

Morphological View of English Language Learning for Engineering Undergraduates - An Analysis

**Bhanu S., M.A., M.Phil.
Professor L. R. S. Kalanithi**

Abstract

English Language Learning must be enhanced according to real life situations and the communicator must be highly flavoured to deliver the language simple and short according to the progress in the work area. Language learning must be strengthened and the morphological view of learning a language is highly essential. It must be renovated to stick on to its own feet and in-depth learning makes an individual to be an excellent achiever in his communication. Language is a subject dealing with skills and is on a process of continuous change. From the childhood, one can utter a sentence that has never said before. It is completely possible for a person to understand, generate, and use the function of each word because, apart from the words that a person knows and are stored in his/her mental lexicon, there might be words that have never been heard before by the same person.

This study focuses on the morphological perception of obtaining language learning skills through literature taking some illustrations from well-known works. This detailed view explicates how a learner can be strengthened in vocabulary, words, phrases, internal structure of words and the relationship among words. It masters the language including spelling, vocabulary, fluency, word recognition, pronunciation, structure of complex words and text comprehension. Further it speaks on parallelism, the inter connection of words which gives rise to rich words to comprehend and communicate at the right time at the right situation. It empowers the students to self-generate the words in which s/he expresses her/ himself clearly. Reading literary text with analysis of morphological knowledge is an added characteristic in getting words frequently using in work area to enhance language proficiency and the application can be viewed in spontaneity.

This analysis not only integrates all language learning skills but also directs on practice of structured language.

Key Words: Morphological view, Parallelism, Integrate, structured language

Introduction

The core objective of Language Learning is to acquire the communicative competence and to be able to express the thoughts through specific words needed at the work environment. A Learner might be confident using English in everyday situations, but the kind of English needed for study or meeting the communicative situation is rather different. That English is called “Communicative English”. The ‘Academic English’ is the type of English which enhances on listening and reading the text, makes a proper understanding of it, and empowers the reading and writing skills. Much of academic English is about expressing the relationship between ideas. If ideas are about to reach others, Language is the primary component to express. When language is the medium, the search for words accompanies the next important part. The selection of words plays the role about knowing the identification of an individual. Hence, a structured way of learning a language is essential for the language learners to walk on the professional platform. The learners will get a command over the subject if they undergo a structured language of study. English for Specific purposes makes the language learners’ aim to be as clear, precise and simple as possible. Keeping Engineering undergraduates in view, this study focuses on the structured usage of words and also the correct formation of sentence. Through this structured way of learning a language, the learner improves his spelling, gets a clear formation of building vocabulary, the right usage of affixes and the grammatical knowledge. Learning morphemes helps students create new words and frame the sentences in an appropriate manner. When they come through more unfamiliar words and complex sentences across their textbooks and in narrative literature the study of morphology develops their knowledge and they are able to separate out the morphemes into meaningful units and fabricate the words to be used for specific purposes. Getting acquired with the structural view, learners can get command over the language and the usage of words for appropriate occasions can widely be strengthened. Taking illustrations from literature creates enthusiasm to the learners understand the structured view of

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Bhanu S. and Professor L. R. S. Kalanithi

Morphological View of English Language Learning for Engineering Undergraduates –
An Analysis

language study. There is a need for the systematic studies of methods to help the undergraduate Engineering students improve their awareness of morphological structure, their knowledge of affixes, and their understanding of complex words while reading the text.

Morphology in English Language

Morphology is a branch of linguistics and is the study of internal structure of words and its relationship to other words in a language. Linguistics, the scientific study of language and the term “Morphology” originates from the Greek and the root word of ‘morph’ represents “Shape, or form”. Here Morphology represents the shape and formation of the words especially in their structure. (<https://archive.org/stream/ACourseHandoutOfMorphologyAndSyntax#page/n16/mode/1up>)

The German Linguist “August Schleicher” coined the term for the study of the form of words in the year 1859. The practical goal is to enhance the knowledge of writing skills, make them grammatically corrected, and involve them to be perfect in morphological expressions, familiarize them with the mechanisms used in forming composite words, and inform them the techniques applied to account for their interpretation. It further provides the student with a comprehensive description of the two essential areas of vocabulary building: derivation and compounding.

