expresses relations of dependence; the limit of dependence is clearly defined.
2. In compound words made exocentrically, although it is obvious that the components are the main word or the subordinate word, the subordinate authority is hidden in the mutual relationship, the differences can be understood logically. After all, compound words made in this way mean a third new thing or event, and the meaning of the components related to the compound word is ignored. For example, the compound word 'big-headed' is exocentric in the sense that one of the components determines the other.
3. Words formed by the copulative (conjunctive) method clearly show the meaning of two components. For example, bittersweet, sleepwalk.
4. Compound words made with the participation of two opposite components. For example, actor-director, maidservant.

#### IN-DEPTH ANALYSIS OF CLASSIFICATION OF COMPOUNDS

We will try to make the analysis more extensive in order to understand the essence of the issue more clearly. In fact,

endocentric (endo - inside means inside, centric - center; from the center to the inside, or subordinate to each other, one to the other) compound words are divided into determining definite. They can change their places, that is, the first word defines the second (the first component, the second component) housekeeper, in some cases, and the second component defines the first component "cargo". As an example, caretaker and others. In the examples given above, the main meaning of the word "housekeeper" is understood on the basis of "keeper", because if it means "keeper", the word "house" is added to indicate what kind of keeper he is. The word "cargo" also belongs to the endocentric type as a compound word, in which the second word defines the first word, now the word cargo gives the third meaning as "baggage, luggage". If we translate it literally and take a deeper look at the essence of the meaning, it is understood in the sense of "some baggage which is carried in a car".

Exocentric compound words are also one of the important lexicological tools in English. Although the number of them in English is not as large as in Uzbek, they actively participate in colloquial language. Although the thing and event understood by such compound words are partially related to the information conveyed by the word, there is no meaningful connection with the third thing and event shown, it entirely refers to something else, the third new thing. The meaning is focused on another object that cannot be understood through the components of the compound word. For example, if we take the English compound word "egghead", it does not mean "egg-shaped head", but something else entirely, namely "a very intelligent person". Alternatively, if we refer to the word "longlegs", it no longer connotes "a person with long legs", but in the human imagination, it now embodies "a player who stands behind the bowler in a game of cricket". Linguistic units such as "a person with very sharp mind" or "a person with long legs" in the translation are found in communication (in colloquial language) in the form of "sharp-minded" or "long-legged", and such compounds are defined as 'attributive' in linguistics and considered as "bahuvrihi" compound words.

The third type of compound words is "copulative compound words" as mentioned above. In such compound words, each component names a third thing while retaining its meaning. Components do not define each other and are not divided into subordinates, as in endocentric and exocentric compound words. Each component retains its independent meaning; even between them, it is possible to put a "and" or a "dash". Notably, components retain their naming, rendering, and reporting properties, but they also name a third object and event. For example, the literal translation of "bittersweet" means "sweet and at the same time- sour", but the main meaning of the word is "a type of salad as bitter-sweet". As it can be seen from the examples, the words sweet and bitter come together, each of them keeping its own meaning and denoting a third notion "salad".

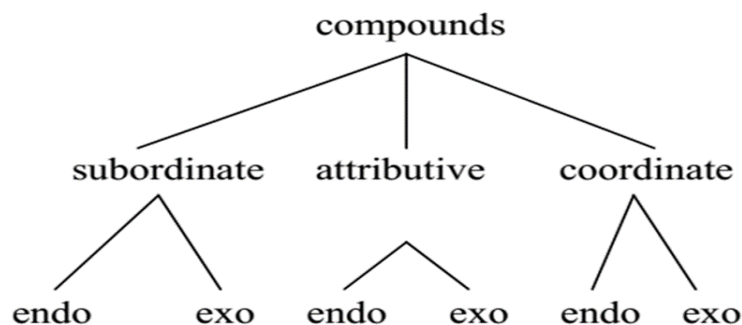
As an analogous example, the count word "fourteen" can attract our attention. From the combination of two independent words used in their own sense, 'ten' and 'four', a third independent counting word in mathematics "fourteen" is understood. The information conveyed by this compound word is abstract, in other words it is hidden in our imagination. Copulative compound words related to the noun and number word groups were analyzed above. Now, if we take as an example the compound words made with the verb phrase, the compound verb "sleepwalker" which means "a lunatic person who wanders without waking up from sleep". In due course, it should also be said that there are some compound words naming punctuation marks in European languages, and the above considerations apply to them. For example, the compound word for 'semicolon' in German (Strichpunkt), English (streichpunkt) and Russian (штрихпункт) actually means the letter 'n' in Morse code for dash and dot (- ·). In other languages, this element, does not mean a dash and dot (- ·), but a semicolon (;). Coming to our national language, the position of the dot has changed, the back element has moved to the top, and the dash has become a comma. A third punctuation mark has appeared. One can be the witness that one word can express two different punctuation marks at the same time during translation.

