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**Acronyms as a Non-morphemic Word-formation Vocabulary
Enrichment Strategy and their Lexicalization in English:
The Case of Third Year E.F.L. Learners, University of
Constantine1**

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Dedications

To my beloved parents for their endless support,

To my family,

To my sister Ismahane who has always been a constant source of support and encouragement,

To my husband for his help and patience,

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Abstract

The present research intends to shed light on acronyms as one of word formation strategies used to enrich Present English vocabulary. It focuses on the subject of acronyms lexicalization in English. Consideration in this study is given to the nature of the relation between the acronym and its source from the one hand and that between the acronym and its meaning from the other. This research is interested in the morphological, graphic and semantic changes that an acronym undergoes during its life after it has been formed in English. Another aspect of this study concerns the influence of the graphic form on the lexicalization of an acronym and the factors that favor the entrance of the latter as an independent lexical item in English. In this research, it is hypothesised that the relation between an acronym and its meaning is stronger than the relation between the acronym and its full form. It is also hypothesised that the graphic form of the acronym has an influence on its lexicalization in English. It is as well hypothesised that the use of an acronym frequently, constantly and in the many fields of life helps in its process of lexicalization. The mentioned hypotheses are checked through two tests administered to 3rd year students at the department of English, University of Constantine 1 as well as through a corpus based study using a webcorp concordance program to see how acronyms behave in their natural contexts. The results found confirm the formulated hypotheses. The findings obtained from the tests and the webcorp concordance program indicate that acronyms show a morphological demotivation in English; they become attached to a meaning and lose the relation with their full forms. In addition, it was revealed that acronyms are not just new surface of their sources; they are, in fact, new linguistic signs that can undergo semantic changes with the passage of time. It was also found that acronyms written in their lowercase form like 'laser' become so accepted in English; most of the subjects considered them as true words since they ignored that these acronyms are indeed special creations in English standing for longer phrases. The results of the study suggest again that an acronym which is used frequently, constantly and in other domains rather than its domain of specialization will find its way into the lexicon of that language and will be treated as any other lexicalized item.

List of Abbreviations

E.F.L.: English as a Foreign Language

KWIC: Key Word in Context

L1: First Language

L2: Second Language

LDF: Lapidary Denominative Function

LSE: Linguist's Search Engine

ME: Medieval English

OE: Old English

PDE: Present-day English

RL: Recipient Language

TL: Target Language

WCP: Webcorp Concordance Program

WFP: Word Formation Processes

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General Introduction

1. Statement of the Problem

Vocabulary is one of the most important elements of language that changes over time. It changes when new words are borrowed as the result of the influence of one language on another. The history of English, as one of the most spoken languages today, has been marked by the word 'borrowing'. Since early times, English has been in contact with many languages and therefore, it has borrowed thousands of words during different periods of time. This makes the vocabulary of English among, if not, the richest in the world.

Borrowing is not, however, the only process that leads to English vocabulary change. The latter can also occur when new words get combined like in compounding or when new words get shortened as the case of acronyms. Acronyms are new words that are formed from the initial letters of different words that constitute a longer phrase, for example, the initial letters of the phrase 'United Nations Educational, Scientific and Cultural Organization' gave rise to the acronym 'UNESCO'. Recently, acronyms become a dynamic area of the lexicon of English. They become profusely used in language as a result of rapid advance in scientific and technical areas. They are even considered as one of the most important lexical enrichment process that characterizes English in the last century. This is due to the spread of organizations that prefer to use acronyms instead of the full phrases in order to make their names easy to remember (Géhénot, 1975). It is also due to the desire to make the language of science within the reach of a large number of people since acronyms are less complex than the source from which they are derived (George, 1977).

The reason behind choosing this topic is the lack of prior research studies on the topic of acronyms in English. Despite their undeniable popularity the subject of acronomology is given relatively little attention in relevant literature, which focuses mainly on morpheme based

word formation processes like compounding and thus downplays acronyms. The latter, however, cannot be downplayed since the 21st century, as Szadyko (1997) points out, belongs to acronyms. That is why the subject definitely deserves more attention.

In the study of acronyms, the focus has been often on the way of their formation, their use in different domains of life and the difference between them and initialisms. In this research, the focus is primarily put on the semantic aspect of acronyms, their linguistic state in language and the nature of the relation between an acronym and its source. The interest in this research is also in the morphosyntactic behavior of acronyms as well as the semantic and the graphic changes that acronyms undergo after they have been formed in English.

2. Aim of the Study

Although their constant increasing number, acronyms do not find the needed interest among language researchers; they are treated marginally in the linguistic literature. In addition, no agreement among linguists on acronyms place in language is found (Cannon, 1986).

The aim of the present study is to shed light on acronymy as a word formation strategy used to enrich the English vocabulary. This research is interested in showing the nature of the relation between the acronym and its source on the one hand and that between the acronym and its meaning on the other. It is also interested in studying the morphological, graphic and semantic demotivation of an acronym. Moreover, this study aims at showing the factors that make an acronym becomes integrated into the English vocabulary as a word on its own. Most importantly, it tries to verify whether acronyms are just new surface of their full phrases or they are, instead, independent linguistic signs.

3. Research Questions and Hypotheses

The main questions in this research study are:

1- Do acronyms still need their full phrases to be understood or do they become autonomous lexical items in English?

2- Do E.F.L. learners rely on the full form of the acronym in order to get access into its meaning?

3- Do E.F.L. learners consider acronyms as ordinary words or do they know that they are in fact acronyms?

4- Why do some acronyms become so accepted in English and what are the factors that favour their entrance as any other lexicalized item in that language?

5- Are acronyms just new surface forms of their full phrases?

On the basis of the above formulated questions, it can be hypothesized that:

1- The relation between acronyms and their meanings is supposed to be stronger than the relation between acronyms and their origins.

2- The graphic form of an acronym is supposed to influence its lexicalization in English.

3- The use of an acronym frequently, constantly and in the many fields of life is supposed to help in its process of lexicalization.

4. Methodology

In order to check the hypotheses, the study has been divided into two phases. In the first phase, two tests have been administered to forty 3rd year E.F.L. students at the department of English, University of Constantine 1. The first test is administered to check whether or not

the subjects know that acronyms are special creations in English formulated by means of initial letters of different words. The second test intends to find out whether or not the subjects rely on the full form of the acronym in order to get its meaning.

In the second phase, the researcher opted for a corpus based study using a concordance program to show how acronyms are used in authentic language. The concordance program used in this study is called ‘webcorp concordance program’; it was developed to provide contextualized examples for any searched word or phrase. This helps to see whether or not acronyms are used in accompany with their full forms in English, to verify the most famous graphical form that becomes used in writing acronyms and to show the circumstances that favour the entrance of acronyms as any other lexicalized item in English.

5. Structure of the Study

The present thesis consists of five chapters. The first three chapters comprise the theoretical part and the last two ones the practical part.

The first chapter reviews the literature on language contact, the outcomes of language contact and the process of lexical borrowing as a source of English lexical change through contact. Besides, it shows the influence of other languages on the enrichment of the English lexicon.

The second chapter deals with the English morphology and its decline during Middle English. It throws light on word formation as a process that balanced the radical reduction of inflectional elements in English. It describes the two types of word formation which are morphemic and non-morphemic word formation processes. The first includes: derivation, compounding and conversion, while the latter includes: clipping, blending, backformation, word coinage, onomatopoeia and reanalysis.

The third chapter is concerned with acronyms, the main concern in this study, as one of the non-morphemic word formation processes used to enrich the English lexicon. It provides a definition of acronyms, their way of formation in English, their occurrence, the difference between acronyms and initialisms and between acronyms and backronyms. It also shows the use of acronyms in the different domains in English, their use in other languages other than English, their functions and their life in English. Besides, it provides a deeper insight into acronyms as lexicalized items in English and the factors affecting the process.

The fourth chapter is devoted to the first phase of the practical part. It intends to show the reaction of the E.F.L. students towards the selected acronyms. It includes the description of the sample, the acronyms selected for the study, the description and administration of the tests and the analysis and interpretation of the results.

The fifth chapter corresponds to the second phase of the practical part. It covers the focus on the webcorp concordance program results. This chapter includes the definition of corpus linguistics, the description of the webcorp concordance program, the reason for using this program in the study and the analysis and interpretation of the results.

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Chapter One

The Enrichment of English through the Borrowing Process

Introduction

Since early times, English has been in contact with many other languages in the world. As a result, it has undergone many substantial changes and developments over the centuries. The language change that results from language contact can be examined on many levels, one of which is the phenomenon of lexical borrowing or the transfer of lexical items from a donor language to a recipient language. Throughout its history, English has borrowed extensively from different languages for several purposes like need and prestige. The large amount of adopted words in English has greatly helped in enriching its lexicon and making it among the largest languages in the world in terms of vocabulary.

1.1 Language in Contact

Speakers of different languages do not live in isolation. Rather, they live in a world where the interaction between them is mostly inevitable. This interaction is known as language contact and can be defined as a situation whereby speakers from two different speech communities come into contact and their languages influence each other (Matras, 2009).

Most languages have some contact with each other, especially today where the entire world is globalized. Hickey (2010) argues that languages can come into contact in a variety of ways. Essentially, there are direct and indirect contacts. In the former, speakers of one language are known to interact directly with speakers of another because of invasion, expulsion, emigration, etc. This type, which Thomason (2001) calls 'face to face interaction', can be illustrated by the case of contact that occurred between the Scandinavians and the English during the Old English period. In the latter, speakers are not involved at all; the contact occurs

through the mediation of literature, television, radio and more recently the internet. Indirect contact between languages is very common nowadays, especially with the rapid development of the mass media. The contact between English and Modern European languages these days is a good example of that (Hickey, 2010).

1.2. The Outcomes of Language Contact

Several outcomes can result from the phenomenon of language contact. These outcomes are basically grouped in three general categories which are: language maintenance, language shift and language creation. Language maintenance refers to a contact setting where the native language is preserved, yet affected by the second language as there is a mixing of elements through borrowing and code switching. Language shift results in the acquisition of the second language and the abandonment of the native language of a given group. Language creation involves the emergence of new varieties like pidgins and creoles. (Winford, 2003)

1.2.1. Language Maintenance

Language maintenance refers to the retention of a language and its transmission from generation to generation. Morandi (2008) claims that language maintenance occurs in contact situations where the minority language is affected by the dominant language, but is still retained. That is, there is a continuous use of the minority language by its speakers in the majority of language contexts. This implies that there is a preservation of a language by its speech community over several generations for the purpose of group and cultural identification (Kipp, Clyne& Pauwels, 1995). Hickey (2010, p.178) writes “Language loyalty, of course, goes hand in hand with preservations of group identity.” Preservation here means that “... language changes only by small degrees in the short run owing to internal developments and/or (limited) contact with other languages” (Winford, 2003, p.12). Thus, the subsystems of language like phonology, morphology and core lexicon remain ‘relatively intact’ (Winford, 2003).

1.2.1.1. Borrowing Situations

According to Winford (2003), cases of language maintenance may include a situation in which the lexicon and structure of the endangered language are influenced by the foreign language with which it is in contact. The kind of influence mentioned here is known as borrowing. Generally speaking, the term borrowing refers to a process whereby a linguistic item is imported from one language into another as a result of contact.

When dealing with borrowing, Thomason and Kaufman (1988, p.37) describe it as "... the incorporation of foreign features into a group's native language by speakers of that language." From this definition, two main points can be discussed: The first is that the borrowing language is maintained, though there is a change caused by borrowed features; the second concerns agentivity in borrowing. The agents of change here are the native speakers of the borrowing or the recipient language. Van Coetsem (1988, p.03) states that

If the recipient language speaker is the agent, as in the case of an English speaker using French words while speaking English, the transfer of material (and this naturally includes structure) from the source language to the recipient language is *borrowing (recipient language agentivity)*. (Italics in original).

In this respect, borrowing can be distinguished from imposition or source language agentivity. The term imposition is largely equivalent to 'interference via shift' or 'L1 transfer' and is used to refer to a situation where there is an influence of L1 on L2. That is, the source language speaker is the agent as in the case of a French speaker using his French articulatory habits while speaking English. (ibid).

In borrowing situations, intensity of contact plays an important role in the influence that a maintained language may have as a result of contact with an external language. Clements

(1996, p.47) claims that intensity of contact depends on time and the 'level of bilingualism' of the borrowing language speakers, he (ibid) writes

If few speakers of the borrowing language are bilingual in the potential source language, then normally only words will be borrowed. However, if there is extensive bilingualism on the part of the borrowing language speakers, and if this bilingualism persists over a long period of time, then substantial structural borrowing is a probability.

According to Winford (2003, p.12), borrowing can vary in type and degrees from casual to intensive lexical borrowing and from 'slight to more or less significant incorporation of structural features.' In cases where contact is not intense, lexical borrowing is perceived to occur even without widespread bilingualism in the contact situation (Clements, 1996). Speakers in this case borrow mainly open class lexical materials like nouns, adjectives and adverbs. Here, situations involving structural borrowing like the borrowing of phonological, morphological and syntactic features are somehow rare (Winford, 2003). Hickey (2010, p.197) argues that structural borrowing in cases where contact is not intense have only "... little impact on the overall grammar of the RL. For instance, while borrowing of a few verbal suffixes from Ritharugu, Ngandi still preserved all of its own verbal suffixes marking tense, aspect, mood, and negation." However, in cases where contact is intense, significant structural borrowing is perceived to take place. Hickey (2010, p.180) refers to the two types of contact situations explained by Thomason and Kaufman (1988) where significant structural borrowing can occur:

... The first includes those in which one borrows the entire grammar of another language while preserving most of its native lexicon, this resulting in a new mixed language. The second type of situation involves long-term contact in the course of which one language converges gradually toward another in all aspect of structure.

1.2.1.2. Code Switching Situations

Language maintenance may also involve a situation where two languages are maintained and used alternately by an individual or a speech community. The process involved here is called ‘bilingualism’ and the individuals are called ‘bilinguals’. Guzzetti (2002, p.52) defines bilingualism as the “ability, in an individual or a society, to speak two languages.” She adds that “Bilingualism can develop simultaneously, as when two languages are acquired in infancy (simultaneous bilingualism), or sequentially (sequential bilingualism), as in the case of second-language acquisition (SLA).” Thus, people may become bilinguals either by acquiring two languages at the same time during their childhood, or by learning a second language after acquiring their first language.

Winford (2003) claims that in many bilingual speech communities, the choice of one code or another depends on the ‘situation of use’. For example, in Algeria there are two distinct language varieties, namely Standard Arabic and Algerian dialect. Standard Arabic is used only in formal situations like writing, schooling and broadcasting; while Algerian dialect is used in informal situations including everyday interactions between friends and family. This situation is known as diglossia and is defined by Romaine (2001, p.519) as a situation in which “each language or variety in a multilingual community serves a specialized function and is used for particular purposes.” He (ibid) continues explaining that diglossia typically describes a stable situation that includes an alternate use of two codes (languages or varieties) that are genetically related to each other. One of these codes tends to be superposed and referred to as ‘high’ variety, and the other one as the ‘low’ variety. Standard Arabic and Algerian dialect mentioned before are examples of high and low varieties respectively occurring in the Algerian society. The most important feature, then, of diglossia is the functional specialization of high and low variety. Where high variety is appropriate in one situation, low variety is not used and vice versa. Bright

(1964, p.12) writes “Where sharp differences in form and function exist between formal and informal style, we speak of diglossia.”

One of the result of the two phenomena mentioned above-bilingualism and diglossia- is code switching which is the alternate use of more than one linguistic system by an individual bilingual in the same interaction. Thomason (2001, p.132) defines code switching as “... the use of material from two (or more) languages by a single speaker in the same conversation.” In code switching the speaker is able to switch from one language (or dialect) to another during his communication with other participants who are also supposed to speak and understand both languages.

A point to be highlighted here is the difference between code switching and borrowing, or more precisely between code switched elements and loanwords. Thomason (2001) proposes various criteria to distinguish the two phenomena. First, she argues that if the foreign language element is used in situations where no code switching occurs like in the speech of monolinguals, then we can consider this element as loanword. This is because monolinguals cannot switch to a language they ignore. Second, loanwords typically show different kinds of phonological, morphological and syntactic adaptation, while code switched elements do not show any kind of integration the receiving language’s structure. Polpack and Meechan (1995, p.200) write:

[C]ode switching may be defined as the juxtaposition of sentences or sentence fragments, each of which is internally consistent with the morphological and syntactic (and optionally, phonological) rules of its lexifier language... ‘Borrowing’ is the *adaptation* of lexical material to the morphological and syntactic (and usually, phonological) patterns of the recipient language.

Third, it was proposed that frequency can be useful to distinguish code switched materials and borrowed materials. If particular foreign concepts are very frequently and regularly expressed in the recipient language speaker’s discourse, they can be considered as loanwords. But, if they occur less frequently and show a lot of variability, they are considered as switches.

1.2.2. Language Shift

Apple and Muysken (2006) refer to the movement in Cornwall from using the Cornish language to the English language. This happened because the community of Cornish speakers failed in maintaining their language under the pressure of English, the prestigious language used by the majority.

The Cornish Society mentioned here is just one example. Many bilingual communities were subject to that kind of movement from their native language to another one. Speakers of the minority group adopt the majority group language as the one used in communication even in domains where the minority tongue was used. The process referred to here is known as language shift and refers to the “displacement of one language by another in the lives of the community members” (Dorian, 1982, p.44). So, there is an abandonment of the native language of a given group in favor of another more prestigious language (Winford, 2003). This does not, however, imply that the shift is always towards the majority and prestigious language. Shift may also be towards the minority language. In Quebec, for instance, French has strengthened its position at the expense of English (Apple & muysken, 2006). Generally, this occurs when the defenders of the minority language, often active members of cultural and political organizations, feel that this language is in danger and, hence, encourage its use.

Martinez (2006) claims that language shift occurs in a situation where there is bilingualism, but no social norms governing the use of one language or another are fixed. Here, it is the individual preferences and the communicative needs that influence the choice of one language over another. This, eventually, leads to a situation where one language loses most of its domains of use because speakers begin to use language ‘A’ instead of language ‘B’ in domains that they were once restricted to language ‘B’. This situation encourages young

speakers not to use language 'B' since it has no value in society and communicative demands.

Apple and Muysken (2006, p.41) write:

Language shift is in fact the redistribution of varieties of language over certain domains. If the shift is towards the majority language, this language seems to conquer domain after domain via the intermediate stage of bilingual language use. When the minority language is spoken in fewer domains, its value decreases. This in turn will lessen the motivation of younger people to learn and use it.

Language shift is claimed to be a generational process and the general pattern used by Apple and Muysken (2006, p.42) for language shift in immigrants groups explain that

The first generation (born in the country of origin) is bilingual, but the minority language is clearly dominant, the second generation is bilingual and either of the two languages might be strongest, the third generation is bilingual with the majority language dominating, and the fourth generation only has command of the majority language.

Winford (2003) claims that shifting from one language to another can result in a successful acquisition of the target language. In this case, there may be little or no influence from the indigenous community language on the target language. For example, the third generation of immigrants in the United States shows a high proficiency in American English.

In many cases, however, shift is perceived to be accompanied by different degrees of influence from the indigenous language on the target language. The two situations can be discussed. The first concerns a situation where immigrants or a minority group shift to the language of the dominant group but carry some features from their first language to the target language. These features are sometimes established permanently in the TL, especially when the shifting group is integrated successfully in the target language community who use and imitate these innovations. But, if the minority group preserves his L1 for certain domains, whereas using the dominant language in the others, the influence is argued to be restricted to the minority group only and not to the whole community language. The second concerns a situation where

languages of invaders or colonizers become target of shifts and L1 influence after being introduced to new communities. The latter adopt the foreign language as a replacement to their native language or as a second language. Such a situation results in what Winford (2003) calls ‘indigenized varieties of a foreign language’ which occur in areas that were previously colonized. Indian English, among many others, is an example of second language version of target language resulted from the colonization of India by England and the shift from Indian to the English language.

1.2.3 Language Creation

Winford’s third possible outcome of language contact setting is the creation of new languages. Such languages can be classified as Pidgins or as Creoles.