Learning Morphology in English Language makes easier to learn the words which form the meaning and the text to communicate. It helps the learners to separate the root word and its affixes. When the learner understands the root word after separating its affix, the derivation makes them easy to know more words and they feel English Language becomes friskiest thing. It helps the students to become more proficient in English Language Learning without even the help of lexicon abruptly. It makes the learners to see the language in new perspective. It focuses on the form- meaning relationships between lexical units and their arrangement in forming words. It means when a person thinks anything in mind, he definitely needs a language to communicate. The way of representing his/her idea through a language (linguistics), searching

for words (lexicon), and the meaning and usage of words as a whole is exactly called Morphology. Zeki Hamawand in his Book, “Morphology in English” says,

“Morphology is an essential subfield of linguistics. Generally, it aims to describe the structures of words and patterns of word formation in a language. Specifically, it aims to (i) pin down the principles for relating the form and meaning of morphological expressions (ii) explain how the morphological units are integrated and the resulting formations interpreted, and (iii) show how morphological units are organized in the lexicon in terms of affinity and contrast.”

History of Morphology

After a thorough study on the History of Morphology in learning English Language, it has been specified as follows: (<http://4-learningenglish.blogspot.in/2013/05/history-of-morphology-and-morphological.html>)

The history of morphological analysis emerged from the ancient Indian linguist Panini, who formulated the 3,959 rules of Sanskrit morphology. The Greco-Roman grammatical tradition also engaged in morphological analysis.

In 1786, Sir William Jones claimed that Sanskrit, Latin, Persian and Germanic languages had descended from a common ancestor. In 1816, Franz Bopp supported Sir Jones’ finding. His evidence was based on comparison of the grammatical endings of words in these languages.

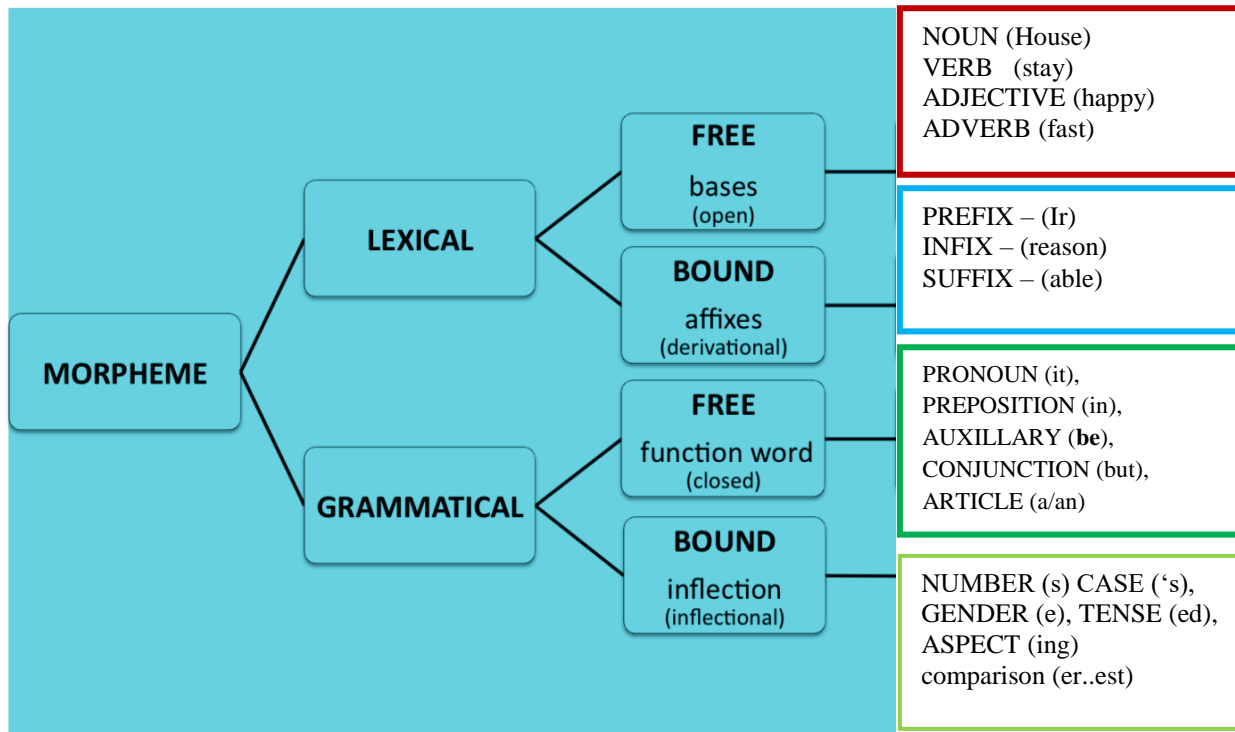
In 1899, under the influence of Darwinian Theory of evolution, Mark Muller delivered his lectures in Oxford that the study of the evolution of words illuminated the evolution of language just as in biology, morphology. His specific claim was that the study of the 400-500 basic roots of the Indo-European ancestors of many of the languages of Europe and Asia was the key to understanding the origin of human language.