The next and last type of compound words are appositive ones. Before proceeding to the analysis of this type of compounds in English, it is worth mentioning that some of our (mentioned above) linguists use the word 'appositive' in the meaning of 'opposite'. Even though they express two different notions such as '**appositive** – a noun or noun phrase follows another noun or noun phrase in apposition to it; that is, it provides information that further identifies or defines it'. As for the next word **opposite**, it defines the notion of being contrary or radically different in some respect common to both, as in nature, qualities, direction, result, or significance. Therefore, the combined words "actor-director", "maid servant", given as examples **are not mutually contradictory words**, but they are the linguistic units that are close and related to each other in terms of their functions (tasks in life). Of course, these compound words also name a third object when they come together to name a separate thing or event. For example, "actor-director"! We know that "director" is actually a manager, in the given example, it is used in the sense of a leader who leads a stage or a movie, and "actor" is just a character who plays a role in the movie that the "director" is shooting. Naturally, each of them is a certain person and a certain profession. The active ones are the participants of the joint film, doing a common job. If the meaning of the components in a joint word is analyzed separately, it is clear that the participants are the owners of each profession, but the fact that one person performs the tasks of both professions leads to the addition of words. As a result, the owner of a joint profession (only to indicate that there is now a new separate profession in life and practice, different from the actor or director), created the basis for the formation of the compound word 'actor director' in the language.

#### ALTERNATIVE STRUCTURAL ANALYSIS OF COMPOUND TYPES

English linguists Antonietta Bisetto and Sergio Scalise proposed a new classification of compound words based on a much simpler definition. In their opinion, the most important aspect of compound words is that both of its components enter into a

grammatical relationship, but this relationship is not obvious at first glance. For example, is it 'apron string' or 'string of the apron'? The information given is almost the same, if you don't pay attention to the exchange of the order of the word structure. Based on this criterion, they propose a unique and somewhat stable classification of compound words. The components of compound words enter into a grammatical relationship with each other, and they appear in the form of a syntactic device. It means compound words whose parts are subordinate to each other, equal to each other, and one defines the other. Based on the above considerations, they recommend the following structure of compound word classification:



Subordinate - the parts are subordinate to the governor;

Attributive - defining; modifying;

Coordinate - compound words that have an equal relationship.

It should be remembered that the subordinate relationship is used even if there is no main part in the composition of the compound word. Qualifying conjunctions can also be made up of adjectives and nouns. For example, 'blue cheese'. Sometimes a noun is used in place of an adjective to convey the underlying metaphorical meaning, eg 'snail mail, sword fish'. If the compound words contain a determiner, they enter the subordinate relationship and belong to the type of "subordinate" compound words, that is, one of them is subordinate to the other. If we take the compound word 'taxi driver' as an example, then the word taxi is the determiner of the infinitive verb of this compound word.



We can see a similar situation in the example of an apron string. We can interpret this example in different ways: 'string of an apron', 'string on an apron', 'string in an apron', etc. Even so, the word defining the relationship between the two components fills in a certain sense, but the character of the hem and the function it performs and the place of use are referred to the minds of the participants of the dialogue. Usually, the hem used to tie the skirt should be known and familiar to the participants of the conversation, at least it should be possible to point to it.

Now coming to the conjunctions of equal conjunction, according to Antonietta Bisetto and Sergio Scalise, they mainly include conjunctions connected by the conjunction 'and'. The formation of such words goes back to the ancient Roman and Germanic languages. From the semantic point of view, these compound words are considered as "poet painter" words with two bases. Compound words belonging to these groups are treated in English as both endocentric and exocentric lexemes. The above-mentioned points can be studied in the following six groups:

SUBORDINATE		ATTRIB		COORDINATE		
endo	exo	endo	exo	endo	exo	
love story	loudmouth			bitter sweet		Bl.
steamboat		blackboard		oaktree	Austria-H.	March.
				girlfriend		
				fighter-bomber		
	pickpocket			learned-driver	mother-child	Sp.
coffee cup			greybeard	poet doctor		Olsen
lipstick	lavapiatti		greeneyed	poeta pintor	elun-ai	Hasp.
		blackbird	Kickkopf	woman doctor	Sch.H	Bauer
	lavapiatti		Kahlkopf	Fürstbischof	candra-ditya-u	Booij
			auricomus			