1.2.3.1 Pidgins

Pidgins are reduced languages that result from extended contact between groups of people with no language in common. They are famous in trade situations where there is a need for rapid development of a new communication system to facilitate commercial exchanges between these groups. Pidgins usually combine elements of both native languages of their users and are typically simpler than those languages insofar as they use fewer words and simpler morphology and syntax. Winford (2003, p.20) claims that

Trading contacts between groups speaking different languages have often led to various types of linguistic compromise to facilitate communication. Such compromises often result in pidgins, highly reduced languages with minimal vocabulary and grammar whose functions are restricted primarily to barter and exchange.

A good example to be mentioned here is the Pacific Pidgin English that had been developed during the nineteenth century as a result of English speakers and islanders attempts to communicate for trading purposes. Pidgins, then, can be argued to be mixed “bags” of languages (Winford, 2003).

Winford (2003) insists that trade is not the only situation where pidgin emerges. Military occupation contexts also help in the creation of pidgins. Bamboo English or Pidgin English in Japan is a good example here. It was spoken between American military personnel and the Japanese in occupied Japan after the Second World War. Plantation is another situation where pidgins have also arisen. For example, Hawaiian Pidgin English is a pidgin that has evolved in a plantation setting where immigrants came from different countries to work in sugar cane fields in Hawaii; they develop it as a means of communication with each other and the English-speaking plantation owners. Moreover, domestic settings where masters and servants of languages need to communicate result in the occurrence of pidgins. Buler English, for instance, is a pidgin language that was emerged when Indian servants had to find a way to communicate with their English masters.

All the examples referred to here are cases of “prototypical” pidgin characterized by restricted social function, reduced grammar and limited vocabulary. If, however, these prototypical pidgins undergo various degrees of elaboration at the level of their vocabulary and grammar, then they will be referred to as extended pidgins. In such a case, there is usually incorporation of several features from both languages, namely the dominant (superstrate) language and the native (substrate) language of the other groups. Extended pidgins that achieve this degree of elaboration become, in this way, indistinguishable from other fully developed natural languages. Examples of this involve Tok Pisin, known as the official language of Papua New Guinea, that has developed in the nineteenth century as a Pidgin English language in a plantation context (ibid).

1.2.3.2 Creole

A Creole is a language that has come into existence as a result of contact between speakers of different languages. Its native speakers are those whose ancestors were displaced

to other areas in the world so that their relations with their original language were partly broken. Holm (2000) gave an example of different ethnolinguistic Africans who were transplanted by European colonials between the 17th and the 19th century to the new world for sugar plantation. In such a setting, it is the pidgin that was produced for the purpose of communication between those speakers of ‘non-mutually’ intelligible languages. After the new locally born slaves came into existence, they were usually exposed to the pidgin rather than the native language of their parents. This pidgin was later organized and developed by this new generation into a full natural language, namely the Creole.

So, a Creole can be defined as a pidgin that has become the native language of a new generation of speakers. In addition, it is considered as a normal language in almost every sense. Holmes (1992, p.95) argues that “A creole is a pidgin which has expanded in structure and vocabulary to express the range of meanings and serve the range of functions required of a first language.” Creoles, therefore, are said to be more elaborated than pidgins. They are known to be expanded and evolved at the level of their grammar and lexicon as a result of their use for wider purposes. That is, Creoles typically have a larger vocabulary and more complex grammatical systems than pidgins. For instance, Creoles, as opposed to pidgins, involve tense and mood particles preceding the verbs, a system of articles, lexical internal innovations, relative clauses and movement rules like the marking of topics by placing them sentence-initially.

Examples of this kind of language contact used in the world are: Haitian creole, Isle de France creole (a French lexical creole with varieties spoken in Mauritius and the Seychelles), Guinea Kriyol spoken in Guinea-Bissau, and Caribbean Creoles including Jamaican and Guyanese creole (Winford, 2003).

1.3. Lexical Borrowing

When two languages come into contact, either directly through the personal contact of the speakers of these languages or indirectly through the media, one or both of them are perceived to change. Indeed, everything in this universe is in a state of change and English as a language is no exception to this statement. Aitchison (2001, p.04) writes:

Language, then, like everything else, gradually transforms itself over the centuries. There is nothing surprising in this. In a world where humans grow old, tadpoles change into frogs, and milk turns into cheese, it would be strange if language alone remained unaltered.

Although all aspects of a language (phonology, morphology, syntax lexicon) are receptive to change, lexicon, the main concern in this research, is claimed to be the most sensitive part of language and the most likely to undergo change due to contact (Thomason& Kaufman, 1988). That is, lexical change is argued to be the fastest and the most noticeable since vocabulary is developing daily as new words are borrowed or created. Vocabulary, however, does not change as rapid as can be imagined. Rather, it changes gradually from year to year and even from generation to generation. Fromkin and Rodman (1978, p.287) write “It is fortunate for us that though languages change, they do so rather slowly compared to the human life span. It would be inconvenient to have to relearn our native language every 20 years.”

Vocabulary, then, is not a set of fixed words. Instead, it is in a ‘constant flux’ to meet the demands for social communication (Carter & McCarthy, 1988, p.19). A very basic type of vocabulary change comes about through the influence that one language has upon the other in a contact setting. Such influence is claimed to be manifested in the exchange of lexical items between the involved languages. That is, the adoption of words in a process known as lexical borrowing.

Lexical borrowing is the most common type of transference between languages. It is the natural process of language change whereby one language adds new words to its own lexicon by copying those words from another language. Muysken (1995, p.189) defines lexical borrowing as “ the incorporation of lexical elements from one language in the lexicon of another language.” This process, then, helps in the introduction of innovations into a recipient language from a source language through direct or indirect contact. The act of borrowing here is expected to produce a positive result for the recipient language since it is a way through which it can enlarge its lexicon. English as a language of global importance has been enriched through this process. Trask (1996, p.22) reports that:

Such borrowing is one of the most frequent ways of acquiring new words, and speakers of all languages do it. English-speakers have long been among the most eagerly borrowers of other people’s words on earth, and many, many thousands of English words have been acquired in just this way.

Examples of borrowed words in English are numerous and various since they are taken from different languages in the world. For instance, English borrowed ‘kayak’ from the Eskimo language, ‘whisky’ from Scottish Gaelic, ‘ukulele’ from Hawaiian, ‘yoghurt’ from Turkish, ‘mayonnaise’ from French, ‘algebra’ from Arabic, ‘sherry’ from Spanish, ‘ski’ from Norwegian, ‘waltz’ from German and ‘kangaroo’ from Australian (*ibid*).

Borrowing lexical items from one language into another will undoubtedly lead to a mixture of languages and so to their lexical impurity. Crystal (2007, p.492) argues that “No language has ever been found that displays lexical purity: there is always a mixture, arising from the contact of its speakers with other communities at different periods in its history.” English is far from being an exception here. Throughout its long history, English has never been a pure language. It has borrowed thousands of words from nearly any language spoken in the world. Katamba (2005) likens the English vocabulary to a large mosaic since English has

borrowed extensively from every language with which it has come into contact with, he writes “English has an extremely rich and varied vocabulary because it has enthusiastically borrowed foreign words in very large numbers.”(Katamba, 2005, p.143). He goes on saying that each century the number of these foreign words increased to the point that they had override native words. Sheard (1970, p.323) states that the actual “number of native words in any of our large standard dictionaries is extremely small with the number of foreign borrowings recorded.”

Throughout the process of borrowing, some lexical items are borrowed more easily whereas others are borrowed less easily. Hock and Joseph (1996) claims that the core lexicon of a language is the most resistant to borrowing. Trask (1996, p.27) claims that:

..., there is clear evidence that certain semantic classes of words are much less likely to be borrowed than other words. These are chiefly the items of very high frequency which would expect to find in every language: pronouns, lower numerals, kinship terms, names of body parts, simple verbs like go, be, have, want, see, eat, and die, widespread colour terms like black, white, and red, simple adjectives like big, small, good, bad, and old, words of natural phenomena like sun, moon, star, fire, rain, river, snow, day, and night, grammatical words like when, here, and, if, and this, and a few others. Such words are often called the basic vocabulary.

This view can be illustrated by the case of the English language; despite its heavy borrowing from French, English does not rely on the French language to express its most basic vocabulary.

In addition to that, nouns are said to be borrowed more often than verbs and adjectives. Hock and Joseph (1996, p.245) claims that although “verbs are borrowed more easily than basic vocabulary, they nevertheless are not as readily borrowed as nouns.” The reason for this is that nouns are more numerous than other classes of words since new things are more likely to be denoted by nouns than by verbs or other words. In addition, nouns are easier to accommodate within the grammatical system of the recipient language. Hock and Joseph (1996, p.245) state that:

... if the need for borrowing does arise, many languages instead borrow a nominal form of the verb and employ a native all-purpose verb such as *do* or *make* as a means of turning that form into the equivalent of a verb.

For example, Turkish has borrowed extensively from its neighbor Arabic. But, the verbal morphologies of Arabic and Turkish are so different; the former contains verb with a root consisting only of consonants while the latter contains verbs with a root containing at least one vowel like in the verb ‘yaz’ (to write). In order to accommodate the borrowed Arabic verbs within the grammatical system of the borrowing language, the Turkish borrowed the corresponding noun and combine it with the verb ‘etmek’ to produce a verb that can be used in the Turkish language. For instance, borrowing the noun ‘kabul’ (acceptance) from Arabic and combine it with ‘etmek’ to produce the verb ‘kabul etmek’ which means ‘to accept’ in Turkish (Trask, 1996).

The resistance of verbs and the basic vocabulary, however, does not mean that it is impossible for such words to be borrowed. Examples from the English language can show that both types of lexical items can be borrowed. For instance, English borrowed the pronouns they, their, and them from the Danish language, as it borrowed a considerable number of verbs from French like the verbs perceive, receive and derive.

1.3.1. Motivation for Lexical Borrowing

The concept of borrowing among languages is a universal phenomenon since languages borrow from one another as a result of contact. Generally, such a contact can be due to trade, conquest, colonization, immigration or the spread of mass media. But, what are the reasons and motivations that cause a language such as English to borrow from other languages it is in contact with.

Among the reasons that first comes into mind when speaking about borrowing is need. Sometimes, one language possesses words denoting something new to speakers of another language. If people of these languages come into contact, then appropriating the new concepts and inventions along with their names will be the suitable way to fill the gaps in the lexicon of the borrowing language (Baker& Jones, 1998). Hock and Joseph (1996, p.258) write:

If the speakers of a given language take over new cultural items, new technical, religious concepts, or references to foreign locations, fauna, flora, there obviously is a need for vocabulary to express these concepts or references. The easiest thing, then, is to take over the foreign word together with the foreign article or idea.

Throughout its history, English has borrowed numerous words and from several domains to meet its need. In Middle Ages when Arabic was a lingua franca for many scientific fields, a lot of Arabic words passed over into English to overcome the deficiencies. Some of the best known examples are: algebra, alchemy and alcohol.

Although its importance in favoring borrowing, need cannot account for all loans adopted into English (Hock& Joseph, 1996). Trask (1996, p.23) asks “Why should English-speakers go to the trouble of trying to borrow a French word with the same meaning?” Then, he (1996) answered by claiming that it is, undoubtedly, prestige or ‘upmanship’, to use Katamba’s (2005) words, which causes those speakers to borrow and use these words. According to Katamba (2005), people always like to show off by using fashionable words related to other higher exotic cultures. For instance, in Middle Ages when French was the language of ‘western civilization’, English speakers were eager to use French words in order to show their control of this prestigious language. Consequently, many French luxury loans were adopted into English like: beef, veal, pork, mutton, venison and cuisine.

Apart from need and prestige, identity can also be a reason for borrowing from another language. According to Katamba (1994), language is not important only for “the sake of

communication”; it is also fundamental in determining our identity and our belonging to a specific speech community. When bilingual speakers use a particular language, they aim at revealing their own self perception and at showing how they wish to relate to their interlocutors. For example, if a patient speaks to a doctor in Yidish, this may denote solidarity since the patient means to say you and I members of the same group. Yet, if these two persons chose to alternate between Yidish and English, then code switching is argued to play a role in borrowing. If a word is habitually used in code switching, it is perceived to pass over from one language to another adopting the necessary phonological and morphological changes. In such a way Yidish words like schmaltz (the quality of being too sentimental), schlemiel (a very clumsy, bungling idiot who is always a victim), and goyim (gentile) has been introduced into American English.

1.3.2. Loanwords and their Integration in Language

As previously mentioned, lexical borrowing has proved to be inevitable in language contact situations. If a speaker of language (A) does not have a word for something in the world and a speaker of language (B) have, the first speaker often borrows the word from the second speaker. This borrowed word is known as a ‘borrowing’ or a ‘loanword.’ A loanword can be defined as a word that is transferred from a donor language to a recipient language. Campbell (2004, p.63) writes:

A loanword is a lexical item (word) which has been ‘borrowed’ from another language, a word which originally was not part of the vocabulary of the recipient language but was adopted from some other language and made part of the borrowing language’s vocabulary.

For example, the word ‘pork’ did not exist in ‘OE’, but now it is used as a French loanword in English after being adopted from French during the Middle English period.

Fromkin and Rodman (1978) argue that a loanword can be borrowed into another language directly or indirectly. In the case of direct borrowing, the language takes a foreign

word directly from the source language. That is, the borrowed item is a “native word in the language it is borrowed from.” (Fromkin& Rodman, 1978, p.309). The English word ‘omelette’ is an example of direct borrowing since it has been taken over directly from its native language French. In indirect borrowing, however, a certain word is passed on from the source language to the recipient language and then from that recipient language to another language. Crystal (1995, p.285) notes that “loanwords have, as it were, a life of their own that cuts across the boundaries between languages.” For instance, the English word ‘algebra’ was borrowed from Spanish, which in turn had been borrowed it from Arabic. Thus, the word ‘algebra’ was borrowed into English indirectly from Arabic which is considered as the ultimate source. Katamba (1994) claims that this process of indirect borrowing may be accompanied by phonological and orthographical development of the borrowed word each time it is passed from one language to another. This change or development takes place in order to make the loanword fit to the phonological and orthographical system of the recipient language. The Turkish word ‘kahveh’ had been borrowed into Arabic as ‘kahwa’, then into Dutch as ‘koffie’ and finally into English via Dutch as ‘coffee’.

The major difficulty which accompanies the process of borrowing lexical items from one language into another is that the linguistic structures of languages differ. This situation necessitates ‘some adjustment’ of the loanwords to the native structure of the receiving language (Hock& Joseph, 1996). Put differently, loanwords need to be nativized into the borrowing language. Nativization is the process of making words of one language fit the pattern of another. It can occur to loanwords at the level of phonology, morphology and lexicon.

1.3.2.1. Phonological Integration

Borrowing lexical items from another language may cause a difficulty in pronouncing them since languages are known to diverge, sometimes significantly, in their phonology. Trask (1996, p.28) claims that

Every language has its phonological system: its own collection of available speech sounds and its rules for combining these sounds into pronounceable words. But the phonological system of English, French, German, Italian, and Japanese are all rather different, and hence a loanword can be very difficult for speakers to pronounce.

Although these divergences in phonology and difficulties in pronouncing loans, words continue to pass over from one language into another. For example, Spanish does not allow the cluster /st-/ found in English, yet it borrows the English words ‘star’ and ‘status’. The question here is how do these loans get pronounced by speakers of the recipient language?

According to Trask (1996) there are two ways of dealing with this problem. Either speakers do their best to reproduce the foreign pronunciation in their language or to nativize the borrowing items.

Firstly, reproducing the foreign pronunciation takes place if the speakers have some command of the donor language’s articulation, or if they see that this language is considered as a prestigious one. For instance, English speakers who know French, a language that still retains some of its prestige in England, tend to pronounce the word ‘genre’ with a nasal vowel imitating the French pronunciation of this word. Sometimes, using the foreign sound by speakers in the recipient language becomes conventional. In such a case, this sound may play an important role as being a source of phonological innovation in the receiving language. Concerning this, Trask (1996, p.29) writes:

If a few English- speakers pronounce a few French loans in a more-or-less French manner, then such words are just oddities in English. However, if lots of us pronounce lots of French loans in the same way, something has happened to the phonological system of English.

The phoneme /v/, for instance, did not exist in ‘OE’; there was only the phoneme /f/ which was pronounced as /v/ between two vowels. However, the borrowing of French words

that starts with the letter ‘v’ as ‘vine’, ‘vinegar’, ‘voice’, ‘view’, ‘vicar’, ‘victory’, ‘venue’ and ‘vowel’ made English speakers do their best to pronounce it initially. Consequently, English acquired contrasts between /f/ and /v/ in examples like ‘few’ and ‘view’, or ‘fine’ and ‘vine’. In this manner, /v/ elevated into a phoneme in English, and the phonology of English changed (Trask, 1996).

Secondly, if the loanwords present significant phonological difficulties or if they quickly find their way into the recipient language vocabulary, speakers are expected to prefer nativization. That is, making the borrowed word pronounceable in the receiving language.

When facing a foreign sound that does not exist in the receiving language, speakers are perceived to substitute it with the most similar native sound. For instance, when the French word ‘zero’ was borrowed into English as ‘zero’, it was pronounced with the voiced sibilant /z/ since it was the most similar sound found in English. So, another substitution apart from the one mentioned here would be considered unacceptable.

Phonological nativization is not achieved only through substituting one sound for another. In some situations, it is accomplished by substituting the foreign sound by a combination of sounds in the receiving language. For example, the French word ‘salon’ contains a nasal vowel written (on) which does not exist in the English phonological system. In order to nativize this word phonologically, a combination of the vowel /ɒ/ plus the consonant /n/ take place to “factor out” the vowel and nasal features of the French sound in terms of permissible English sounds (Hock and Joseph, 1996).

1.3.2.2. Morphological Treatment of Loans

As mentioned before, Turkish found a difficulty in borrowing verbs directly from Arabic. Instead, they borrowed the noun and then they add the light verb ‘etmek’ to get the verb.

Verbs are not the only part of speech that can cause a problem when borrowed to another language. Nouns may also produce morphological complications since they are inflected for number and gender in the majority of languages.

According to Trask (1996), each language has its way of forming the plural. Apart from some exceptions like feet and teeth, English nouns form their plural by adding the suffix –s like in cars, boys, girls...etc. When borrowing from other languages, English sometimes adopts the words with their foreign plurals. This is especially the case with Greek and Latin words borrowed into English like *phenomena*, *formulae*, *cacti* and *bacteria*. Other few examples of foreign plurals are *concerti* and *castrati* from Italian, *bureaux* and *beaux* from French and *cherubim* from Hebrew.

English, however, does not always adopt the foreign plural from other languages. Words like ‘circus’, ‘pizza’, ‘kindergarten’, ‘daemon’ and ‘anorak’ borrowed from Latin, Italian, German, Greek and Eskimo respectively form their plurals in English by the addition of the suffix –s. That is, they apply to the regular system of English plural marking. Trask (1996, p.32) argues that “... nobody tries to use such plural as *circus, *pizze, * kindergarten(:), or *daemones,..., and how many of us have the faintest idea how to form a plural in Eskimo?”

For Trask (1996), a language with grammatical gender faces an additional problem since borrowed words have to be assigned to its gender classes.

French which has two genders, namely ‘masculine’ and ‘feminine’ simplify matters by assigning mostly all loans to the masculine gender. So, English borrowings like ‘zip’, ‘kiwi’, ‘week-end’, ‘bridge’, ‘football’, ‘jazz’ and many others are all masculine in French.

German has a third gender which is neuter, and the best thing that can be said about the formal distinction between the three genders is that masculine and neuter tend to end in a consonant while the feminine tend to end in a vowel like –e. When the French word ‘garage’

was borrowed into German it was assigned to the feminine gender since words ending in a vowel are feminine. In their attempt to nativise this word morphologically, Germans did not rely on the donor language system; if they did so, then garage should become known as masculine.

Things get more complicated when borrowing from languages having natural not grammatical gender. When the English female word ‘babysitter’ was borrowed into German, it was expected to be nativized with masculine gender. The reason here is that the German agent nouns ending in –er are all masculine. In order to solve this problem, Germans use the loanword ‘babysitter’ in its generic sense rather than in its prototypical one. So, babysitter can be heard in German only in sentences like ‘ Sie arbeitet für uns als Babysitter’ which means in English ‘ She works for us as babysitter.’