In 20th Century, Ferdinand de Saussure contributed his work on linguistics and he was the part of the approach of structuralism. Structuralism involves in different linguistic levels such as the phonemes, morphemes, lexical categories, noun phrases, verb phrases, and sentence.

Word Formation in Morphology: Words are made up of sounds and meanings. Morphology is well understood if we clearly know the term “Morpheme”. Morpheme is the smallest meaningful grammatical unit of language which cannot be further broken into a meaning which leads to the study of Morphology. Morphemes are the smallest units which can be joined to form meaningful words and then sentences. They are called the building blocks of morphology. Again Morphemes are categorized as (i) Bound Morpheme (ii) Free Morpheme.

Sl.No	Free Morpheme	e.g., word	e.g., Sentence	Bound Morpheme	e.g., word	e.g., Sentence
1.	Can stand as an independent word.	Run	Dogs run	Bounds with other words and also with affixes.	Running Here “ing” (prefix) is a bound morpheme	Running is a good exercise.

Types of Morphemes



EIGHT INFLECTIONS OF MORPHEMES IN ENGLISH

(<http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/morphology/what-is-morphology/>)

Parts of Speech	Grammatical Function	Morpheme	Examples
NOUNS	Plural	Represents if more than one.	Regular: dogs, cats, horses Irregular: Furniture, Scenery, children
	Possessive	Represents the ownership	Rama's, Kavya's, students'(plural possessive)
ADJECTIVES	Comparative	Represents Comparison (usually accompanied by than)	Cleverer, lighter
	Superlative	Represents Superlative (followed by -est)	Richest, brightest, thickest...
VERBS V1	Singular person agreement (s/es)	Represents singular Person and should agree with singular verb. He, she, it(runs, waits, opens)	He runs quickly. They run fast. It waits for the chance.
V2	Past Tense	Represents Past actions	Strong : swam, ran, put Weak : built, felt, ragged
V3	Past Participle	Represents past participle (follows be or have)	Strong: Taken, awoken, done
		She was Chosen or I have chosen	Weak: brought, put, hand
V4	Present Participle	Represents the action in progress. Ramu is walking.	Taking, hiding, seeing

Understanding Basic Sentence Structures:

- 1) The girl writes. [The subjects acts]
- 2) The girl is beautiful. [The subject is described]

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Bhanu S. and Professor L. R. S. Kalanithi

Morphological View of English Language Learning for Engineering Undergraduates – An Analysis

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| 3) The lion was hunted. | [The subject is acted upon] |
| 4) The lion roared. | [The lion = simple subject] |
| 5) The beautiful girl wrote. | [The beautiful girl = complete
subject] |
| 6) The lion and the lioness roared. | [The lion and the lioness =
compound subject] |
| 7) The big strong lion and the beautiful lioness roared. | [The big strong lion and the beautiful
lioness = complete compound subject] |
| 8) The subject usually precedes the predicate but not always. The girl went off. | [subject precedes predicate] |
| 9) Behind the bookcase is the door to the secret room. | [Predicate is in inverted
order] |
| 10) Under the tree lay a pride of lions. | [Predicate precedes subject] |
| 11) The beautiful girl wrote beautifully. | [Wrote beautifully =
complete predicate] |
| 12) The lion roared and growled at the foxes. | [roared and growled at the
foxes = compound subject] |
| 13) The lion roared and growled at the small foxes loudly. | [roared and growled at the small
foxes loudly = complete compound subject] |

Syntax-Morphosyntax

The basic word order for writing the basic English sentence is Subject-Verb-Object-Manner-Place-Time.

https://www.researchgate.net/publication/47112850_A_course_in_English_morpho-syntax_syllabi_for_the_lectures_examples_and_exercises

Syntax is the study of the rules for the formation of grammatical sentences like words and phrases in a language. It is the set of rules that governs the structure of sentences, word order and punctuation. Morphology and syntax are interlinked that have both morphological and syntactical unit that means the internal structure of words and structure of a sentence and the

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Language in India www.languageinindia.com ISSN 1930-2940 17:12 December 2017