However, the above examples do not include all types of compound words (for example, there is no word in the column of attributive endocentric compound words that does not have a main part). The following examples will look like this. For example, if we compare the example of 'love story' and 'loudmouth', we cannot say that both of them are completely dependent on the other, because the word "love story" means 'the

story of love', in which love so is subordinate to the word 'story', but in the case of "loudmouth", although the word "mouth" is the base, there is a partial dependency between them, and this word implies a third new meaning; under it is understood "a person who talks big, a boastful person".

endo	exo	endo	exo	endo	exo
Apple cake	kill joy	blue cheese	white collar	actor author	mind brain
Brain death	cut throat	atomic bomb	green house	priest hermit	motherchild
Finger print		back yard	pale face	singer bassist	north east
Mail man		French kiss	long legs	dancer singer	
Sun glasses		ape man	free lance	artist designer	
Water pipe		ghost writer		fighter bomber	
Taxi driver		key word		king emperor	
Stone cutter		public opinion		merchant tailor	
Arm control		sword fish			
Baby care					
Agora phobia					

In its place, it should be mentioned again that there is no absolute rule in English about the use of compound words in addition, separation or with certain additions. For example, while the words "green house, pale face, white collar, freelance" appear in Antonietta Bissetto's research, they appear in the Cambridge Advanced Learner's Dictionary with hyphens (-) or hyphens. Sergio Scalise calls language units of this classification neoclassical compound words and includes them in the category of 'semi-words'. In fact, the class of compound words made on the basis of subordination is used to connect two bases together. For example:

sW+sW calligraphy, hydrology, philosophy;  
 N+sW aerodrome, insecticide, parking meter;  
 sW+N apiculture, hydrophobia, anthropomorphism.

As for the translation of the above examples, the translation can be translated into Uzbek with long comments or sentences. In

fact, in essence, 'hydrology' is the 'science of water'; "hydrophobia" means "fear of water", "apiculture" means raising and raising bees for commercial purposes, "insecticide" means a chemical that kills harmful insects, "calligraphy" means beautiful writing, and others. In some compound words, meaning-enhancing or phraseological (idiomatic) language units can be found:

[Floor of a birdcage] taste  
[Punch in the stomach] effect  
[Pipe and slipper] husband

These compound words can also be included among attributive, that is, defining compound words. However, these conjunctions have metaphorical meanings. For example, if we take the example of 'floor of a birdcage' taste, then 'the floor of a birdcage' is used to make the food taste like that' or 'punch in the stomach effect', 'like someone punched in the stomach' it is possible to understand that he was in pain. Scholars have pointed out that these three classes, mentioned in the classification of subordinate, determining and equally connected compound words, have modality features. If compound words are represented by Lieber's (2004) lexical-semantic structure, that is, each lexeme has its own skeleton (containing grammatical information) and body (containing encyclopedic information if we stop at the idea that it consists of reflecting), the following expression is formed. Here is Lieber's chart:

<shape>		<shape>
<edible>	←---→	<edible>
<can be an ingredient>	←---→	<made with ingredien
<...>		<baked>
		<made for parties>

## c) Attributive compounds

<i>snail</i>		<i>mail</i>
[Thing [+com, -abst, +an] ([ ])]		[Thing [+com, -abst, -an] ([ ])]
<gastropod>		<institution>
<secretes slime>		<means of communication>
<very slow>	←---→	<takes time>
<...>		<...>
<i>actor</i>		<i>director</i>
[Thing [+com, -abst, +an] ([X], [ ]), [Event ACT [X]]]		[Thing [+com, -abst, +an] ([X], [ ]), [Event DIRECT [X]]]
<human, professional>	←---→	<human, professional>
<show business>	←---→	<show business>
<works in theatres, films, etc.>	←---→	<works in theatres, films, etc.>
<receives directions>		<gives directions>
<...>		<...>

## b) N+N subordinate compounds

<i>apple</i>		<i>cake</i>
[Thing [+com, -abst, -an] ([ ])]		[Thing [+com, -abst, -an] ([ ])]
<physical>		<physical>

## CONCLUSION

The place of words in the language system and the fact that they are the main component of the vocabulary in the process of language learning has been overlooked by his followers for many years. Our proposal aims to unify some earlier insights, but we must admit that important questions remain open for discussion

such as the number of main compound types, clear and in-depth differences among compound words and idiomatic ones, sentence; unclear definition of compound words with dash and separated ones. Our focus on this issue is that there should be a main and compact analysis of compound words in English which can be learnt easily by every language learner regardless of their ages.

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