The criteria mentioned here are not always workable in German. The loanword ‘ striptease’ that ends in a vowel is supposed to be feminine, however it is assigned to the masculine gender in German. The same thing can be said about ‘ yacht’ that ends in a consonant but considered as a feminine. This can show some variation in gender assignment, yet Germans have an “ amazing degree of agreement” about the gender of any borrowing entering their language . Trask (1996, p.35) writes “ but in most cases speakers quickly agree what the gender of a loan word should be, a fact which has puzzled some observers.”

1.3.2.3. Lexical Adoption

As seen before, there are a lot of morphological and phonological developments through which a foreign word passes in order to be integrated in the recipient language. However, this is not always the case. Sometimes, foreign words are adopted in their unmodified form or as Hock and Joseph (1996, p.250) say “without any significant degree of nativization.” Throughout its process of borrowing, English has adopted many lexical items from other

languages such as ‘rouge’ from French, ‘compassion’ from Latin and ‘sympathy’ from Greek. In such a case of lexical adoption, there is no morphological modification though the phonological nativization is strongly expected, Hock and Joseph (ibid) claim that “ The need to make a foreign word pronounceable is much more basic than the need for lexical nativization”. Yet, nativization can take a long period of time to be accomplished, and during this period the borrowing word is known to be ‘foreign’ to the recipient language.

Speaking about lexical adoption leads to refer to its ‘polar opposite’ known as loan shift. This last means the change in the meaning of an established native word to accommodate a new concept acquired from another language (Hock& Joseph, 1996). Apple and Muysken (1987) point that loan shift is a process in which the foreign concept is borrowed to add a new range of meaning to an existing native form. That is, borrowing the source item only “... at the semantic level, without any linguistic form (which is supplied from native sources)” (Hock& Joseph, 1996, p.251). For instance, the word ‘heofon’ referred only to ‘sky’ in pagan English, but the introduction of Christianity from abroad caused this word to acquire the new meaning ‘ abode of the gods and the warriors fallen in battle’ in addition to its old native connotation. Here, it is the meaning which is borrowed and not the Latin term per se. Hock and Joseph (1996) claim that in this case the semantic shift was possible because the corresponding Latin lexeme ‘ caelum’ refers to both Christian and pre-Christian connotation. In other words, the “partial semantic agreement” between the Old English word ‘heofon’ and the Latin word ‘caelum’ motivates this semantic shift to take place.

Lexical adoption and loan shift are intermediated by a process known as “loan translation”. The latter is considered as a form of borrowing from one language into another whereby the semantic components of a foreign word are literally translated into their equivalents in the borrowing language. Put differently, it is a morpheme-for-morpheme translation from the donor language into the borrowing language. Hock and Joseph (1996,

p.252) write “(Calquing) consists of translating morphologically complex foreign expressions by novel combinations of native elements that match the meaning and the structure of the foreign expressions and their component parts.” English speakers, occasionally, form calques in their language. For instance, the German ‘Übermensch’ has been calqued into English as ‘superman’, and the French ‘ça va sans dire’ has been calqued as ‘it goes without saying’ (Trask, 1996, p.25).

The practice of loan translation helps the language to enrich its vocabulary just like when it adopts foreign words. Adaptation through loan shift, however, does not play this role. Loan shift simply adds new meanings to an existing lexical term without introducing new words. Besides, loan shift can lead to ambiguity since it results in the increase in polysemy. ‘Papier’ in German meant only ‘sheet of paper’, but after acquiring the new meanings ‘journal article’ and ‘presentation at a professional meeting’ Germans now can misunderstand a sentence like ‘Ich kann mein papier nicht finden’ (I cannot find my paper) since ‘papier’ here can be a sheet of paper or a journal article (Hock& Joseph, 1996, p.275).

1.4. The Lexical Influence of Foreign Languages on English

As mentioned before, English is considered as a mosaic because of its varied sources of borrowings. It has borrowed from different languages like Latin, Greek and French. The English history is divided into four main periods: Old English, Medieval English, Modern English and Present-day English. The major influence of each period on the English language lexicon is summarized below.

1.4.1. Old English

Before the period of Old English that was marked from 450 to 1066, England was inhabited by Celts who arrived to the British Isles several centuries before Christ. The Celts, considered as the first Indo European speakers to live in England, were later invaded by the

Romans who entered England through France and established there settlements and towns. From around 50 A.D to the 5th century almost all Britain was under the domination of the Roman Empire which occupied most of Europe (Millward, 1996). Around 449 A.D and after the Roman departure, waves of Germanic speaking people, namely Angles, Saxons and Jutes began to invade England. There, they were confronted with Celtic speaking people who were obliged to lose most of their territory. These Germanic tribes then occupy most of England and the dialects they used become what is called now Old English or Anglo Saxon according to the Germanic dialects it was developed from (Algeo & Butcher, 2013).

The confront between the Germanic tribes and the Celts results in the existence of Celtic words in 'OE' that have even survived till now like numerals and parts of the human body. Yet, these words are relatively few and constrained mainly to place names like *Kent, Dover, York, London, Thames, Esk...*etc. (Stockwell& Minkova, 2001, p.36). Fromkin and Rodman (1978) argue that the vanquishment of Celts was the major cause for adopting just few words from the Celtic language. Stockwell and Minkova (2001, p.36) write:

The new comers gradually drove the indigenous Celts to the periphery of the country, or assimilated them. The end of the Celtic territorial and political dominance also determined the direction and the scope of the linguistic influence of Celtic on English: lack of contact, and presumably socio-economic differences, had the effect of isolating Celtic from Old English. Consequently, the Celtic languages were not a significant source of new words, except for a few everyday words.

Speaking about few Celtic words in the 'OE' language does not mean that this last was unreceptive to borrowing. Rather, 'OE' language borrowed a lot of words, especially from two important sources, namely Latin and Scandinavian.

1.4.1.1. Latin Influence

According to Stockwell and Minkova (2001), 3% of 'OE' words come from Latin or from Greek through Latin. These Latin loans found in 'OE' can be divided into two groups: continental borrowings and religious borrowings.

Continental borrowings are those words adopted from Latin into the Anglo Saxon language before the Germanic tribes even invaded England. With the invasion of English Isles, many words were carried from the continent into 'OE'. Examples of such borrowings are: *camp, mile, street, cheese, wine, gem, linen and wall* (Stockwell & Minkova, 2001, p.37).

Religious borrowings are those words adopted from Latin through the Christianization of England. They were large in number that they were considered as the major foreign influence upon 'OE' vocabulary. Stockwell and Minkova (ibid) point out that

The most significant early influence of Latin on English comes through the adoption of Christianity by the Anglo-Saxons. This important cultural and political event took place in England between the end of the sixth and the middle of the seventh centuries, and its impact was felt on the language for several centuries thereafter.

Latin borrowings enter through Christianity were different from those borrowed earlier; they mostly indicate objects and ideas associated with church and religious matters. Millward (1996) claims that Latin was the language of church and with the adoption of Christianity most religious terms were borrowed. Among these religious borrowings we have: *abbod (abbot), cleric (clerk), creda (creed), deacon (deacon), idol (idol) and paradis (paradise)* (Stockwell & Minkova, 2001, p.38).

Latin borrowings found in 'OE' were also educational terms since monasteries were not just centers of religion but also of scholarship and writing. The interest in translating philosophical writings during that period of time leads to the entrance of many learned words.

Stockwell and Minkova (2009, p.38) give examples of scholarly words adopted through translation related to reading and writing, they are: *pistol* (letter), *brefian* (to state briefly), *notere* (notary), *paper* (paper), *scol* (school) and *studian* (to take care of).

1.4.1.2 Scandinavian Influence

The second big linguistic invasion in the period of ‘OE’ came with the Scandinavians also known as the Vikings. From the eighth century to the middle of the eleventh century, English isles or more likely Anglo Saxons were subjects to a series of attacks led by Danish and Norwegian seafarers. Within a century, those Vikings succeeded to control the North-East part of the country. This area became to be known as the Danelaw because it was under the Danish laws. (Crystal, 2002).

The contact between Scandinavians and Anglo Saxons, the intermarriage between them and the linguistic closeness between their languages were very favorable for the adoption of Scandinavian loanwords into ‘OE’. Examples of early Scandinavian borrowings are: *call*, *take*, *cast*, *die*, *law*, *husband*, *window*, *ill*, *loose*, *low* and *weak* (Sekarçi, 2007, p.153). Another group of Scandinavian borrowings are known by their initial sk- combination like in *sky*, *skill*, *ski*, *skirt*, *scare*, *scoff*, etc. In addition to these common words, Scandinavian contribute OE with many name places ended in ‘-beck’ (brook), ‘-by’ (town) and ‘-dale’ (valley) that can be exemplified by settlements named as *Troutbeck*, *Thursby*, *Glassonby* and *Uldale* (Millward, 1996). Moreover, the pronouns: *they*, *their* and *them* were also adopted from Scandinavian, Fromkin and Rodman (1978, p.311) writes “In fact, the pronouns they, their, and them were borrowed from the Scandinavian. This is the only time that English ever borrowed pronouns.”

According to Millward (1996), most of the Norse loanwords represent general vocabulary and lack the intellectual characteristics of Latin words. Stockwell and Minkova (2001, p.39) write

Unlike the adoption of Latin vocabulary, which was initiated and promoted primarily by a small subsection of the population, the learned priests, monks, and scribes, the adoption of Scandinavian words did not involve special education or writing skills. It occurred naturally in the mixed households, in the fields, and in the marketplace, among people at comparable levels of cultural development.

1.4.2. Medieval English

The second main period in the English language history, the Medieval English, lasted approximately from the mid-eleventh to the sixteenth century. Crystal (2002) argues that none of the linguistic changes were as enormous and noticeable as those occurred in the Medieval English period. Millward (1996) sees Medieval English as explosion of loanwords since there were a huge number of borrowings adopted from other languages.

Like in the ‘OE’ period, Scandinavian was a significant source of borrowings in ‘ME’. Millward (1996) argues that during this period many loanwords came into English since Norse was still spoken in the Danelaw and other areas of heavy Scandinavian settlement. These Scandinavian borrowings were soon assimilated that now they seem like of English origin, we have for instance: *cake, take, mistake, die*, etc. (Babich, 2006).

Another source of borrowing during ‘ME’ was the Latin language. During that period hundreds of Latin words find their way into the English language. Babich (2006) argues that most of Latin borrowings between 1200 and 1400 were connected with the beginning of Great Revival of learning and were mostly scientific terms like *memorandum, formula, mertia* and *maximum*. Latin loanwords of ‘ME’ were introduced as the result of the beginning of the translation movement. During this period, a lot of scholarly writings and many legal and religious documents started to be translated into English. When translators encountered a gap in English vocabulary, they simply use the Latin word. In this way many religious words entered English such as *limbo, dirge, purgatory, testimony, scripture*, etc.

Although Latin and Scandinavian provided 'ME' with hundreds of words, the influence of French on Middle English vocabulary was undoubtedly the greatest. Millward (1996) says that 'ME' borrowed from many languages, but the large majority of loanwords entered English during that period was of French origin.

Babich (2006) argues that the most significant event in the shaping of the English language was the invasion led by Normans on England. Stockwell and Minkova (2001: p.40) claim that after the 'OE' period the next and the most "important historical event which has left a lasting mark on the composition of the English lexicon is the Norman Conquest of Britain in 1066." In that year, William the conqueror defeated the English army at the battle of Hastings and became the king of England. The Anglo Saxon nobles were, therefore, replaced by their French counterpart who retained their French language and regarded England as an occupied territory (Stockwell & Minkova, 2001).

Following the Norman Conquest, England was ruled by the French who controlled many vital fields like the court and the administration. Jackson and Amvela (2002, p.38) claim that with the arrival of William and the French aristocracy to England "Norman French became the language of government, the courts, and the new upper social classes. Within twenty years of the invasion, almost all the religious houses were under French-speaking superiors, and several new foundations were solely French." So, it can be said that the most important affairs in England was conducted in French. Such a situation can determine the major influence of French and its dominant role as a source of English vocabulary enrichment during 'ME'. Katamba (2005) argues that a huge number of French words enter English during that period and many of them are still used in Present-Day English. Katamba (2005, p.39) writes "It is reckoned that during this period the rate of adoption of French words by English was greater than it had ever been before or has ever been since." The following are just few examples given by Jackson and Amvela (2002, pp. 38-39) to show the different domains influenced by French:

***Lay and spiritual administration:** *government, administration, attorney, chancellor, court, crime, judge, jury.*

***Religion:** *abbot, clergy, preach, sacrament.*

***Titles of nobility:** *prince, duke, marquess, viscount, baron.*

***Military:** *army, captain, corporal, lieutenant, sergeant, soldier.*

***Precious stones:** *amethyst, diamond, emerald, garnet, pearl, ruby, sapphire, topaz, turquoise.*

***Culinary processes:** *boil, fry, roast, stew.*

The adoption of these French loanwords and thousands of others was the characteristic of 'ME'. Winford (2003) affirms that many of these words were borrowed because of need since they expressed concepts considered new to the English culture. Among these French loans we have *machine, engine* and *finance*. Other borrowings were just used for the purpose of prestige, as English had already native equivalents. Trask (1996, p.25) writes that " Thanks to the vastly greater prestige of French, English speakers eagerly borrowed almost any French words they could get their hands on, regardless of the fact that English in many cases already had perfectly good equivalents." He continues giving examples of French borrowings enter English as a result of prestige motivation, they are: *country, music, jewel, picture, beef, fruit, boil, courage, honour, virtue, pity, sentence, question, language, literature, fool, horrible, mirror, gentle, male, femal eand face.*

Borrowing heavily from French does not change English into a Roman language. English instead kept its characteristic as a language belonging to the Germanic branch; moreover, it remained the language spoken by the majority of people in England. This means that French brought into England by the Normans was just another established language that

could neither change the nature of the native language nor eclipse it. Sheard (1970, p.183) points out that:

There is an important difference between the influence now to be examined and the earlier foreign influences. The native language was not completely driven out, leaving little impression on the language of the conquerors, as had happened when the Angels and Saxons conquered the Britons, nor modified by a related language, but instead a second language was established in the country, in use side by side with the native language.

England then became a bilingual country as Jackson and Amvela (2002, p.38) confirm when they say “ Such a context was favorable for the development of French-English bilingualism: many English people learned French to gain advantage from the aristocracy, while many Norman French learned English in their daily contacts with local communities.” Bilingualism in England encouraged the adoption of many French words that penetrated almost every aspect of life like law, education, and even everyday life since we find words like *table*, *plate*, *dinner* and *river*. However, there are some aspects of English life that were resistant to French borrowings. Millward (1996) refers to the farming terminology which, according to him, remained untouched by French loanwords since the English servants work the fields by themselves. That is, there was not a contact between masters and servants which encourage borrowing. So, English farmers kept the English words: *acre*, *field*, *sow*, *harvest*, *horse*, *ox*, *cow*, *sheep*, *goose*, *duck*, *barby*, *wheat*, *seed* and many others.

With the arrival of new French vocabulary, some English words were excluded from the language and were replaced by their French corresponding. Trask (1996, p.24) argues that “ Only a specialist scholar now knows that the English once said to-come instead of arrive, learning-knight instead of apprentice, wrethe instead of support, wridian instead of flourish, anlethe instead of face.” In most cases, however, the two forms of one word are kept in the English language. Jackson and Amvela (2002) give some examples of both ‘OE’ and French

words surviving together in English, they are doom/judgment, hearty/cordial and house/mansion. This kind of parallel words commonly existed with varying shades of meaning, and this tended to make the English vocabulary rich and varied (Crystal, 2002).

The Norman Conquest was then responsible for the appearance of English full of French loanwords and different from that of the old period. Trask (1996, p.24) affirms that 60% of the Old English vocabulary has disappeared, and the Norman invasion of England is the greatest reason for this; for him “ If William the Conqueror had been William the defeated, this huge influx of French words might never have occurred, and English today might look a great deal more like Old English.”

1.4.3. Early Modern English Lexicon (Renaissance)

By 1500, a new force had helped in the shaping of the English language, this time it was not a military conquest but an intellectual movement (Trask, 1996). This last was known as the Renaissance and it was marked by the revival of interest in the Greek and Latin classics, the appearance of printing, the rise of nationalism and the development in many scientific fields like medicine and chemistry. The renaissance period was known by its extensive scientific and cultural contacts between the major European countries such as France, Britain, Italy and Greece. As a result of this closeness, there was a rapid advance in translation from Latin and Greek into other European languages. When translating into the English language, many English writers found their language insufficiently developed to meet the demand of the new movement in learning, Millward (1987, p.198) claims that the English vocabulary was not able to “express economically and elegantly the ideas they wanted to convey.” In order to fill the gaps when the proper English equivalent was not found, translators borrowed thousands of loans from the classical languages to remedy the deficiencies in the English vocabulary and to denote the new concepts brought with the development in learning. In this way, English had

been enriched by thousands of new words connected to science, literature and art during the Early Modern English period that parallels to the renaissance.

The outnumber of loanwords entered English did not satisfy the purists who protested against what they called 'inkhorn terms' (Millward, 1987). For them, these words are strange, obscure and not understood by the majority of people. So, they asked for the revive of 'OE' words and the use of English synonyms of classical terms whenever it is possible.

Although the efforts of purists to cease the entering of foreign words into their language, the loanwords have continued to pour from different sources into English. Many translators, writers and linguists accepted this practice of borrowing since their language needed these new words. George Pettie (cited in Baugh& Cable, 1990, p.220) defends borrowing and considers it as a way of his native language enrichment, he writes:

For the barbarousnesse of our tongue, I must lykwyse say that it is much the worse for them (the objectors), and some such curious fellowes as they are: who if one chainece to derive any word from the latine, which is insolent to their cars (...) they forthwith make a jest at it, and terme it an Inkehorne terme. And though for my part I use those words as little as any, yet I know no reason why I should not use them, and I finde it a fault in myself that I do not use them: for it is indeed the ready way to inrich our tongue, and make it copious, and it is the way which all tongues have taken to inrich themselves...

1.4.3.1. Latin and Greek Influence

As mentioned above, the renaissance caused English to borrow heavily from other languages. Yet, the most fertile source of loanwords during that period was Latin. Some Latin borrowings adopted into English are: *bonus*, *alumnus*, *quorum*, *exit*, *scientific*, *orthography*, *describe*, *advantage*, *rape* and *violent* (Fromkin& Rodman, 1978, p.310). It is argued that these Latin borrowings are different from those of 'ME' in that they are borrowed from classical

Roman writers and not directly from the church. Further, they are rarely concrete names; most of them denote abstract concepts like: *major, minor, intelligent and moderate*. (Sekerçi, 2007).

Greek as a language of art and education was also a good source of borrowing during the renaissance. Some examples of Greek loanwords provided by Fromkin and Rodman (1978) are: *drama, comedy, tragedy, scene, botany, physics, zoology and atomic*.

1.4.3.2. Influence of Other European Languages

Together with Latin and Greek, English borrowed a large number of loanwords from French, Italian and Spanish as a result of contact between English and these language

Although the influence of French was not like that of the Middle English period, French has continued to contribute English with many loanwords throughout the Early Modern area. Typical examples are: *barbarian, bayonet, bigot, bizarre, colonel, comrade, detail, density, duel, javelin, optic and parade* (kolar, 2006).

Italian loanwords that entered English during the renaissance were mainly words concerning music, art and architecture. Examples of such words are: *adagio, andante, antic, balcony, cupola, design, opera, solo, sonata, soprano, stucco, violin and tariff* (Kolar, 2006). Other Italian borrowings related to food like *macaroni, spaghetti* and *pizza* have also found their way into everyday English language use during the renaissance and till now.

Spanish was another language that influenced English during the renaissance as a result of the development that Spain reached in that time. It was a good contribution to English with many words related to several fields like art and trade. Crystal (2002) gives some renaissance borrowings taken from Spanish, they are: *albino, arichovy, banana, cigar, cockroach, guitar, port, sherry, sombrero, tank, tortilla and yam*.