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Morphological View of English Language Learning for Engineering Undergraduates –
An Analysis

connection between words. According to Crystal (1980: 234) 'morphosyntactic' is a term in linguistics used to refer to grammatical categories or properties for whose definition criteria of morphology and syntax both apply, as in describing the characteristics of words. Crystal (1980: 234) gives illustration that the distinctions under the heading of number in nouns constitute a morpho-syntactic category: on the one hand, number contrasts affect syntax (e.g., singular subject requiring a singular verb); on the other hand, they require morphological definition (e.g., add -s for plural)

My father walks every morning. ; He walks every morning;

The word *walks*, for example, is formed from the morpheme 'walk' and the morpheme -s. This discussion occurs in the science called Morphology. However, the word, 'walks' is influenced and forms a structure which is called syntactic structure. In English, 'walks' occurs in the syntactic structure called sentence whose subject is the third person singular and whose tense is simple present such as the following sentences: We **do** the work; He **does** the work. This study of morphology and the syntactic structure is called the Morphosyntactic Structure.

Examples:

1. A bouquet of flowers **were** given to the Chief Guest. (In correct)

A bouquet of flowers **was** given to the Chief Guest (correct)

Explanation: Collective noun "A bouquet of flowers" takes a singular verb.

2. **My Uncle and guardian** visit me every week and it feels good to see them.(correct)

My Uncle and my guardian visit me every week and it feels good to see them
(Incorrect)

Explanation: Here Plural verb is "visit" as the Pronoun "my" is common for both, 'uncle' and 'guardian'

3. Not only the students but also their instructor **have** been called to the principal's office. (incorrect)

Not only the students but also their instructor **has** been called to the Principal's office.
(correct)

Explanation: The nearest subject "instructor" takes the singular verb.

4. The army and the Prime Minister will squabble with **each other** till democracy firmly takes root. (correct)

The army and the Prime Minister will squabble with **each another** till democracy firmly takes root. (Incorrect)

Explanation: Two forces mentioned here are “army” and the “Prime Minister”. Hence **each other** must be used.

5. I have seen **him never** so angry. (correct)

I have **never seen** him so angry. (Incorrect)

Explanation: Here adverb is misplaced. For non be-form verb and it is long, the adverb of frequency must come near the first verb.

Parallelism in Literary Text

Parallelism is the usage of repeating words and forms to give pattern and rhythm to a passage in literature. It is a literary device that connects ideas through similar structures of grammar. Parallelism is often used in poetry using similar words which convey the meaning deep and interesting. Parallel means “same” as we know from the Mathematics class and in English connecting the mathematical idea to words, parallel words are like synonyms, words that are similar, but will never be the same. The use of language consists in obeying the rules, regularity or rule which is the property of language in general, both inside and outside poetry. It creates a rhythmic pattern and enthusiasm in readers. Creativity of the authors using parallelism as a literary device adds interest to the readers and rests in their mind, co-ordinates ideas that are arranged in phrases, sentences, and paragraphs that balance one element with another of equal importance and similar wording.

Parallelism from Poetry

One example of parallelism in poetry comes from **Edgar Allen Poe's poem "Annabel Lee."**

"I was a child and she was a child,

In this kingdom by the sea,

But we loved with a love that was more than love--

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Bhanu S. and Professor L. R. S. Kalanithi

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An Analysis

I and my Annabel Lee--
With a love that the winged seraphs of Heaven
Coveted her and me."

The above line clearly forms the structure of the pronoun being in front of the phrase 'was a child' connects the two lovers, the narrator and his beloved, in their age. The line "but we loved with a love that was more than love" displays the intensity of their love. This line is made parallel two lines later in "with a love that the winged..." Through this use of parallelism, the author shows that though they are young, they love deeply and even divinely.

It is easily understood from the best known example, "'It was the best of times, and it was the worst of times. It was the age of wisdom; it was the age of foolishness . . .'" (A Tale of Two Cities, Dickens). Here Dickens has connected the rhythm in the right manner it was, it was in both sentences and used the antonyms best, worst, wisdom and foolishness.

Antithesis is a kind of parallelism in which two opposite ideas are put together in parallel structures. Alexander Pope, in his, 'An Essay on Criticism', uses antithetic parallel structure: "To err is human; to forgive divine" Imperfection is a human trait, and God is most forgiving. Through these antithetical but parallel structures, the poet wants to say that God is forgiving because his creation is erring. (<https://literarydevices.net/parallelism>)

False Parallelism

Parallelism deals with the rhythmic structure of the sentence and at the same time, writers should keep in mind the usage of false parallelism. As shown in the example below,

I like reading, sleeping and to sing.