1.4.3.3. Colonial Influence

Between the 15th and the 19th century great European countries like France, England and Spain increased their contact with the outside world because of the colonial expansion. As a result, lexical borrowing from the languages of indigenous people took place (Winford, 2003). Early Modern English acquired a number of borrowings from the Indian languages spoken in North American continent. Examples of such loans that were mostly related to the names of plants, animals and American states are: *caribon*, *hickory*, *hommy*, *pecan*, *pone*, *squash*, *tomahawk*, *wigwam*, *Illinois*, *Ohio*, *Michigan* and *Wisconsin* (Graddol, Leith & Swann, 2005). Hindi was another source of loans in English as the Indian subcontinent was controlled by the British, Millward (1996) gives examples of Hindi loanwords borrowed during this period, they are: *bungalow*, *cheetah*, *guru*, *jungle*, *sari*, *shampoo*, *karina*, *khaki* and *veranda*.

The English language took also few borrowing from Arabic and some languages spoken in Africa. From the first source we can mention examples like *alcohol*, *sheikh*, *sultan*, *harem*, and from the second source we can find words such as *zombie*, *marunbia*, *okapi* and *chigger* (Kostkova, 2008).

1.4.4. Present-day English Lexicon

By the 20th century, English has become the first language in the world since it replaced Latin as the international language of scholarship. The prestigious status gained by the English language does not prevent it from adopting new loanwords from other languages. Millward (1996) argues that although English borrowed many loans during the previous stages to the point that we feel it is time for the language to settle down, the Present-day English continues to borrow and to expand. He (ibid) notes that this recent period in the English history is marked by the acceptance of foreign borrowings by most of English speakers who become proud of the varied nature of their language vocabulary. The English vocabulary of the 20th century comprise

many scientific terms of Greek and Latin origins borrowed as a result of the rapid development in the scientific fields today.

Technological factors also play a crucial role in the practice of borrowing during this century. Radio like television invention has helped in the familiarization of the population with new vocabulary from outside their speech communities. The Internet today is argued to be an efficient means through which a foreign word enters a language rapidly. Crystal (2002) notes that in the case of the internet, a new word may come into the language within few days as opposed to the past where this process would take a decade or more.

The languages that influence English during this period are summarized below:

1.4.4.1. Latin and Greek Influence

In the present day period, the classical languages continue to contribute English with many loanwords related to the technical field. However, what make these loanwords different from those of earlier times is that they are used internationally. That is, they are shared by the other languages in the world. Millward (1996) notes that the loan *antitoxin* adopted from Greek is used by the French as *antitoxine*, by the Italians as *antitossina*, by the Swedish as *antitoxin* and by Russians as *antitiksín*. Other borrowings that share the same characteristic as antitoxin are: *penicillin*, *antibiotic*, *electron*, *photon* and *vitamin*.

According to Millward (1996), English does not adopt only root words from Latin and Greek, it also borrows many prefixes and suffixes to create new words. The affixes: *auto-*, *ex-*, *intra-*, *meta-*, *micro-*, *mini-*, *multi-*, *-mania*, and *-orium* are just few examples.

1.4.4.2. Influence of Other European Languages

Present-day English has continued to adopt many new words from Indo-European languages like French, Spanish, German and Russian.

Jackson and Amvela (2002) argue that the French language is still the largest supplier of loans adopted into English. The reason for this is the geographical proximity of France and England, and the French leadership and esteem in several domains in the world. Katamba (2005) illustrates some semantic fields from which English has mainly borrowed from French. First, he speaks about the ballet and considers French as the international language of it. Katamba (ibid) argues that most of the ballet terms in English are of French origin, for instance we have: *eclapé, plié, jeté* and *coupé*. Then, he moves to the French social life, refinement and fashion to show their impact on the English lexicon. Some examples given by him are: *divorcé, fiancé, prestige, nouveau riche, echelon, eminence, haut mode, gaffe, P.S.V.P* and *c'est la vie*. Lastly, Katamba (ibid) refers to the French cuisine and its high reputation throughout the world. He notes that French words related to food and cooking have been borrowed in a large number in English. Among these words we find: *éclair, flan, gâteau, nougat, petit mousse, millefeuille, flambé, garni, en casserole, glace, sauté, au gratin, brasserie, café, restaurant, a la carte, haute cuisine, rotisserie, hors-d'œuvre* and *entrée*.

Another language that has influenced PDE vocabulary is Spanish. The influence of this language can be seen more on the American English, because America is the nearest neighbour to traders and immigrants coming from Spanish speaking countries like Cuba, Mexico and Puerto Rico. Examples of some currently Spanish words borrowed into English can be: *bonanza, bronco, enchilada, gaucho, gringo, peyote* and *taco* (Kostkova, 2008). Speaking about Spanish loans leads to refer to the Spanish suffix ‘-eria’ that was borrowed through the word ‘cafeteria’ and become used in the combination of some English words like: *grocery, bookateria* and *smoketeria*. It is worth noting that the Spanish suffix ‘-eria’ adopted a slightly different meaning when borrowed into English. For instance, in Spanish ‘cafeteria’ is ‘a café where you have a table service’ whereas in English any word ending in ‘-eria’ denotes some kind of ‘self-service’ (Laaksonen, 2007).

German loanwords also play a role in the shaping of the Present-day English lexicon. They were borrowed into English for several reasons such as the German development in gradual education, and the contact between the Americans and the Germans who immigrated to America during the 19th century. German borrowing found in English belong to different fields. Some are related to food and beverages like: *hamburger, frankfurter, schnapps, pretzel*, or *noodle*; others are of educational nature such as *seminars* and *kindergarten*; and others are borrowed to refer to the everyday life, e.g. *blitz, poodle, strafe, rucksack* and *waltz*. (Kvetko, 2005).

Although Russian was not a source of borrowing in earlier periods, it found its way into English during the 20th century. In recent years, many Russian words have entered English, especially those related to politics, Russian culture and the cold war. Kvetko (2005) gives some examples of Russian loanwords used in English, he chooses: *apparatchick, Bolshevik, glasnost, pogrom, sputnik, troika* and *vodka*.

1.4.4.3. Influence of Non-European Languages

English today does not borrow only from languages of European origin. It borrows also from other languages of the world like Japanese, Chinese, Hindi and African languages.

According to Millward (1996), Japanese is the main source of non-European loanwords in the Present-Day English period. Jackson and Amvela (2002, p.43) argues that “the increase in the importance of Japanese as a source of loans is probably a consequence of the increase commercial importance of Japan in the world generally.” Examples of Japanese loanwords borrowed recently into English are: *bonsai, geisha, ginkgo, judo, ju, jitsu, hara-kiri, kamikaze, karate, kimono, origami, suski, tsunami, tycoon* and *wasabi*. The Chinese language has also provided English with new words but just in a small quantity. The words *chow mein, kowtow, mahjong, oolong, shanghai, shantung* and *work* are examples of Chinese loanwords in

English. Most of the Hindi loanwords were adopted in the Early Modern English, yet some new loans are borrowed recently, for instance, *chutney*, *loot*, *puttee* and *thug* are new Hindi borrowings. African languages always continue as being a minor source of foreign loanwords in English. Like in the previous period, there were only few adoptions of African words in the Present-day English period. Examples here can be: *bongo*, *goober*, *gumbo*, *impala* and *safari*.

Conclusion

To conclude, it can be said that the history of English has been marked by the process of lexical borrowing. This last has always been and remains one of the main sources of vocabulary enlargement for English. Many languages like Latin, Greek, German, Russian and most importantly French have contributed to English thousands of new words. This shows the English flexibility in borrowing from other languages, a flexibility that helps English to possess such a lexical richness.

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Chapter Two

The Enrichment of English through Word Formation Processes

Introduction

In the previous chapter, it has been shown that English lexical change is achieved through the addition of new words from many sources. Yet, adding new words does not include only borrowing; rather it includes other processes. In order to enrich its vocabulary, English uses its own strategies instead of relying only on borrowing from other languages. These strategies are known to be included in the process of word formation. In the present chapter, it will be shown that there was a radical reduction of English inflectional elements and how this reduction was balanced by word formation processes that play a crucial role in the enlargement of recent English vocabulary.

2.1. English Morphology

2.1.1. Definition of Morphology

Arnoff and Fudeman (2005) claim that the term morphology was coined by the German philosopher Johan Wolfgang Von Goether (1749-1832) in the nineteenth century. Its etymology is Greek and it means literally the ‘study of form’. First, morphology was attributed to the biological context to refer to the study of the form and structure of organisms, but now it comes up in many sciences like in mineralogy to denote the study of the forms of different kinds of crystals and in geology to refer to the configuration and evolution of land forms (Schaufele, 1990).

Morphology was first used for linguistic purposes in 1859 by Schleisher (Salmon, 2000). He considers it as a type of linguistics that deals with words, their internal structure and how they are formed. Bauer (1983, p.13) writes “Morphology as a sub-branch of linguistics

deals with the internal structure of word-forms". That is, morphology is the study of the building blocks of meaning in language (Cipollone, Keiser& Vasishth, 1998).

According to Schaufele (1990, p.06) linguists use the term morphology to refer to the "process whereby the grammar of a specific language forms words", and so morphology of any language can be considered as a section or a module of the grammar of that language. He (ibid) continues arguing that the morphological modules of any language are the collection of rules or processes by which words are formed.

Booij (2002) claims that morphology has two basic tasks: First, it deals with the forms of words in different syntactic contexts, i.e. the use of the correct form of an existing word in its context. This is inflectional morphology (it will be dealt with it later). Second, morphology functions at defining the notion of 'possible complex word' for each language. He (ibid) explains that native speakers are able to form new words in their language and not just to form sentences. That is, the morphological module of grammar will show how the lexicon of any language is enriched by the help of native speakers who can constitute new words.

Morphology, then, is argued to concern itself with word formation. Fromkin and Rodman (1983) claim that morphology is the study of the internal structure of words and the rules whereby new ones are formed; it shows how words are 'subject' to rules that are formulated to help speakers to understand and create new lexical items in their language. English speakers, for instance, understand from their 'tacit' knowledge of rules of word formation that 'uneaten', 'unhappy', 'unusual' are words in English, however, 'eatenun', 'happyun', 'usualun' are not. They know that we form the negative form in English by adding 'un' at the beginning of the word and not at the end. Lieber (2010, p.02) writes 'As a native speaker of your language you have intuitive knowledge of how to form new words, and everyday you recognize and understand new words that you never heard before.'

2.1.2. Definition of a Morpheme

The way whereby morphologists investigate words, their internal structures and how they are formed is through the study of morphemes. Adeniyi, Daniel and Iyere (2010, p.08) refer to the importance of studying morphemes when they write “ the study of morphemes is an interesting endeavour in the sense that it is an attempt to study how humans come about word usage which is the formation of any human language.”

According to Zapata (2007), a morpheme is the minimal linguistic unit that has a meaning or a grammatical function. He (ibid) adds that this meaningful unit cannot be divided into smaller parts. Fromkin and Rodman (1978, p.142) write ‘ a morpheme may be defined as the minimal linguistic sign, a grammatical unit in which there is an arbitrary union of a sound and a meaning and which cannot be further analyzed.’ A morpheme can be a word by itself like in *boy* and *accept* or a part of the word, i.e. an affix such as: *un-*, *dis-*, *-able*, *-hood*, etc.

Tahaineh (2010) argues that a morpheme must not contain internal elements that are related to it in both pronunciation and meaning. For instance, the English word ‘cat’ contains within itself the distinct word ‘at’, but apart from pronunciation the two English words are unrelated, i.e. they have no relation in meaning. So, ‘cat’ is considered as a morpheme. However, the English word ‘cats’ is not a morpheme since it includes the word ‘cat’ that is related to it in both pronunciation and meaning plus another element which is the plural (-s). Here, it can be said that ‘cats’ contains two morphemes, namely the morpheme ‘cat’ and the morpheme ‘-s.

2.1.3. Types of Morphemes

According to Zapata (2007), morphemes are divided into two large groups which are free morphemes and bound morphemes:

1.2.3.1. Free or Independent Morphemes

This kind of morphemes can stand alone as an independent word that has a meaning or as grammatical words. So, free morphemes are argued to be divided into the following two types:

a)-Lexical morphemes: These morphemes have a meaning and are generally represented by nouns, verbs, adjectives and adverbs. Examples of these morphemes are: *table, house, say, talk, clever, nice, quickly, basically*, etc. Lexical morphemes form the open class of words in a language since they are likely to receive new members because of language change.

b)-Grammatical morphemes: they are the free morphemes that have little or no meaning on their own; they only have a grammatical function in language. These morphemes generally take the form of prepositions, articles, demonstratives, auxiliary verbs and pronouns; for example we have: *but, the, that, can, you, me*, etc.

1.2.3.2. Bound or Dependant Morphemes

These morphemes do not form words by their own right but they are just parts of words; they must be attached to other morphemes in order to have a distinct meaning. For example,(-er) in writer (the person who writes), (-ed) in walked (indicate the past tense) and (un-) in unhappy (indicate the opposite of the adjective happy). Bound morphemes are divided according to their function in the language into two types: derivational morphemes and inflectional morphemes.

Derivational morphemes are bound morphemes that help in the creation of new words; they are generally combined with the base to change its meaning or its part of speech (Godby, Wallace & Jolley, 1982). Changing the meaning can be explained through the example of adding the derivational morpheme (un-) to the adjective 'healthy'; the result is the new adjective 'unhealthy' which means the opposite. Changing the part of speech can be illustrated through the example of adding the derivational morpheme (-er) to the verb 'to speak' and the result is the noun 'speaker'. Here, there is a change from 'speak' as a verb to 'speaker' as a noun.

Inflectional morphemes are bound morphemes which have a grammatical function. That is, they are not used to create new words but to indicate the aspects of the grammatical function of words like: gender, tense, number, etc. For example, the inflectional morpheme /-ed/ indicates the past tense in which the verb occur in a sentence. 'She played tennis yesterday' is an example here.

The table below can give more explanation about the difference between derivational and inflectional morphemes based on the work of Valli and Lucas (2002, pp.308-309).

Derivational morphemes	Inflectional morphemes
1- Derivational morphemes create new words by being attached to the base.	1- Inflectional morphemes indicate grammatical information like, tense, number, gender...etc.
<p>2- They change the meaning of the base. For example:</p> <p>Un- + clear (the opposite meaning of clear).</p> <p>Write + -er (new word with the meaning of a person who writes, writer).</p>	<p>2- They do not affect the meaning of the base. For example:</p> <p>Play Vs. plays (the same meaning).</p>
<p>3- Change the syntactic category of the base (not always).</p> <p>A- Change of category</p> <p>*Noun to adjective: example</p> <p>Boy (adj) +- ish --- boyish (adj)</p> <p>*Verb to noun: example</p> <p>Play (v) + -er --- player (n)</p> <p>*Adjective to adverb: example</p> <p>Exact (adj) + -ly--- exactly (adv)</p> <p>B- no change of category</p> <p>member (n) + -ship --- membership (n)</p>	<p>3- Never change the category of the base. For example:</p> <p>Walk (v)--- walks (v)</p> <p>Eat (v) --- eating (progressive) (v)</p> <p>Boy (n) --- boys (n)</p>
4- May be prefixes or suffixes, e.g., pre-arrange, arrange-ment.	4-they are only suffixes.
5- Are usually not very productive, e.g., the suffix -hood occurs with just few words like brother, neighbor, and child.	5- are very productive, e.g., the plural morpheme /s/ occurs with almost all nouns.

Table (01). The Difference between Derivational and Inflectional Morphemes

2.2. English Inflectional Morphology

Inflection is the process of adding inflectional morphemes to a word which may indicate grammatical information like case, number, person, gender, tense, word class, mood and aspect. In other words, it is the variation in the form of word that expresses different grammatical functions in different grammatical contexts. For example, English verbs get the ‘-s’ ending for the 3rd person singular in the present context, but they get the ‘-ed’ ending in the past tense context. Thus, inflection here is viewed as the process of adding very general meaning to existing words and not as the process of creating new ones. (Tahaine, 2010).

English inflection passes through two main periods: Old English inflection characterized by a highly rich inflectional system, and Present-day English inflection characterized by a highly declined one. Graddol (1996, p.118) claims that English “has changed from being an analytic language,...., to one with more characteristics of an isolating language in which grammatical relations are signaled by word order rather than inflections.”

2.2.1. Rich Old English Inflectional Morphology

English of old periods had some characteristics that cannot be found in English of later periods, among these characteristics its rich inflectional system. Faiß (1992) claims that Old English had a fully developed system of inflections and thus it was considered as an inflected language like Latin.

According to Faiß (1992), Old English had more inflections in nouns, adjectives and verbs than Modern English. Old English nouns, for example, display masculine, feminine or neuter as grammatical genders. They had the number distinction of singular and plural, and can be put in four different cases: the nominative case that was used primarily for subjects, the

accusative case that was used for direct objects, the genitive case for possessives or what is known in Modern English as ‘s’ and the dative case that was used primarily for indirect objects.

Algeo and Pyles (2009, p.94) refer to the Old English neuter word ‘cild’ (child), among many other words, to show how it was inflected:

	Neuter
	r- stem
	“Cild”
*Singular	
Nom.	cild
Acc.	cild
Gen.	cildes
Dat.	cilde
*Plural	
N. - Acc.	cildru
Gen.	cildra
Dat.	cildrum

When turning to verbs and their conjugation, it can be also found that Old English had a larger number of grammatical forms than in Modern English. Old English verbs, like Modern ones, were either weak or strong. Weak verbs were marked for past and past participle by a dental suffix (a suffix which contained the dental consonants /t/ or /d/ like: -de, -te, -ton, -dom), whereas strong verbs were marked by changes of vowel in the stem of the verb (its main stressed syllable) like in: ring→rang→rung, and also by ‘-en’ suffix for the past participle.

Algeo and Pyles (2009) claim that Old English had many kinds of weak verbs and seven groups of strong verbs; these last were distinguished by their patterns of vowel change

and were considerably larger in number than those used in Modern English. In order to show the varied forms used in Old English verbs conjugation, Algeo and Pyles (2009, p.101) refer to the inflection of the weak verb ‘cepan’ (to keep) and the strong verb ‘helpen’ (to help) as the following:

PRESENT SYSTEM (cepan)

PRESENT SYSTEM (helpen)

Infinitive

Simple cepan ‘to keep’

helpan ‘to help’

Inflected to cepenne ‘to keep’

to helppene ‘to help’

Indicative

Ic cepe ‘I keep’

helpe ‘I help’

Pu cepest ‘you keep’

hilpst ‘you help’

He, heo, hit cepep ‘he, she, it keeps’

hilpp ‘she, he, it helps’

We, ge, hi cepap ‘we, you, they keep’

helpap ‘we, you, they, help’

Subjunctive

Singular cepe ‘I, you, she, he, it keep’

helpe ‘I, you, she, he, it help’

Plural cepen ‘we, you, they keep’

helpen ‘we, you, they help’

Imperative

Singular cep ‘(you) keep!’

help ‘(you) help!’

Plural cepap ‘(you all) keep!’

helpap ‘(you all) help!’

Participle cepende ‘keeping’

helpende ‘helping’

PRETERIT SYSTEM (cepan)

Indicative

Ic cepte ‘I keep’

healp ‘I helped’

Pu ceptest ‘you kept’

hulpe ‘you helped’

He, heo, hit cepte ‘he, she, it kept’

healp ‘he, she, it helped’

We, ge, hi cepton ‘we, you, they kept’

hulpon ‘we, you, they helped’

Subjunctive

<i>Singular</i>	<i>cepte</i> ‘I, you, she, he, it kept’	<i>hulpe</i> ‘I, you, he, she, it helped’
<i>Plural</i>	<i>cepten</i> ‘we, you, they kept’	<i>hulpen</i> ‘we, you, they helped’
<i>Past participle</i>	<i>geceped</i> ‘kept’	<i>geholpen</i> ‘helped’

Algeo and Pyles (2009) claim that in Modern English there is only the suffix ‘-s’ for he/ she/it that marks agreement with the subject noun or pronoun. However, in ‘OE’, as shown above, verbs were conjugated with different suffixes for person, number and also for mood. For example, in expressing something that was a wish a subjunctive mood was used, for making a statement or asking questions the indicative mood was used and for expressing commands the imperative was used.

Another word class that was fully inflected in ‘OE’ is adjectives. Faiß (1992) claims that adjectives displayed just as the nouns distinctions of three genders, four cases and two number forms. In addition, adjectives were inflected with comparative and superlative endings just as their counterparts in Modern English; yet, ‘OE’ used (-ra) instead of Modern English (-er) as the comparative and (-ast), (-ust), and (-ost) instead of (-est) as the superlative endings. Fennel (2001) argues that ‘OE’ adjectives were declined either strong or weak. The weak declension was used when the modified noun was definite like in ‘se goda mann (the good man), however the strong declension was used when the modified noun was indefinite like in ‘god mann’ ((a) good man). Fennel (2001, p.67) gives the full set of adjectival form in ‘OE’ with the example of the adjective ‘god’ (good):

	Strong			weak		
	M	F	N	M	F	N
Sg						
N	god	god	god	god-a	god-e	god-e
G	god-es	god-re	god-es	god-an	god-an	god-an
D	god-um	god-re	god-um	god-an	god-an	god-an
A	god-ne	god-e	god	god-an	god-an	god-e
I	god-e		god-e			
Pl						
N	god-e	god-a	god		god-an	
G	god-ra	god-ra	god-ra		god-ena or god-ra	
D	god-um	god-um	god-um		god-um	
A	god-e	god-a	god		god-an	

As shown above; nouns, adjectives and verbs were highly inflected in ‘OE’. This leads to consider English of that period as a synthetic language that uses its rich inflectional endings to show the function of words in a language.

2.2.2. English Inflectional Decline during Medieval English

As indicated before, ‘OE’ was an inflecting language, i.e. the grammatical information about the word function in a sentence was carried by its endings. However, this has not always been the case. English inflectional endings lose much of their importance. Crystal (2007) argues that ‘ME’ morphology was marked by the loss of inflections that was replaced by other ways, namely word order and the use of prepositions. Hence, the English language switches from being a synthetic to an analytic language, Mc Intyre (2009, p.40) writes: “The main difference between Old English and Present Day English is that OE is a synthetic (or inflectional) language

whereas PDE is an analytic (or isolating) language.” Booij, Lehmann and Mugdan (2004, p.1668) also refer to this difference considering ‘ME’ as the period where change took place for the English language, they (ibid) state that ‘Old English is highly inflected, whereas Middle English shows the transition to a nearly non- inflected language, Middle English being the time-span where the language changed from a (relatively) synthetic to a (relatively) analytic one.’

Old English, then, was presented as a synthetic language in which grammatical functions of sentence elements are derived from inflections rather than from word order and function words. For example, in the ‘OE’ sentence ‘Poet folk geaf cyninge a pas’ (VanGelderan, 2006, p.24) which would be translated as ‘The people gave oaths to the king’, one can tell who do the action and who receive it by the help of inflections; ‘poet folk’ is in the nominative case and so it is considered as the subject of the sentence while ‘cyninge’ is in the dative case and so it is considered as the indirect object. It is worth noting here that the dative of ‘OE’ is often replaced by ‘to’ or ‘for’ in ‘ME’.

Present-day English, however, is presented as an analytic language in which grammatical function is derived from word order and prepositions. That is, the order of elements within sentences became more fixed. For example, in the English sentence ‘The man water the flower’ the subject and the object cannot switch places because there will be a confusion in meaning. In other words, English cannot display a freedom of word order since the subject and the object are not distinguished by different inflectional endings as it was in ‘OE’.

However, it can be said that ‘PDE’ is not really rigid but it is to some extent flexible since in some cases the rule used is O.S.V. For example, in the sentence ‘She had been offered two books. The book of cooking she hid, but the book of history she read eagerly.’ The object is used before the subject for the sake of emphasis violating the rule S.V.O.

- **Causes of English Inflectional Decline**

The Middle English period was characterized by a great change in its morphology, or more likely, in its inflectional morphology. Bauer (1983) claims that 'ME' period is known as the period of 'weakened inflection' since there was a great reduction in the inflectional system of English. The question then arises: what are the causes that lead to this inflectional decline? Graddol (1996, pp. 118-120) argues that there are internal and external causes for this reduction:

Philologists and many linguists of the nineteenth century consider changes in language as a purely internal process. For the former -philologists- language is considered as an organism and so it develops and changes naturally as a flower or a tree. They argue that like a tree which grows leaves in spring and loses them in autumn, language also develops some aspects and loses others. Thus, the job of language scholars is to describe the structure of a given language and to discover its internal natural laws of development. One of these laws states that the stress in spoken English is put on the first syllable of words and so the syllable at the end, where the inflection would be, is 'weakly stressed'. As a result, there was a negative effect on the 'OE' inflective system; most distinctive inflections were reduced to just one form and so the endings become 'redundant'. Barber (1993, p.157) writes:

... the loss and weakening of unstressed syllables at the end of words destroyed many of the distinctive inflections of Old English. As a result of these changes, OE word final -a, -u, and -e all became ME -e. The endings -an, -on, -un, and -um all became -en, which was later reduced to -e. The endings -as, -es both became -es, while -ap and -ep both became -ep.

The second group -modern linguists- considers language as a system. They are interested in how the knowledge of language like the inflectional pattern is stored in the speaker's mind. Modern linguists found that 'OE' inflectional system is 'inefficient' since not all cases had distinctive endings. For instance, in the case of Old

English noun ‘hand’ there is a little distinction between the cases as shown by Diamond (1970, p.39) in the following:

	*singular	* plural
Nominative	hand	handa
Accusative	hand	handa
Genitive	handa	handa
Dative	handa	handum

Because of this inefficiency, linguists find that the inflectional system needs to be remodelled. One way of doing this is by deleting word endings in the various paradigms, and the result is a high decline in English inflectional endings.

The decline in English inflectional system was not only due internal causes but also to external ones like language contact. Sociolinguists argue that linguistic changes may occur because of the contact between speakers of two societies and that the less prestigious society is the one which adopt changes introduced by the more powerful one. Smith (2005) claims that it is during the era of Norman Conquest that the inflectional system of English began changing. The grammatical gender was no longer marked and the remaining case endings were rarely used to show the grammatical function of words. However, Baugh (1959, p.200) insists that the change that took place during the Norman Conquest is not due to the direct contact between English and French, he (ibid) claims that “...the decay of inflections and the confusion of forms that constitute the really significant development in Middle English grammar are the result of Norman Conquest only in so far as that the event brought about conditions favorable to such changes.” Among these conditions that lead to change is the use of English by uneducated people. This situation made it easier for a grammatical change to take place since there was no correction from educators who preferred to use French.

Thus, French are not directly responsible for inflectional decay in English, however Scandinavians are supposed to be. In the eleventh century, England was invaded by the Scandinavians. During that period, the Norse language (the language spoken by the Scandinavian group) was the prestigious one since its speakers were the invaders, in addition the king of England between 1016 and 1042 was in fact Danish. One of the result of this invasion was the mixing of 'OE' with 'Old Norse'. Though the words of these two languages were similar enough to be understood (English and Norse are related languages), their inflectional systems were actually different. This difference causes doubt and confusion for speakers about the correct ending form to use in their speech. This was a sufficient encouragement for them to reduce the distinctive endings and to use a more simplified forms. As a result, there was a remarkable loss of inflectional endings in the English language.

2.2.3. Present-day English Inflectional System

The inflectional morphology of 'PDE' is somehow similar to that of Early Modern English, but different from 'OE' morphology in that it is particularly simple. Blevins (2006) argues that Modern English nouns are inflected only for number and not for case or gender as it was in 'OE' period. Carstairs-McCarthy (2002, p.37) writes the "the singular-plural distinction is the only grammatical distinction that is expressed morphologically in English nouns." Thus, most countable nouns in English have two forms which are the singular and the plural. For example, the English word tree has two distinctions, the singular form 'tree' that contains only one morpheme and the plural form 'trees' that contains two morphemes which are the the root 'tree' and the plural suffix '-s.'

Concerning verbs, it can be noticed that verbs in Modern English contain three forms; a form in -ed that functions as a past and past participle, a form in -s that functions as a 3rd singular present and a form in -ing that functions as a present participle and gerund.

Adjectives in ‘PDE’ are inflected only with comparative and superlative endings; ‘-er’ is used in the comparative case and ‘-est’ is used in the superlative one like in ‘John is *taller* than Tom’ and ‘John is the *tallest* in his classroom’. Blevins (2006) argues that most monosyllabic and many disyllabic adjectives have synthetic comparatives and superlatives, that is, they use ‘-er’ and ‘-est’ to show their form. However, the majority of adjectives with two or more syllables form analytic comparatives with ‘more’ and superlatives with ‘most’ like in ‘more intelligent’ and ‘the most intelligent’. Blevins (2006, p.510) provides the following table in which he summarizes the Modern English inflectional system:

Word class	Form	exponent	Examples
Noun	Plural	-s (/ z /)	Mugs, spas, books, buses.
Verb	‘ 3 rd s.g. present ‘		Sells, walks, sees, pushes.
	Preterite	-ed (/ d /)	Quelled, talked, skied, swatted.
	‘ past’ participle		
	‘ present’ participle	-ing (/ in /)	Eating, being, squealing, walking.
	Gerund		
adjective	Comparative	-er	Faster, older, milder, yellower.
	Superlative	-est	Fastest, oldest, mildest, yellowest.

Table (02): ME Inflectional System (adapted from Blevins (2006, p.510)).

As shown in the above table, English has six regular productive inflectional components. However, English does not contain just regular components but also irregular ones, Blevins (2006, p.509) writes “the inflectional system of English comprises a large regular subsystems and a few highly circumscribed irregular patterns.” He continues claiming that the only word classes that retain the irregular formations are nouns and verbs. The only exceptions for adjectives are good (better, best) and bad (worse, worst).

According to Blevins (2006), the irregularity in the noun system is restricted to noun plurals. So, plural in English can be distinguished into regular plurals marked by the suffix ‘-s’ and irregular patterns, in addition we have foreign patterns in which the noun plurals have been borrowed with their singulars. The following table will show these cases:

Type	Exponent	Examples
Regular	-s	Mugs, spas, books, buses.
Irregular		Sheep, fish, deer, etc.
	Ablaut	Man – men, foot – feet, goose – geese, mouse – mice.
	-en	Child – children, ox – oxen.
Foreign	-ion - -a	Criterion – criteria, phenomenon – phenomena.
	-is - -es	Analysis – analyses, crisis – crises, thesis – theses.
	-ix - -ices	Matrix – matrices, index – indices, appendix – appendices.

Table (03): Noun Plurals in English (irregular) (adapted from Blevin (2006, p. 512)).

Irregular verbs in English are important to the learners and prominent in pedagogical descriptions because of their frequency. Irregular verbs are similar to regular ones in that they both have stem based form in –ing and –s; however, they are different in past and past participle forms. Unlike regular verbs that have a form in –ed functioning as past and past participle, irregular verbs show a distinctive patterns of them. In the following table, Blevins (2006, p.517) provides a partial list of these patterns:

Pattern	Stem	preterite	Past participle
Regular	Walk	walked	Walked
No syncretism	Sing	Sang	Sung
	Eat	Ate	Eaten
No variation	Cut	Cut	Cut
	Hit	Hit	Hit
Preterite = past participle	Meet	Met	Met
	Seek	sought	Sought
Preterit = stem	Beat	Beat	Beaten
Stem = past participle	Come	Came	Come

Table (04): Irregular Verb Patterns in English (adapted from Blevins (2006, p. 517)).

2.3. Word Formation as a Result of English Inflectional Decline

2.3.1. Word Formation in English

By the end of the Middle English period, a radical change took place at the level of the English inflectional system. Ever since, English has not shown much inflectional changes unless some cases of the regularization of irregular verb forms, also known as ‘analogical change’ (Faiß, 1992). However, change in the English language is still continuing but in other language aspect, namely word formation.

Faiß (1992, preface) uses the statement ‘loss on the one hand, enrichment on the other hand’. By this he means that there was a radical reduction of inflectional elements in the English language that was basically balanced by ‘innovative’ means of creating new words. The process of creating new words in English is known as word formation. Word formation which is an important aspect of the English language can be defined as the mechanism of the formation of new lexemes in the language. Thus, it can be considered as a way that undoubtedly leads to language vocabulary enlargement. At this level, productivity plays an important role in coining new words in English. Bauer (1983, p.63) defines productivity as “... that property of language which allows a native speaker to produce an infinitely large number of sentences, many (or most) of which have never been produced before.”

Productivity, however, is not restricted to produce new sentences but also new words. Productivity manifests itself in word formation whenever a speech community require to name a new object, Stekauer (1998, p.73) writes that productivity “is one of the universal features of language, most evidently in word-formation because it allows for the generation of new naming units whenever such a requirement arises.” Such new words come into being in English through several processes of word formation. Affixation, conversion and compounding are word formation processes that have their origins in Old English and have persisted till now. These

processes were later on extended by a number of different other processes like: blending, clipping, backformation, reanalysis...etc. These processes of word formation lead to higher language internal variability that was lost with the decay of English inflectional system during Medieval English.

2.3.2. Word Formation Processes in English

Word formation in English is divided into morphemic word formation processes and submorphemic word formation processes. Morphemic word formation is concerned with the formation of new words from morphemes. Fandrych (2008) claims that since morphemes are ‘full linguistic signs’, then the resulting new word will be transparent. That is, its meaning can be deduced from its constituents. In his work on word formation, Marchand (1969, p.02) focuses on morphemic word formation processes when he writes “word-formation is that branch of the science of language which studies the patterns on which a language forms new lexical units, i.e. words. Word formation can only be concerned with composites which are analysable both formally and semantically...” Morphemic word formation processes in English apply to compounding, derivation and conversion. There are, however, other word formation processes that are not ‘morpheme based’; they focus in their formation of new words on elements below the morpheme level, these are called submorphemic word formation processes. Fandrych (2004, p.18) refers to submorphemic word formation as

... any word formation process that is **not morpheme-based** ..., that is, which uses at least one element which is not a morpheme, this element can be a splinter, a phonastheme, part of a syllable, an initial letter, a number or a letter used as a symbol.

2.3.2.1. Morphemic Word Formation Processes

2.3.2.1.1. Derivation

Derivation is the most common word formation process used for ‘obtaining new words from native resources’ (Trask, 1996, p.37). Katamba (2005, p.54) argues that “derivation is motivated by the desire to create new lexical items using pre-existing morphemes and words. When you need a new word, you do not usually need to make it up from scratch. It is possible to create new lexical items by recycling pre-existing material. This is derivation.” This mechanism that enables to add new words to the open word classes of noun, verb, adjective and adverb is achieved by adding affixes to existing words, Yule (2006, p.57) writes “... this process is called derivation and it is accomplished by means of a large number of small ‘bits’ of the English language which are not usually given separate listings in dictionaries. These small ‘bits’ are generally described as affixes.” Some common examples of affixes in English are: *un-*, *dis-*, *mis-*, *pre-*, *il-*, *ir-*, *-ful*, *-less*, *-ness*, *-ship*, which occur in words like *unhappy*, *dishonest*, *prejudice*, *illegal*, *irregular*, *joyful*, *useless*, *happiness* and *friendship*. The process of adding affixes to stems is known as affixation (O’Grady & Guzman, 1996). In English affixation can be achieved through adding a prefix or a suffix; the first is an affix added to the beginning of the word like: *un-*, *ir-*, *il-*, *mis-*, *non-*...etc, while the later is an affix added to the end of the word like: *-ness*, *-ship*, *-hood*, *-ish*...etc.

Wolschak (2014) claims that after a derivational affix is attached to the stem, the word class of this stem changes and a new lexeme is produced. For example, the noun ‘empathy’ changes into a verb ‘empathize’ after adding the suffix *-ize*. But, in other cases the word category of the base does not change by adding a derivational affix; when we add, for instance, the prefix *re-* to the verb to write the result is the verb ‘to rewrite’ that means to write again. According to Finegan (2007), suffixes such as *-ation* and *-ness* usually change the lexical

category of the base whereas prefixes such as *un-* and *re-* do not, he (ibid) gives the example of happy → unhappy and happy → happiness where he explains that because of prefix –ness the word category of happy changes from an adjective to a noun. In the following table, Blevins (2006, p.527) gives examples of ‘category-preserving processes’ that are predominantly prefixal in English:

Prefix	Category	Meaning	Status	Examples
Anti-	N	‘ against’	Productive	Anti- slavery, anti- vivisection, anti-war
Ante-	N	‘ preceding’	Lexicalized	Antecedent, antechamber, antedate.
Un-	V	‘ reversal’	Productive	Unpack, unravel, unwind, unzip
Un-	A	‘ not’	Productive	Uncertain, un-English, unkind, unwise.
In-	A	‘ not’	Lexicalized	Ineligible, immaterial, irrelevant.
Dis-	A	‘ not’	Lexicalized	Dishonest, disloyal, dispassionate.
Re-	V	‘ again’	Productive	Reread, retell, reheat, re-cover
Re-	V	‘ back’	Lexicalized	Recline, recuperate, recover, return.

Table (05): Category Preserving Process (adapted from Blevins (2006, 527)).

Notice here that some suffixes also preserve the category of the base word such as –dom in kingdom and – ship in friendship.

Unlike the first category that retains the same category as the stem, ‘ category-changing processes’, that are suffixal, shift the word function of the base word as illustrated by Blevins (2006, p.529) in the following two tables:

Effect	Suffix	Examples
V.→ N.	-age	Breakage, coverage, shrinkage, spoilage.
	-al	Arrival, approval, refusal, survival, withdrawal.
	-ance / -ence	Acceptance, attendance, emergence, resistance.
	-ion	Destruction, instruction, production, reduction.
	-ment	Appeasement, confinement, improvement.

Table (06): Category Changing Process V→ N.(adapted from Blevins (2006, p. 529)).

Effect	Suffix	Stems	Examples
V.→ Adj.	-able	Any	Approacheable, believable, breakable, livable, readable.
Adj. → V.	-ize	Any	Civilize, legalize, tenderize, westernize, winterize.

Table (07): Category Changing Process V→ Adj. and Adj→ V.(adapted from Blevins (2006, p. 529)).

Category changing processes or suffixes used in the last table for forming adjectives from verbs using the suffix *-able* and forming verbs from adjectives using the suffix *-ize* are highly productive in English (Blevins, 2006). The productivity of an affix is defined by Trask

(1996, p.37) as “... the degree of freedom with which it can be used to derive new words.” He (ibid) explains that not all affixes in English are ‘equally productive’. For example, the ancient suffix *-th* found in words like *warmth* and *depth* is now totally unproductive, i.e. it is not extended to other cases.

However, the prefix *re-* is highly productive in English; it can be added to almost any verb in English like in *reprint*, *rediscover*, *rethink*, *reread*...etc. The same thing can be said about the suffix *-ness* that can be added to almost any adjective in English such as *blackness*, *happiness* and *separateness*, though adjectives ending in *-ical* usually prefer the suffix *-ity* such as *topical* → *topicality*. It is worth noting that some affixes are new in English. The prefix *mini-*, for instance, did not exist before 1960, but the creation *miniskirt* gave birth to this suffix and now it is used in words like: *mini-budgets*, *mini-computers*, *minicars*, *minimicrophones*...etc. (Trask, 1996).

It has been shown before that derivational affixes do not always modify the word category of the stem. However; they modify, even slightly, the meaning of the base word they are attached to. The following are some affixes in English with their meanings:

Affix	Meaning	Examples
Dis-	‘ the opposite of ’	Dishonor, disrespect.
Un-	‘ the opposite of ’	Unwise.
Mini-	‘ diminutive ’	Minibus.
Semi-	‘ Half of ’ or ‘ partly ’	Semi- metal.
Ultra-	‘ extreme ’ or ‘ beyond ’	Ultra- conservative.
Ex-	‘ former ’	Ex- wife, ex- soldier.
Mis-	‘ wrongly ’	Misbelieve, misbegotten.
-ish	‘ having the character of ’	Boyish, childish.
-less	‘ lacking’	Useless, powerless.
-ful	‘ having the quality of ’	Careful, dutiful.
-able	‘can be’	Predictable
-icy	‘state or quality’	Literacy
-ism	‘belief, behaviour’	Modernism
-ology	‘study of’	Biology

Table (08): Common Affixes in English and their Meanings

According to table (08), one can say that since the meaning of the affix is known, then the modification of meaning occurring at the level of the base word is normally predictable. That is, the meaning of the new word would be transparent; for example, un+adj→the opposite of (adj), so un+ happy means someone not happy. However, in some cases the meaning is not transparent because ‘some sort of change has occurred in meaning of the derived form... which

cannot be understood by general rules of the language.’ For instance, *sweater* is not the agentive of the verb ‘to sweat’ (Stockwell & Minkova, 2001, p.11).