In the above sentence, the gerunds, **reading** and **sleeping** are mixed with the infinitive *to sing*. The mix breaks the rhythm of parallel structure. This is known as **false parallelism**. So, it should be written as gerund series as in

"I like reading, sleeping and singing"

Language in India www.languageinindia.com ISSN 1930-2940 17:12 December 2017

Bhanu S. and Professor L. R. S. Kalanithi

Morphological View of English Language Learning for Engineering Undergraduates –
An Analysis

Morphological Conversion

Conversion is another literary device of morphology in linguistics word formation involving the creation of a new word from an existing word to a different word class without any change in form. It is one of the new formation methods in the process of word formation.

This process of learning grammatical structure and the formation of words is necessary for the Engineering undergraduates to help them understand how the words are formed easily from an existing word to other word and forming a structure. Even though it is a long and unlimited process of learning the formation, it gives wider knowledge and interest to meet the communicative competence.

"Conversion is the derivational process whereby an item changes its word-class without the addition of an affix" (Quirk, Randolph and Greenbaum, 1987: 441)

Thus, when the noun 'sign' shifts to the verb sign 'ed' without any change in the word formation, then it is called **conversion**. The Conversion method existed from the impact of modern English and has become very important nowadays and in creating more words productively from the nouns, adjective and verbs. It is the basic form of nouns, adjectives and verbs. e.g., Sign- signed; call-called; bake-baked etc.,

e.g., Shall we go in an aeroplane? (Normal)

Shall we have a flight tonight? (Conversion)

Here, instead of saying to go in an aeroplane, the noun "flight" has taken conversion. Kennedy (1935), Cannon (1987), and Lee (1948) defined **conversion** that makes no change in the form of a word but only in its general functions. (Kennedy, 1935:318)

Conversion takes place in four forms:

1. Conversion from verb to noun
2. Conversion from noun to verb
3. Conversion from verb to adjective
4. Conversion from noun to adjective

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1. Conversion from Noun to verb:

Noun	Verb	Sample sentence
Water	To water	<u>Water</u> the plants to grow.
Email	To send mail	<u>Email</u> me by this evening.
Empty	To empty	<u>Empty</u> the barrel.
Light	To light	<u>Light</u> the lamp.
Project	To project	He <u>projected</u> his abstract.

2. Conversion from verb to Noun:

Verb	Noun	Sample sentence
To judge	Judge	The <u>Judge</u> gave his statement clearly.
To alert	Alert	An <u>alert</u> came to him yesterday night over phone.
To laugh	Laughing	<u>Laughing</u> is a good exercise.
To cover	Cover	<u>Cover</u> it in a basket.
To swim	Swim	A <u>Swim</u> will relax me now.

3. Conversion from verb to adjective:

Verb	Adjective	Sample sentence
Dangle	dangling	The bird falls into the <u>dangling</u> net.
Amaze	amazing	Chirapunji is an <u>amazing</u> place.
Boil	boiling	Be careful! That's <u>boiling</u> water.
Bore	boring	The meeting was very <u>boring</u> .
Shocked	shockable	Her decision was <u>shockable</u> .

4. Conversion from Noun to adjective:

Noun	Adjective	Sample sentence
Right	right	He is the <u>right</u> man for this position.
Ideal	ideal	The <u>ideal</u> man is expected to be wise and generous.
American	American	The <u>American</u> tourist visited the museum.
Intelligent	intelligent	The <u>intelligent</u> are not arrogant.

Rich

rich

She has an eye for the rich.

The morphological view of learning a language enables the students in learning the correct usage of syntax and grammar to make them proficient in word formation. The mastery of specific word identification skills enhances and the content can easily be acquired in reading the technical text which they overcome in learning their core subjects. It develops to acquire the lexical knowledge in their Engineering textbooks they learn. This view of studying the internal structure and pattern of the words helps the students easily to get awareness of the text and word recognition skills.

In conclusion, Grammar for the undergraduate learners of Engineering must be taught in a step-up manner so that they prepare themselves easily for an effective understanding of the syntax of language. The Academic English is different from the Professional English and it involves the dignified manner of Speaking and Writing. The traditional method of following appropriate usage of grammar can be customized according to the recent trends in Modern English. This paper is a fragment of morphological structure to make the learners involve and understand that the usage of syntax in a simple process and the above examples are samples for practice. English Language Learners have their own freedom to devise new words to make innovative and the above article is a part of it.

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Assistant Professor in English
Chadalawada Ramanamma Engineering College
Chadalawada Nagar
Tirupati 517506
Andhra Pradesh
India
bhanuviswanath75@gmail.com