Another point to be discussed concerning derivation is that derivational morphology is not as predictable as inflectional morphology. Tahaine (2010) claims that derivation is less regular and hence less predictable than inflection. We can predict that most English nouns form their plural by adding the suffix ‘-s’, but how we derive nouns from verbs and so on is less predictable. For example, in forming a noun from the verb ‘to refuse’ the suffix ‘-al’ is added (refusal), but when it comes to the formation of a noun from the verb ‘to encourage’ the suffix ‘-ement’ is added (encouragement).

2.3.2.1.2. Conversion

In fact, the change of word class in derivational processes does not always involve addition of affixes. Sometimes the shift of grammatical class take place without any change in the form of the base word, such a process is called conversion and it is defined as the “process by which a word belonging to one word class is transferred to another word class without any concomitant change of form, either in pronunciation or spelling.”(Jackson& Amvela,2000, p.86). For example, when the word ‘water’ is used in the sentence ‘ I need some water’ it is used as noun, but when the same word is used in the sentence ‘ I water the plant everyday’, it is used in a new grammatical function -namely a verb- without any change in spelling or pronunciation. Plag (2002) argues that there are several types of conversion in English, he defines four major types which are:

1-Noun to verb conversion: a cage (n) → to cage (v)

a gesture (n) → to gesture (v)

2-Verb to noun conversion: to coach (v) → a coach (n)

to bore (v) → a bore (n)

3-Adjective to noun conversion: miserable (adj) → the miserable (n)
Professional (adj) → a professional (n)
comic (adj) → a comic (n)

4-Adjective to verb conversion: pale (adj) → to pale (v)
empty (adj) → to empty (v)
clear (adj) → to clear (v)

When observing such examples, one may ask how to establish the direction of conversion. Plag (2002) argues that knowing the direction can be achieved through checking the appearance of the two words in the language. Naturally, bases appear earlier than derivatives, for example a cage (n.) appeared in 1225 while to cage (v.) appeared in 1577. A second criterion for determining the the direction of conversion is through the meaning of the words. Generally, derivative words have a more complex meanings than the base words, for example, 'to cage' (v.) is semantically more complex than 'a cage' (n.) since we need the noun to define the verb which means 'to put into a cage'. A third criterion is 'frequency of occurrence'; base words are often more frequently used than their derivatives because the latter are more specialized and so 'less versatile in usage.'

Conversion is not always complete; in some cases it is approximate in which there is a slight change in the process of shifting from one grammatical function to another. The most important types of change are voicing of the final consonants and shift of stress. In the first type (voicing), there is a change from the unvoiced fricatives /f/, /θ/, /s/ in nouns to the voiced /v/, /ð/, /z/, respectively, in their corresponding verbs. For instance, the noun 'abuse' is pronounced with /-s/ at the end while its corresponding verb 'to abuse' is pronounced with /-z/, the noun 'belief' is pronounced with /-f/ while its corresponding verb 'to believe' is pronounced with /-v/ and the noun 'sheath' is pronounced with /θ/ at the end whereas its corresponding verb 'to sheathe' is pronounced with / ð/. In the second type of alternation (shift of stress), the primary

stress is shifted from the second to the first syllable when two or three syllable verbs are converted into nouns. For example, in the verbs: *to abstract*, *to decrease*, *to digest*, *to import*, *to insult*, *to record*, *to upset*; the primary stress is on the second syllable while in their corresponding noun forms: *an abstract*, *a decrease*, *a digest*, *an import*, *an insult*, *a record*, *an upset* respectively the primary stress shifts to the first syllable. (Holmberg, 1999).

Whether complete or approximate, conversion is used in English to create new words by changing the grammatical function of the base words. This mechanism of enriching the vocabulary of a language is frequent in English and other languages with little inflectional morphology. That is, languages where there is little or no kind of affixation used in changing word class. (Trask, 1996).

2.3.2.1.3. Compounding

Another type of morphemic word formation processes which is considered very common and frequent for enriching the English vocabulary is compounding (Fromkin & Rodman, 1978). Compounding is the creation of new words from two or more independent words like in ‘ice cream’, ‘sawmill’ and ‘money-spinner’. Theinl (2009) argues that compounding is a major word formation process whereby two or more lexical stems are combined together to form a new word stand by its own right. Generally, in compounding one of the words is the head and the other is its modifier. Trask (1996) argues that most compounds conform to certain rules and the ‘chief rule’ is that the head usually comes at the end and the modifier comes before it, that is, English compounds are ‘head-initial’. For example, in ‘housecat’ the last element ‘cat’ is the head and the compound refer to a type of cat and not a type of house. Similarly, in ‘olive green’ the head is green and the compound refers to a type of green and not to a type of olive. Plag (2002, p.175) refers to with the structure of compounds as the following:

a-(XY) y

b- X → (root, word, phrase)

Y → (root, word)

y → grammatical properties inherited from Y

According to Plag (2003), compounding is very productive and common language device in English, Trask (1996, p.35) writes “Compounding is exceedingly common in English: at various times, English speakers have created such compounds as girlfriend, gingerbread, major-general...” Trask (1996) continuous arguing that languages differ in allowing the formation of compounds, some languages form compounds easily but others form them only with difficulty. For example, English easily forms the compound ‘country house’, however in French the two corresponding elements, i.e. ‘campagne’ and ‘maison’ cannot be attached into ‘campagne maison’ but only into ‘ maison de campagne’. However, this does not mean that French does not use compounding, we find many of them in French like *cure-dent* ‘tooth pick’ and *grate ciel* ‘skyscraper’. Other languages also have rules for joining words together to form compounds, *panzerkraftwagen* (*armored car*), *tocadiscos* (*record-player*) and *cetyrexetaznyi* (*four storied*) are examples of compounds from *German*, *Spanish* and *Russian* languages respectively.

In English spelling, compounds can be found in three forms: compounds spelled as single words as in ‘sawmill’ and ‘touchbad’, compounds spelled as two or more separate words as in ‘car pool’ and ‘oil well’, and compounds that are hyphenated as in ‘heart-throb’ and ‘jig-saw.’ According to Weinsler and Milekic (2000), compounds orthographic form is almost inconsistent in English. In addition, the difference in writing the compound depends on the variety of English. For example, hyphenation is more famous in British English than in

American English. In the American variety, it is common to write the compounds open or solid (Quirk, Greenbaum, Leech& Svartvik, 1985).

Most common and used compounds include two elements, yet those with more than two roots ordinarily occur in English; such compounds include more than two roots because one of the two elements that constitute such combination is already a compound itself. That is, the ‘rules of compound formation are able to repeatedly create the same kind of structure’ (Plag, 2002, p.172). So, compounding is a ‘recursive’ process in which one compound may become a constituent of another larger compound, some examples of this kind of compounds are: *puppy-dog eyes, weekend getaway, cell phone charm, self-defense class, lighthouse keeper...etc.*

- **Classification of Compounds**

There are a lot of ways to classify compounds, among these ways we have the classification of compounds according to the semantic relationship between the head and the modifier of compounds. Here, linguists distinguish at least three types of compounds: endocentric compounds, exocentric compounds and copulative compounds.

First, endocentric compounds is a type of compounds in which the final element identifies the general class to which the meaning of the entire compound belongs. For example, a ‘dog food’ is a type of food and similarly a ‘cave man’ is a type of man. So, the compound here can be considered as a hyponym of its head, that is, ‘ the head names the type, and the compound names the subtype.’ (Delahuntry& Garvey, 2010, p.135).

Second, exocentric compounds are a type of compounds in which the meaning of the entire word cannot be guessed from the meanings of its constituent elements; that is, neither root is the head. Delahuntry and Garvey (2010, p.135) define the exocentric compound as a “compound (that) names a subtype, but the type is not represented by either the head or the

modifier in the compound.” For example; a ‘redneck’ is not a type of neck but a person who has ‘little education and strong conservative political opinions’ (Oxford dictionary), a ‘shutterbug’ refers to a person who is fan of taking photographs and ‘cool head’ refers to a person who can stay calm in difficult situations. In this type of compounds, there is another word which is not expressed that ‘shows the type of which the compound represents the subtype.’ (Delahunty & Garvey, 2010).

Third, copulative compounds are compounds in which both elements are heads. That is, each constituent ‘contributes equally to the meaning of the whole and neither is subordinate to the other... Compounds like these can be paraphrased as both X and Y ...’ (ibid). For example, an ‘owner- builder’ is both an owner of a house and its builder, and a ‘teacher researcher’ is both a teacher and a researcher.

It is worth noting here that in endocentric and copulative compounds, the meaning of the whole compounding can be guessed through its constituents. That is, ‘the meaning of each compound includes at least to some extent the meaning of the individual parts.’ (Fromkin, Rodman & Hyams, 2011, p.102). However, in exocentric compounds the meaning is idiosyncratic; so, in this case compounds ‘don’t seem to relate to the meaning of the individual parts at all.’ (Fromkin et al, 2011, p.150). For example, ‘greenhouse’ is not a house that is green, but it is a building with glass sides and a glass roof for growing plants in (Oxford dictionary), ‘blue blood’ is not blood which is blue, but the quality of being nobleman by birth.

2.3.2.2. Non-morphemic Word Formation Processes

2.3.2.2.1. Clipping

Clipping is a linguistic phenomenon consisting in cutting up a word to produce a shorter version of it, for instance, *quiz* is shortened from ‘inquisitive’, *phone* from ‘telephone’,

plane from ‘aeroplane’ and *flu* from ‘influenza’. It is worth noting that clipping is not restricted to just single existing words, but also to phrases; for example, *mob* is shortened from the phrase ‘mobile vulgus’. Bauer (1983, p.233) adopt a semantic and a stylistic approach when he defines clipping, he claims that it is “... the process whereby a lexeme (simple or complex) is shortened, while still retaining the same meaning and still being a member of the same form class. Frequently clipping results in a change of stylistic level.” Bauer (2004) argues that since clipping is the process of shortening a word, so it is mainly used in informal settings and conversations to show the familiarity to a certain word. Sometimes, clippings that are used by a specific group can find their way into ordinary people, Plag (2003, p.23) writes:

Clippings appear as a rather mixed bag of forms abbreviated from larger words, which however, share a common function, namely to express familiarity with the denotation of the derivative. (...) Thus, *lab* is used by people who work in laboratories, *demo* is part of the vocabulary of people who attend demonstrations, and so on. Some clippings find their way into larger communities of speakers, in which case they lose their in-group flavor, as for example *ad* (for advertisement).

Many clippings entered the English language and speakers have lost where they came from. In addition, these clipped forms entered in dictionaries like normal words and they even accept the grammatical inflections such as tense for the verb and plural marker for the noun. For example, the clipped forms *gym*, *fridge* and *phone* can be pluralized as *gyms*, *fridges* and *phones* (Jamet, 2009). Fromkin and Rodman (1978: p.309) argue that clipped forms of ‘... longer words or phrases also may become “lexicalized”’: *nark* for narcotics agent; *tec* (or *dick*) for detective... *prof* for professor;... ; and *doc* for doctor are just a few examples of such “ short forms” which are now used as whole words.’

In English, three types of clipping can be identified, they are: back clipping, fore clipping and fore-and-back clipping. In fore clipping, an element or elements are omitted from the beginning of the word, for example, we have *bus* from *omnibus*, *phone* from *telephone*

plane from *aeroplane* and *van* from *caravan*. Back clipping is the commonest clipping process where an element or elements are taken from the end of the word, for example we have *ad* from *advertisement*, *demo* from *demonstration*, *exam* from *examination*, *gas* from *gasoline*, *lab* from *laboratories* and *info* from *information*. In fore-and-back clippings, what is retained is the central part of the word like in *fridge* which is clipped off from *refrigerator* and *flu* which is clipped off from *influenza* (Plag, 2002).

Semantically speaking, back clipping, fore clipping and fore-and-back clipping have all the same meaning as their longer forms (Bauer, 1983). So, one may wonder here about the role of clippings as a process of shortening that provides two lexemes with the same signified. Bauer (1994, p.81) argues that ‘clipping always provides synonymous words from the same base but here the different style level (not the different meaning) allows both to co-exist.’

The clipped form may then co-exist with the original as a more informal synonym. In many cases, however, the clipped form is not a mere colloquial synonym but a version which is more technical than the full one. That is, the meaning of the clipped form is narrowed in which there is only one of the meanings which is retained. Bassac (2004, p.171) provides the following examples in which he shows the specialization of meaning of some clippings:

***Curiosity**: inquisitiveness, rare object.

Curio: just the object.

***Demonstration**: political display, a demonstration by experts, teacher, salesperson.

Demo: only the political display.

***Examination**: school, academic; medical, scrutiny.

Exam: just the test.

Clippings, then, can carry a different connotation from the basic form, take a new meaning as in ‘carvan’ → ‘van’, or undergo a narrowing in meaning (Jamet,2009).they are

,then, a word formation process that helps in the enlargement of English since there is a creation of new lexemes with semantic disassociation.

2.3.2.2. 2. Blending

Blending as a type of word formation is generally used for economy of language in informal settings, especially in the fields of commerce, advertising and journalism, Crystal (1995, p.130) argues that ‘ blending seems to have increased in popularity in the 1980s, being increasingly used in commercial and advertising contexts ...’ They are a sort of combination of compounding and clipping, Katamba (2005, p.186) defines blends as “... hybrid words [that] are compounds made in an unorthodox way by joining chunks of word-forms belonging to two distinct lexemes.” Thus, it is the process of forming a new word by combining the shortened elements of two (or more) other existing lexemes (Zapata, 2007); for instance, *smog* is blended from smoke and fog, *brunch* is blended from breakfast and lunch, *motel* is blended from motor and hotel and *bollywood* is blended from Bombay and Hollywood.

From these examples, it seems that blending does not include mixing parts of the word at random; in general, it is achieved by taking only the beginning part of one word and joining it to the end of another word, Plag (2002, p.156) writes “The first important generalization that can be drawn on the basis of the data... is that it is always the first part of the first element that is combined with the second part of the second element.” So, the blendings’ constituents are not full morphemes but only parts of lexical items. That is, blends are created from nonmorphemic parts of two already existing words. (O’Grady, Dobrovolski& Katamba,1997, p.139). This characteristic related to blends can distinguish them from compounds in which we join words (as a morphemic elements) and not parts of words.

The question raised here is about the arbitrariness of where to begin and where to end the cut when choosing the parts of the two words. Adeniyi et al. (2010) argue that the decision is arbitrary, however, Plag (2002) insists that it is not arbitrary and that it is restricted by syllable structure (onset, nucleus, and coda) and by size. First, in forming a blend what is joined together is the onset of the first word and the rime (nucleus+coda) of the second word, or the onset and the nucleus of the first word and the coda of the second word. For instance, in *geep* (goat+sheep), *smog* (smoke+fog) and *brunch* (breakfast+lunch) the blends are formed by combining the onset of the first element with the rime of the second element. In *boost* (boom+hoist), however, the formation is done through joining the onset and nucleus of the first element plus the coda of the second element. Secondly, blends are formed so that they have the same number of syllables as their constituents. Plag (2002, p.159) provides the following examples to show that the size of blends depends on the size of their constituents:

Base word		AB	CD	AD
boat+ hotel	boatel	1	2	2
Boot+ hoist	boost	1	1	1
Breakfast+ lunch	brunch	2	1	1
Channel+ tunnel	chunnel	2	2	2
Goat+ sheep	geep	1	1	1
Guess+ estimate	guesstimate	1	3	3
Smoke+ fog	smog	1	1	1
Spanish+ English	Spanglish	2	2	2
Stagnation+ inflation	stagflation	3	3	3

It can be noticed here that when there is a difference in number of syllables of the base words, the blend will retain the size of the second element. Blending then cannot be considered as an irregular phenomenon as it was argued before (e.g Dressler 1999), but as a process that shows a highly ‘degree of regularity’ (Plag, 2002).

Semantically speaking, blends behave like copulative compounds. Thus, a blend denotes an entity that shares semantic properties of both basic words; for example, *a brunch* is both breakfast and lunch, *a boatel* is both a boat and a hotel and *a chunnel* is a tunnel which is under a channel (or a tunnel which is in some respects a channel). Furthermore, the base words of a blend must be somehow semantically related and the two words belong to the same word class which is in most cases a noun (Plag, 2002)

Although blends still shares semantic properties and have a relation with their base words, many of them find their way into the regular and formal lexicon like *smog*, *motel* and *brunch* which ‘have attained full lexical status in English.’ (Fromkin et al, 2011, p.503). They are now listed in dictionaries and known by people as words standing by their own right.

2.3.2.2.3. Backformation

Backformation is a type of reduction process in English accompanied with the transformation of one part of speech into another. It is the creation of new words by the deletion of a supposed affix from an already existing word (Fromkin& Rodman, 1983). Jackson and Amvela (2000, p.102) define backformation as “the making of a new word from an older word which is mistakenly assumed to be its derivative.” For example, *peddle* was derived from *peddler* on the mistaken assumption that the ‘er’ is its ‘agentive’ suffix. Other good examples of backformation include the creation of the verbs *televise*, *donate*, *emote*, *liaise* and *babysit* from the nouns *television*, *donation*, *emotion*, *liaison* and *babysitter*, respectively (Fromkin&

Rodman, 1983). A more recent example of backformation is the verb *self-destruct* which was backformed from the compound noun *self-destruction*, and even the verb *backform* is, in turn, an example of the backformation process (Yule, 2006).

Zapata (2007) claims that in backformation the nouns have been thought to be derivatives of verbs in analogy with cases like: *creation*, *formation*, *transmission* which are true derivatives of the verbs *to create*, *to form* and *to transmit* respectively. Trask (1996, pp. 39-40) writes that

English has a number of agent nouns derived from verbs with the suffix -er: writer from write, singer from sing, smoker from smoke, and so on. At various times, we have acquired the nouns pedlar..., editor and sculptor (loans from Latin), and burglar and lecher (loans from Norman French). All these happen to end in a syllable that sounds just like -er, and hence English-speakers have removed this 'affix' from the nouns to create the verbs peddle, edit, sculpt, burgle, and leech...

So, the assumption here is that if there is a noun ending in '-er' or something close in sound to '-er' like '-or' and '-ar', the verb can be formed from this noun like *burgle* which was formed from the noun *burglar*.

This phenomenon -backformation- can also be referred to in cases of words that has been borrowed as singulars but considered as plurals in English. For example, the words *peas* and *cherries* are originally uncountable nouns, but their ending in 's' which sounds like an English plural suffix make people believe that these two nouns are in the plural form, and therefore speakers removed this suffix to obtain the two new singular forms which are *pea* and *cherry*.

Fromkin and Rodman (1978, p.308) argue that language purists sometimes 'rail against' backformation and consider it as an instance of language corruption like in *ept* from *inept*. However, many linguists accept words that enter the language through this process and

considering backformation as a way of enlarging the vocabulary of many languages like English.

2.3.2.2.4. Word Coinage

Coinage or invention is one of the least common processes of word formation in English (Yule 2006). It is the creation of new words without reference to the existing morphological resources of the language, that is, only out of the sounds of the language. Usually, words are coined or created to express new ideas, processes, products ... etc. to fit a purpose in the language, showing the truth of the proverb “Necessity is the mother of invention.” Yule (2006) claims that invented trade names for commercial products is the most typical sources of word coinage, he gives old examples which are: *aspirin, nylon, Vaseline* and other more recent examples like: *Kleenex, Teflon, Tylenol and Xerox*. The following are the definitions of these new word inventions taken from online etymology dictionary:

***Aspirin**: coined in 1899 in German as a trademark name.

***Nylon**: coined in 1938 from a random generic syllable nyl- + -on, common ending in fiber names (rayon).

***Vaseline**: coined in 1872, a trademark for an ointment made from petroleum and marketed by Chesebrough Manufacturing.

***Kleenex**: coined in 1925, it is an arbitrary alteration of clean +brand-name suffix -ex.

***Teflon**: coined in 1945, it is a commercially important synthetic polymer derived from the chemical name (*poly*)te(*tra*)fl(*uoroethylene*) + arbitrary ending -on; popularized as a coating of non-stick pans in 1960s; metaphoric extension, especially in reference to U.S. President Ronald Reagan, is attested from an Aug. 2, 1983, speech on the floor of Congress by Pat Schroeder.

***Tylenol**: coined in 1955 as the name of an elixir for children, trade name originally registered by McNeil Laboratories, Philadelphia, Pa., from elements abstracted from *N-acetyl-para-aminophenol*, the chemical name of its active compound.

***Xerox**: coined in 1952, a trademark for a copying device. The verb is first attested in 1965, from the noun, despite strenuous objection from the Xerox copyright department.

There are many other coinage words that were not referred to by Yule (2006), among them we have the famous ‘Kodak’ that was created as trade-mark name in 1888 by George Eastman, founder of the camera company that bears his name. Eastman reported that the word ‘Kodak’ was “a purely arbitrary combination of letters, not derived in whole or in part from any existing word.” (Stockwell& Minkova, 2001, p.12).

Zapata (2007) claims that most coinages like *Kodak*, *Tylenol*, *prozak* (1985) and *Viagra* (1996) are more often created of ‘thin air’ ,i.e. without basing on other pre-existing words. However, some word inventions show their reliance on existing words. For instance, the remedy *Aleve* is intended to suggest alleviate, the skin cream *Lubriderm* suggest lubricating the derm (skin), *Kleenex* suggests cleaning the face(the process of cleaning) and *thermos* refer to thermo or heat.

Stockwell and Minkova (2001) give more recent examples about coinages based on commercial an brand names:

***Band-aid**: is commonly generalized to refer to any small bandage for a cut or scratch, and it has moved out into general use in metaphors like “ the IRS needs major reforms; we’ve had enough of these taxation band-aids!”

***Google**: was an internet search engine registered and launched in 1998; the verb to google has been in use since 1999.

***Jello**: a particular brand of jellied emulsion, is generalized to refer to any edible substance of the same type.

***Levis**: a brand of canvas trousers, now refers to any denim-like, rough and ready, trousers.

***Photoshop**: to edit a photographic image digitally; used as a verb since 1992.

***Skype**: as a verb, means to use the special software, launched in 2003, for transmitting voice over the internet.

The typical process of coinage usually involves the extension of a product name from a specific reference to a more general one. Yule (2006, p.53) writes “The most typical sources are invented trade names for commercial products that become general terms... for any version of that product.” In addition, the coined words, with the passage of time, will be adopted by the speech community and they become ‘everyday words of language’ (ibid). For example, *Xerox* and *Kleenex* are new additions to the English language, yet they find their way into its everyday vocabulary. The word *Xerox* used to refer solely to the brand that produces a type of photocopying machine, but now the word refers to the process of photocopying in general. Similarly, the word *Kleenex* used to refer to a brand of facial tissue, but now denotes facial tissue in general.

The process of coinage is not only based on commercial and brand names, it can also be based on personal, geographical and mythological names. Stockwell and Minkova (2001, pp. 19-21) again provide examples concerning this kind of coinage:

a)- Based on Personal Names

***Boycott**: (Charles Boycott, an English land agent in Ireland).

***Dahlia**: (developed by Anders Dahl, a Swedish botanist).

***Derrick**: (the name of a hangman at a London prison in the time of Shakespeare and Queen Elizabeth I)

***Lynch**: (Capt. William Lynch, a planter in colonial Virginia, originated lynch law in 1780)

***Nicotine**: (Jacques Nicot introduced tobacco into France in 1560)

***Ohm**: (unit of electrical resistance, named for nineteenth-century German physicist, Georg Simon Ohm)

***Sandwich**: (eighteenth- century British nobleman, the Earl of Sandwich, who brought bread and meat together to the gambling table to provide sustenance for himself, and started the fast food industry)

b)- Based on Geographical Names

***Denim**: (cotton cloth now, originally serge, made in the town of Nîmes, southern France, hence *serge de Nîmes*)

***Jean**: (from the Italian of Genoa, where the cloth was first made, as in blue jeans)

***Port**: (a sweet fortified wine, shortened from Oporto, the chief port for exporting wines from Portugal)

***Sardonic**: (should be sardonic, coming from the island of Sardinia; the vowel change is based on the Greek form; refers to a type of sarcastic laughter supposed to resemble the grotesque effects of eating a certain Sardinian plant)

***Turkey**: (An American bird, confused in America at first with an African Guinea- bird, brought into Europe through Turkey)

c)- Based on Mythological Names

***Chimera**: (a mythological Greek monster, purely a creature of the imagination)

***Nemesis**: (after the name of a Greek goddess who punished violations of all forms of rightfull order and proper behavior)

***Panic:** (noises which caused fear in the flocks by night were attributed in ancient Greece to pan, who was the god of misdeeds; panic is irrational behavior in the herd)

Stockwell and Minkova (2001) argue that new words enter into English vocabulary as word coinages necessarily involve some degree of change at the level of their meanings. For example, *watt* in the sentence ‘a 60 watt light bulb’ does not refer to James Watt (1736-1819) Who invented the steam engine, but to a unit of electrical power. They (2009: 19) write “Quite often we take the name of an individual, a character familiar from mythology, history, or folklore, a place name, a brand name, etc., and extend its scope beyond the original individual reference, thereby turning what is called a *proper* noun ,i.e. somebody’s name, into a common noun, i.e. a word like *boy, doctor, house, town...*”

2.3.2.2.5. Onomatopoeia

In Oxford Advanced Learner’s Dictionary (2005), onomatopoeia is defined as a word that contains sounds similar to the sounds they describe. Onomatopoeic words are also called echo words since the sound is truly an echo to the sense. That is, the referent here is more or less imitated by the phonetic structure of the words (Tahaine, 2010).

All languages of the world create new words through this process, i.e. they have words whose sound represents the thing they name (O’Grady& Guzman, 1996). In English onomatopoeic creations can be exemplified by words like:

* **Meow:** sound made by a cat.

* **Buzz:** (of a bee) make a low sound/ make a sound like a bee buzzing.

* **Hiss:** make a sound like that of a long ‘s’, especially to show disapproval of somebody / something.

***Ding-dong**: the sound made by a bell.

***Crash**: a sudden loud noise made, for example, by something falling or breaking.

***Moo**: long deep sound made by a cow.

***Splash**: fall noisily onto a surface of a liquid.

According to O'Grady and Guzman (1996), English does not always have the same echo words as other languages. For example, the sound of a cat in English is *meow*, in Japanese *nya*, but in Tagalog it is *niyaw*. The child's word for dog in English is *bow wow*, in Japanese *waw – waw*, but in Tagalog it is *aw - aw*.

Although this mechanism of creating new words in a language seems easy, the total number of echo words in English can be considered very small. Thus, it can be said that onomatopoeia contributes language with new words, yet it cannot be considered as a major resource for expanding the vocabulary of English or any other language (Stockwell & Minkova, 2001).

2.3.2.2.6. Reanalysis

New words in English can also be obtained through the mechanism of reanalysis. Trask (1996, p.40) defines this process as "... interpreting a word as having a structure which is not historically valid and hence obtaining a new morpheme for use in coining other words." For example, the origin of the word 'hamburger' is the German city of Hamburg, but people here wrongly consider the word as a compound of ham (kind of meat) + burger. The new morpheme 'burger' is now used in English to derive new words for all kinds of things in a bun like *cheeseburger, chickenburger, vegeburger, beefburger, etc.*

Reanalysis is also the origin of the prefix ‘mini-’ discussed before. This new morpheme was derived from the Latin words ‘minimum’ and ‘miniature’ that contain the meaning of ‘very small’. People perceived mistakenly that the first part ‘mini’ is the one that denote the sense of small. Like this, the new morpheme ‘mini-’ enters the English language and was used for the first time in deriving the word *miniskirt*, after that, it was extended and used in deriving new words like *minibus* and *minicars*.

Conclusion

Lexical change through word formation processes preserves the richness and diversity of English after its inflectional decline during the Medieval English period. Every year English receives new words through compounding, derivation, conversion, clipping, blending and other processes mentioned before. After two or three decades, English is supposed to be different from English that is spoken today. This will take place through the help of technology since new words will not need much time to be integrated officially into the language.

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Chapter Three

Acronyms as Word Formation Processes and their Lexicalization in English

Introduction

Another effective word formation strategy that plays an important role in the enlargement of recent English vocabulary is creating new words through acronymy. Acronymy is a process whereby a new single word is formed by combining the first letters of a set of other words. The resulting new term is called ‘acronym’. New acronyms pour into English all the time; whenever you read an article in a newspaper or a magazine you face acronyms like ‘radar’, ‘Nato’, ‘Nasa’, ‘UNICEF’, ‘laser’, ‘Aids’, ‘DOS’, ‘CD-ROM’, etc.

In the present chapter, the focal point is to review the literature about acronyms in English. Moreover, it is to know the changes that an acronym undergoes after being created and which lead to its lexicalization in English.

3.1. Neologisms

3.1.1. Definition of a Neologism

The term neologism originates from Greek ‘neos’ means ‘new’ and ‘logos’ means ‘word’. (Lusching & Lusching, 1982). It is defined in the Oxford Dictionary as a new word or expression or a new meaning of a word. Put differently, it is a term that defines a new concept or a term that attaches a new meaning to an existing word.

Crystal (1992, p. 264) defines a neologism as a new lexical item created as ‘... a response to changed circumstances in the external world, which achieves some currency within speech community.’ Hence, the reason behind creating a neologism for Crystal (ibid) is of extralinguistic purposes. For him, the primarily motive is to name new innovations of, for instance, science and culture. Yet, intralinguistic reasons are also responsible for the creation of

neologisms; they are due to semantic change like folk etymology or due to the tendency towards linguistic economy.

3.1.2. The Life of a Neologism

In language, every new word passes through stages in its life. Such stages, as distinguished by Bauer (1983), are: nonce formation, institutionalization and lexicalization.

Nonce formation is a process through which a 'new complex word coined by a speaker/writer on the spur of the moment to cover some immediate need' (ibid, p.45). It is the first stage in the coinage of a word where a new item is created in a particular context and is used by a speaker for a given occasion. After that, this new word can remain nonce formation or it can disseminate and enter the common vocabulary as an established term accepted by a speech community, in this case it becomes institutionalized. Finally, this word can become lexicalized and stabilised in dictionaries and language corpora. In this final stage, the word is said to develop idiosyncratic formal and semantic features.

3.1.3. Shortening as a Reason for Creating a Neologism

In a globalized world where speed is needed, language economy becomes of great importance. The radical change in the world and the rapid advance in science and technology influence language and bring about the necessity to pack as much information as possible.

According to Algeo (1991) language shortening has become one of the most important factors in creating new words. It is a strategy used to achieve language economy by reducing a word or a phrase into a shorter word that can carry the same meaning or that can acquire a linguistic value of its own. Shortenings in English can occur in different forms, one of which is the process of acronymy.

3.2. Acronyms

3.2.1. Definition of Acronyms

Acronyms are defined in the Oxford Advanced Learner's Dictionary for Current English (2005) as "a type of abbreviation made up of the initial letters or syllables of other words." The word 'acronym' itself came into existence in 1943 and has become more famous and important than expected (Baum, 1962). It was derived from the Greek word 'acro' meaning 'tip' and the word 'onomia' meaning 'name', and so an acronym simply means 'tip of the word'. (Stockwell & Minkova, 2001).

Hence, it can be said that acronyms are created by combining the first letters of the words that make up a complete expression. Bauer (1983, p.237) argues that the acronym is "a word coined by taking the initial letters of the words in a title or phrase and using them as a new word." Another definition here is that by Quirk et al. (1985: p.1581) according to which acronyms are "words formed from the initial letters of words that make up a name." These two last definitions agreed upon the fact that acronymy is a lexical strategy used by language users to coin a neologism. For example, the phrase 'North Atlantic Treaty Organization' gave rise to the acronym 'NATO' that is considered as a new word in its time added to the lexicon of English and many other languages.

3.2.2. The Occurrence of Acronyms

Cannon (1989) argues that acronyms first started to become common in World War (II). For example, the acronym 'SNAFU' 'Situation Normal, All Fould Up' was created by U.S soldiers in Europe during World War II, exactly in 1941. This acronym means that the normal situation is in a bad state. However, Baum (1955) considers World War (I) as the period at which acronyms came into common use. In order to prove this, Baum (Ibid.) refers to a number

of military terms originated around that time, such as ‘AWOL’ and ‘ANZACs’. The first is an acronym for ‘Absent Without Leave’ and it is used in the armed forces when somebody has left their group without permission (Oxford Dictionary). The second is an acronym for ‘Australian and New Zealand Army Corps’ and it is used to mark the anniversary of the first major military action fought by Australian and New Zealand forces during World War (I). The soldiers in these forces quickly became known as ANZACs and the pride they soon took in that name endures to this day.

From this, it can be claimed that acronyms were first created for military and governmental purposes (Bublitz, 2010). This is due to the search for brevity, efficiency and force that can be achieved by the use of acronyms, Eschholz and Rosa (1970, p.86) claims that “Brevity is the soul of slang; the short word is easier to remember, is more forceful, and is more frequently used.” Moreover, acronyms are new creations that have an effect on comprehension and contribute to economy in space and time. Bublitz (2010) suggests that condensing corporate words into a string of letters can convey the same meaning in a more ‘succinct’ way. Accordingly, acronyms are highly valued since we refer in a more efficient manner to a concept otherwise expressed by a long full phrase, Bain (1890, p.27) states “On the principle of attaining ends at the smallest cost, it is a virtue of language being brief.”

3.2.3. Acronym Formation in English

The definitions given above by Bauer (1983) and Quirk et al. (1985) point out that the submorphemic elements that constitute acronyms are the first letters of longer phrases. Fandrych (2008, p.112) states that “... initials, the smallest graphemic units in the English language, are the building blocks for one of the most creative word-formation processes in the language.” He continues commenting that function words are usually ignored when forming an acronym for the reason of making it compact and ‘manageable’. For instance, in the acronym

‘DICOM’ that stands for ‘Digital Imaging and Communication in Medicine’ the initials of the function words ‘and’ and ‘in’ are omitted. However, the main purpose behind an acronym is not just to create a linguistically economical word but also a pronounceable one that conforms to the phonological system of English. For this reason, an acronym may include the initial letter of grammar words included in its expanded form. The acronym ‘AFORMED’ that stands for ‘Alternating Failure Of Response, Mechanical, to Electrical Depolarization’ is an example here. For the same reason, some acronyms do not represent all the constituent words of the phrase. For instance, in the acronym ‘ESPRIT’ (European Strategic Program for Research and Development in Information Technology) the letter ‘D’ for the word ‘development’ is dropped. There are even cases where acronyms are based on “... larger chunks of the words they abbreviate.” (Stockwell& Minkova, 2009, p.16). Here, it can be referred to the acronym ‘Ecosoc’ (Economic and Social Council) where three letters are taken from the first word ‘economic’. Sometimes, the initial letters are even rearranged to create a pronounceable item like in ‘MISHAP’ (Missiles High-Speed Assembly Program).



Thus, it can be said that acronyms have not an exact method of formation in English. That is, no predictive rule is possible in acronyms creation. Bauer (1983, p.237) argues that “...the phrase from which the acronym is taken is treated with a certain amount of freedom to permit the acronym to arise.” This makes it difficult to agree upon the definition of an acronym. The Webster’s New World College Dictionary, for instance, defines the acronym as “a word formed from the first letters in a series of words.” Here, this definition ignores any type of acronyms that uses a word’s intermediate letters like in the previously mentioned acronym ‘ecosoc’. Hartley (2004, p.397) writes “the term abbreviation, initialism, and acronym have not been used consistently by scholars.” This idea was adopted before by Baum (1962, pp. 49-50) who states “ whatever specific value the term acronym may once have had is severely depreciated so long as blend words can be called acronyms...”

3.2.4. Acronyms vs. Initialisms

As mentioned before, acronyms are considered as a subtype of abbreviations. The latter include another subtype which is called initialisms. Acronyms are shortenings that can be either spelled with capital letters like in ‘UNICEF’ or lowercase letters like in ‘laser’. They are known by being pronounced as regular words since they are formed to conform the phonological patterns of English. Like acronyms, initialisms are made up by combining the letters of words in a phrase. These letters can appear in their upper case like in ‘USA’ or in their lowercase like in ‘p.m.’ Initialisms, however, are different from acronyms in that they are pronounced by naming each letter separately. For instance, the initialism ‘FBI’ (Federal Bureau of Investigation) is pronounced letter by letter and not as a word.

Therefore, the difference between acronyms and initialisms lies in the fact that the first are shortenings restricted to forms that ‘obey the phonotactic constraints of the language’ and are pronounced as any other word in the language, whereas the second are shortenings that ‘fail the phonological test’ since each letter is individually pronounced. (Katamba, 2005, p.183).

3.2.5 Acronyms vs. Backronyms

Another term from which an acronym should be differentiated in language is ‘backronym.’ As opposed to acronyms that are formed from the the initial components in a phrase, backronyms reinterpret regular words or acronyms by providing, usually, a new jocular expansion or full form (Fandrych, 2012), for example, ‘NATO’ (‘North Atlantic Treaty Organization’) was said to be an acronym for ‘No Action, Talk Only’ and the word ‘sad’ to be an acronym for ‘Singles’ Awareness Day’ which is used as an alternate name for “Valentine’s Day” among single people and it is used especially in the formulaic phrase: “Happy SAD day” (Vişan, 2013). So, backronyms are argued to be reverse acronyms since they do the opposite

by taking the letters of a word or a previous acronym and providing a sequence of words. Put differently, the words here are chosen to fit specific letters.

Some backronyms are humorous, for example, some car owners consider that ‘Ford’ (as a motor company) stands for ‘Fix it Or Repair Daily’ and that ‘TOYOTA’ stands for ‘Too Often Yankees Overprice This Auto.’ (Mattiello, 2013). Other backronyms, however, are folk etymology, for instance, ‘Posh’ does not stand for ‘Port Out, Starboard Home’, ‘Golf’ does not stand for ‘Gentlemen Only, Ladies Forbidden’ and ‘SOS’ does not stand for ‘Save Our Souls.’ In the last example, the Morse code distress signal is erroneously interpreted. (Shoba, 2014).[in the language of Morse code, the letter ‘S’ is three short dots and the letter ‘O’ is three longer dashes. Put them together and you have S.O.S]

3.2.6. The Use of Acronyms in Different Domains in English

The use of acronyms becomes a defining feature of the English language. The necessity of our new life and the rapid advance of science and technology that brings new complex terms everyday makes the practice of acronymy preferable. It is hard to use, for instance, the phrase ‘European Space Research & Technology Center’ every time by those working in the astronomical field; rather the acronym ‘ESTEC’ can carry the same meaning in just few letters.

Today, acronyms are argued to penetrate most subject fields in English. It becomes famous to use acronyms instead of their full forms in most contexts in English. The following are just few examples of domains where acronyms find their way and become used profusely:

3.2.6.1. Medicine

Medicine, for example, is a field of knowledge which is known to be in a constant and accelerated state of development. This influences the large number of acronyms used in this scientific field; each year acronyms pour into the medical lexicon to name the various medical

phenomena like diseases, chemical compounds, procedures, organizations, etc. The following sets of acronyms are just few instances of those used in the medical field:

The medical acronym	Its expanded form
AIDS	Acquired Immune Deficiency Syndrome
SIADH	Syndrome of Inappropriate Antidiuretic Hormone
SIDS	Sudden Infant Death Syndrome
CADASIL	Cerebral Autosomnal Dominant Arthropathy with Subcortical Infarcts and Leukoencephalopathy
ORIF	Open Reduction Internal Fixation
ACIOL	Anterior Chamber Intraocular Lens
ADAMHA	Alcohol, Drug Abuse and Mental Health Administration
ASCUS	A Typical Squamous Cells of Undetermined Significance
DAST	Drug Abuse Screaming Test
SARS	Severe Acute Respiratory Syndrome
ELISA	Enzyme-Linked Immunosorbent Assay
GALT	Gut-associated Lymphoid Tissue
GERD	Gastroesophageal Reflux Disease
HEENT	Head, Eyes, Ears, Nose, and Throat
PERRLA	Pupils Equal, Round, Reactive to Light and Accomodation

Table (09): Examples of Acronyms Used in the Medical Field

3.2.6.2. Computing

Computing is another prolific coiner of acronyms. Many computer terms are presented as acronyms that stand for multiple words. Understanding computing acronyms becomes a

necessity to use computers and computer programs. Some commonly used acronyms in the field of networking are listed in the following table:

The acronym	Its expanded form
CD-ROM	Compact Disk Read Only Memory
DOS	Disk Operating System
DRAM	Dynamic Random Access Memory
BIOS	Basic Input/ Output System
CAD	Computer-Aided Design
FLOPS	Floating Point Operations Per Second
ICANN	Internet Cooperation for Assigned Names and Numbers
IMAP	Internet Message Access Protocol
INTER NIC	Internet Network Information Center
NET BIOS	Network Basic Input/ Output System
SERP	Search Engine Results Page
WINS	Windows Internet Name Service

Table (10): Examples of Acronyms Used in the Computing Field

3.2.6.3. Astronomy

Astronomy is another field that is penetrated by acronyms. If one tries to read an astronomical article or magazine, he will be surprised by the frequent use of acronyms in this domain. Here is another list of the most common acronyms related to the mentioned field:

The astronomical acronym	Its expanded form
NASA	National Aeronautics and Space Administration
AIPS	Astronomical Image Processing System
ALEXIS	Array of Low Energy X-ray Imaging Sensors
RADAR	Radio Detection and Ranging
ALPO	Association of Lunar and Planetary Observers
COSTAR	Corrective Optics Space Telescope Axial Replacement
SAMPEX	Solar Anomalous and Magnetospheric Particle Explorer
SAREX	Space Amateur Radio Experiment
SPAN	Space Physics and Analysis Network
NORAD	NORth American aerospace Defence
NERVA	Nuclear Engine for Rocket Vehicle Application
SLAR	Side-Looking Airborne Radar

Table (11): Examples of Acronyms Used in the Astronomical Field

3.2.6.4. Organizations

Organizations in the world prefer to use acronyms like in the case of the The United Nation system. The latter most often employs acronyms for the sake of making its organitions memorable and easy for use. Some acronyms that characterize the ‘UN’ system are:

The UN acronym	Its expanded form
FAO	Food and Agricultural Organization
UNCTAD	United Nations Conference on Trade and Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
UNICEF	United Nations International Children’s Emergency Fund
UNIDO	United Nations Industrial Development Organization
IFAD	International Fund for Agriculture Development
GAT	The Committee Against Torture
UNICRI	United Nations Interregional Crime and justice Research Institute
ILO	International Labor Organization
UNITAR	United Nations Institute for Training and Research
CEDAW	The Committee on the Elimination of Discrimination Against Woman
UNDA	United Nations Disarmament Association
UNEP	United Nations Environment Program
CERD	The Committee on the Elimination of Racial Discrimination

Table (12): Examples of the UN System Acronyms

Acronyms can also represent sports organizations, some examples are:

The Sport Acronym	Its Expanded Form
FIFA	Fédération Internationale de Football Association
FISU	Fédération Internationale de Sport Universitaire.
IAAF	International Association of Athletic Federations

Table (13): Examples of Sports Organizations Acronyms

Other examples are from regional organizations, they are:

The Region	The Acronym	Its Expanded Form
Europe	CEFTA	Central European Free Trade Association.
	COMECON	Council for Mutual Economic Assistance.
America	NAFTA	North American Free Trade Area.
	SIECA	Secretariat for Central American Economic Integration.
Africa	ECOWAS	Economic Community of West African States.
	COMESA	Common Market for Eastern & Southern Africa.
	APPA	African Petroleum Producers' Association.
Asia	ASEAN	Association of South-East Asian Nations.
	SAARC	South Asian Association for Regional Cooperation.
	APEC	Asia-Pacific Economic Cooperation.
North Africa and Middle East	ASBU	Arab States Broadcasting Union.
	ISESCO	Islamic Educational, Scientific and Cultural Organization.
	OAPEC	Organization of Arab Petroleum Exporting Countries.

Table (14): Examples of Regional Organizations Acronyms

The use of acronyms in medicine, astronomy, computing, world organizations and other fields gives evidence that acronyms become an integral part of the lexicon of most domains in the English language. Many of these acronyms that were created in contexts of specializations find their way into everyday English. For example, the acronym 'Aids' that was created for medical purposes is now used and known by any ordinary user of the language.

3.2.7. The Use of Acronyms in Other Languages rather than English

3.2.7.1. French

The use of acronyms is not restricted to the English language; many languages, like French, resort to this strategy as a result of the rapid development in the modern life that places importance on being fast through using shortenings.

Kelemen (1996:53) argues that acronyms become the most famous linguistic phenomenon of recent French, he comments that “ (le) français contemporain reside dans sa tendance à abrégé une partie de son lexique, [entre autre] par voie de siglaison [...]”. (*The contemporary French tends to shorten a part of its lexicon, [among others] by means of abbreviations.*)

The era when acronyms started to become known and used in French goes back to the World War, Tournier, M and Yi-Chio (2011, p.26) claim that “... la Grande Guerre marque le moment où tout Français commence à acquérir compétence interprétative et desctérité manipulatrice dans l’utilisation des sigles.” (*The great war is the moment where every French begins to acquire interpretative competence and manipulative dexterity in using acronyms*). Since then, abbreviations and acronyms have known a proliferation in their use in French and today they are said to be omnipresent in that language.

According to Bankole (2006), most acronyms that are used in French have their counterparts in English. Sometimes the English and French acronym remain the same, sometimes it is only the order of letters that changes and in other cases the initial letters change but the meaning is the same.

Some acronyms remain the same in both English and French and this facilitates their use by both learners of these languages. Some examples are:

* **ECOSOC**: - ECOonomic and SOcial Council of the United Nations.

-Conseil Economique et Social des Nations Unies.

* **FAO** : - Food and Agriculture Organization of the United Nations.

-Organisation des Nations Unies pour l'Alimentation et l'Agriculture.

* **UNESCO** : - United Nations Educational, Scientific and Cultural Organization.

-Organization des Nations Unies pour l'Education, la Science et la Culture.

* **UNICRI** : - United Nations Intrregional Crime and Justice Research Institute.

-Institut Intrrégional de recherché des nations unies sur la criminalité et la justice.

* **UNITAR** : - United Nations Institute for Training And Research.

-Institut des Nations Unies pour les Services.

* **CIFAL** : - Centre Internationale de Formation des Acteurs Locaux.

-International Training Center for Local Actors.

* **UNICEF**: -United Nations Children's Fund.

-Fonds des Nation Unies pour l'Enfance.

As noticed above, the acronym is the same and the only thing that changes is the full form. When written for the first time or when it is not famous, the acronym is better accompanied by its full form in English or the translation of the English full form in French.

Other list of acronyms found in French and English have the same initial letters in both languages but in different order. For example, the English acronym 'NATO' and the French

acronym 'OTAN' have the same letters, yet the order is not the same. Other examples of this case are:

***AIDS**: - Acquired Immune Deficiency Syndrome.

SIDA: - Syndrome d'Immunodéficience Acquise.

***ONUDI**: - Organisation des Nations Unies pour le Développement Industriel.

UNIDO: - United Nations Industrial Development Organization.

***OMI**: - Organisation Maritime International.

IMO: - International Maritime Organization.

***PNUE**: - Programme des Nations Unies pour l'Environnement.

UNEP: - United Nations Environment Program.

***ONUB**: - Opération des Nations Unies au Burundi.

UNOB: - United Nations Operation in Burundi.

***CESAP**: - Commission Economique et Sociale des Nations Unies pour l'Asie et le Pacifique.

ESCAP: - Economic and Social Commission for Asia and the Pacific.

This case occurs due to the fact that the words that contain the full phrase of acronyms in both languages are the same; this happens because French and English are two related languages and so many true cognates exist in their vocabularies like in "organization" (E) and "organization" (F). However, these words are not put in the same order because of the variation in the word order that occurs in this case between French and English.

The examples above can show that either in French or in English, these acronyms retain their characteristic as being abbreviations pronounced as words. In other cases, however, changing the order of initial letters of the acronym from English into French, or vice versa,

causes the acronym to lose its characteristic as being pronounced as a word and become pronounced as an initialism, the following are examples here:

***PNUD**: - Programme des Nations Unies pour le Développement.

UNDP: - United Nations Development Program.

***FNUAP**: - Fonds des Nations Unies à la Population.

UNFPA: - United Nations Population Fund

***ITU**: - International Telecommunication Union.

UIT: - Union Internationale des télécommunications.

Some acronyms have the same meaning in French and English, yet the initial letters that constitute each acronym are not the same. The following exemplify the case

***Who**: - World Health Organization.

OMS: - Organisation Mondiale de la Santé.

***WIPO** : - World Intellectual Property Organization.

OMPI : - Organisation Mondiale de la Propriété Intellectuelle.

***PAM** : - Programme Alimentaire Mondiale.

WFP :- World Food Program.

***CNUCED** : - Conférence des Nations Unies sur le Commerce et le Développement.

UNCTAD : - United Nations Conference on Trade and Development.

***OIT**: - Organisation Internationale du Travail.

ILO:- International Labour Organization.

***CESAO**: - Commission Economique et Sociale des Nations Unies pour l'Asie Occidentale.

ESCWA : - Economic and Social Commission for Western Asia.

3.2.7.2. Arabic

According to Ibrahim (1989); acronyms, as a word formation strategy, are found in many languages but in different degrees. He (ibid, p.42) comments that “ Il ya certes des sigles dans pratiquement toutes les langues à alphabet, mais leur prolifération est très inégale d’une langue à l’autre.” (There are certainly acronyms in almost every language with alphabets, but their proliferation is very unequal from one language to another.)

As seen before, acronyms can be found quite frequently in English and French, but the question is whether acronyms are used profusely in Arabic as they do in English and French.

In Arabic, the acronym is called ‘المختزل النحتي’ or ‘النحت الاستهلاكي’. Throughout its history, Arabic does not show a tendency to create acronyms. Because of this, the examples of acronyms used in Arabic are few. Some instances are shown in the following table:

النحت الاستهلاكي	الجملة المستنبط منها
حشد	حزب الشعب الديمقراطي الأردني
واف	وكالة الانباء الفلسطينية
واس	وكالة الانباء السعودية
راما	رابطة المرأة الأردنية
اوج	وكالة الانباء الجماهيرية
جند	الجمعية الوطنية للحرية و النهج الديمقراطي

Table (15) : Examples of Acronyms Used in the Arabic Language

According to Roman (2005), acronyms are not productive units in the Arabic language. In other words, Arabic does not rely on acronyms as a strategy to create new lexical units to enrich its vocabulary. Affeish (2010, p.159) argues that “ ... ni la structure morphologique arabe basée sur croisement “racine-schème”, ni l’écriture arabe qui ne dispose pas de

majuscules ne concourent à répandre sigles et acronymes.” (... *neither the Arabic morphological structure based on “ root-scheme”, nor the Arabic script which does not have capital letters help spread the initialisms and acronyms*). So, it can be said that they are the linguistic characteristics of Arabic that limits the creation and the use of acronyms in that language (Lambert, 2013).

Klein (2006) insists that the Arabic language allows the use of acronyms that are perfectly intelligible for Arabophones, but it excludes the resort to them as a neological process since they are not part of its lexical dynamics. In this regard, Arabic is different from English and French since the latter have spared no effort to create acronyms.

Some Arabic examples, however, can show an orientation towards the resort to acronyms by Arabic speakers. Odeh and Rabadi (2011), give the example of the Palestinian acronym ‘FATAH’ (فتح حركة التحرر الفلسطينية) that was used during the first intifada in 1987 and then became more famous during the second one in 2000. This acronym is constructed conversely so that it gives a preferable meaning since ‘فتح’ means to ‘set free’ and ‘حتف’ means ‘death’. The Palestinian revolution was a source of another Arabic acronym known as ‘HAMAS’ or ‘حماس’ in Arabic that was created from the full Arabic expansion (حركة المقاومة الإسلامية).

The acronym ‘DAICH’ or ‘داعش’ which presents the full Arabic form (الدولة الإسلامية في العراق و الشام) is another example of Arabic acronyms that is created very recently during the war in Syria. This acronym represents a group of fighters who fight in Syria and Iraq. It becomes famous to hear this acronym during news reports or to read it in a newspaper, yet in most cases it is accompanied by its full form since it is a new acronym like shown in the example below taken from an official Algerian newspaper (el khabar: 18 aout 2014) under the title:

داعش يحاول اختراق الجزائر

يتزايد قلق السلطات العسكرية والأمنية من خطر اختراق عناصر من تنظيم الدولة الإسلامية في العراق والشام "داعش" الأراضي الجزائرية عبر الحدود الليبية. ويتزامن ذلك مع تداول أخبار عن عودة مقاتلين في صفوف "داعش" ينحدرون من منطقة المغرب العربي، إلى بلدانهم الأصلية، في إطار إستراتيجية توسيع دولة "الخلافة" التي أعلن عنها التنظيم بزرع خلايا تابعة له في المنطقة. -

ISIS is trying to penetrate Algeria

Military and Security authorities are increasingly concerned about the infiltration of the Islamic State in Iraq and Syria "ISIS" the Algerian territory across the Libyan border. This coincides with reports of the return of "ISIS" fighters from the Maghreb to their countries of origin as part of the strategy of expanding the Calphate State, which was announced by the organization to plant its cells in the region.

One, however, can argue that this acronym starts to find its place because of media and frequency of use. As a result, this acronym is recently noticed to be used without its full form like revealed in the example below taken from the newspaper (el khabar: 31 october2016) under the title:

جماعة المرابطون تباع تنظيم "داعش"

أعلنت جماعة "المرابطون" إحدى فروع تنظيم القاعدة في بلاد المغرب العربي والناشطة في شمال مالي بزعامة الجزائري مختار بلمختار مبايعتها لتنظيم "داعش".

ونشرت وكالة أعماق التابعة لتنظيم "داعش" شريط فيديو ظهر فيه القيادس في جماعة المرابطون الجزائري عدنان أبو الوليد !الصحراوي يتلو فيه بيان البيعة.

وقد تشكلت جماعة المرابطون سنة 2013 بعد اندماج جماعتي التوحيد والجهاد وكتيبة الملمثمين في غرب إفريقيا.

Al-moravids Group has pledged allegiance to ISIS

Al-moravids group, an affiliate of al-Quaida Organization in the Maghreb and active in Northern Mali led by Algerian Mokhtar Belmokhtar, has pledged allegiance to ISIS.

The Aamaq agency of the Islamic State Organization (ISIS) published a video showing the leaders of the Algerian Al-moravids group, Adnan Abou el Walid, reading a statement of allegiance.

The Almoravids were formed in 2013 after the integration of the Tawhid and Jihad and the masked Brigades in West Africa.

Although the examples mentioned above, Arabic is said to be far from being a language that encourages the use and creation of acronyms. This fact, however, cannot persist since the new technology and the new creation require the use of acronyms for the purpose of conciseness. In this case, any language needs to create acronyms or, if not, to borrow them from other languages. Arabic is not an exception here. In order to keep pace with the continuous development in medicine, economy, technology, etc. Arabic borrows numerous acronyms from other languages, especially French and English.

It is worth noting here that Arabic countries are divided into Francophones and Anglophones. So, countries using English as a second language borrows English acronyms and those using French as a second language borrows French acronyms. For instance, while Algerians use the term 'Sida', Egyptians use 'Aids'.

- **Algerian Dialect**

Contrary to the Arabic language that does not show a proliferation in the use of acronyms; Algerian Dialect, which is a variant of Arabic, use many of them, especially those related to the naming of organizations.

Most acronyms that are used in the Algerian Dialect presents organizations whose full name is, mostly, in French. French in Algeria is considered as the first foreign language of the country. It is said to be the linguistic inheritance of Algeria from the colonial period that lasts from 1830 to 1962. Because of this, French is present in the sphere of everyday life of Algerians and the domain of acronyms is no exception here. The following list depicts some acronyms that are commonly used in the Algerian associations and agencies:

***ENIEM**: Entreprise Nationale des Industriels de l'électroménager.

***SEACO** : Société de l'Eau et de l'assainissement de Constantine.

***PIMA** : Produit Industriel Metallique Algerie

***ENIE** : Entreprise Nationale des Industries Électronique

***ANSEJ** : Agence Nationale de Soutien a l'Emploi des Jeunes

***CNAC** : Caisse Nationale d'assurance Chomage.

***CNES** : Conseil National Économique et Sociale.

***SONATRACH** : Société Nationale pour la Recherche, la Production, le Transport, la Transformation, et la Commercialisation des Hydrocarbures.

***SONIPEC** : Société Nationale des Industries Peaux et Cuir.

***BADR** : Banque de l'Agriculture et du Développement Rurale.

***SONITEXT** : Société Nationale des Industries Textiles.

***UNEP** : Union Nationale des Entrepreneurs Publics.

***CNEP** : Caisse Nationale d'épargne et de Prévoyance.

***ANEM** : Agence Nationale d'emploi.

***SARL** : Société à Responsable Limités.

***FAF** : Fédération Algérienne de Football.

***SONACOM** : Société Nationale de Construction Mécanique.

***OARC** : Organisation des Avocats Région de Constantine.

***COJAAL** : Consortium Japonais pour l'autoroute Algérienne.

***CNAS** : Caisse Nationale d'assurance Sociale.

***CASNOS** : La Caisse des Assurances Sociales de non Salariés.

***SAFEX** : La Société Algérienne des Foires et Exportation.

3.2.8. Functions of Acronyms

If acronyms today penetrate most of the everyday domains and are becoming used profusely in English and many other languages like French, it is because of their communicative attraction and easeness in use (Lambert, 2013). They constitute according to Agron (1990, p.162) “ un moyen très commode, et un peu paresseux, d'abrégé des mots trop longs ou des suites encombrantes de mots.” (*A very convenient and lazy way to shorten words that are too long or sequences of words that are cumbersome*). Acronyms are also created in language for the sake of economy, Géhénot (1975) and Bertrand (1955) refer to the function of acronyms and the reason behind their creation. The first notes that the existence of acronyms is due to three factors: lack of time, lack of space and the profusion of organizations. Similarly, the second declares that acronyms are created for the purpose of gaining time and space while writing. So, for these authors, it is the linguistic economy that principally motivates the formation and the resort to acronyms (Kelemen, 1996). Bacot et al. (2011, p.05) write “ Sigler

[...] se révèle plus ou moins aisé et répond à une stratégie d'économie et parfois d'occultation, mais aussi à un objectif de communication ...'' (Abbreviating *is more or less easy and responds to a strategy of economy and sometimes of occultation, but also used for the purpose of communication...*).

In this case, searching for gaining time and space is of great importance in creating acronyms and so the function here is called the abbreviative function of acronyms (Lambert, 2013).

The abbreviative function mentioned above is named by Percebois (2001) as the 'Lapidary Denominative Function'; lapidary in reference to the abbreviative inscriptions done on stones by the Romans like the abbreviation 'SPQR' (Senatus Populusque Romanum) and denominative in reference to the primary function of acronyms which is naming the concepts of the world. (Lambert, 2013).

The 'lapidary denominative function', or 'LDF' in short, is divided by Percebois (2001) into three types. The first one is called 'LDF vehicular' and it is used in order to make obscure concepts within the reach of all language users. Put differently, it attempts to open the communication channel to the greatest possible number of speakers (Lambert, 2013). Percebois (2001) insists that the 'LDF' function assumes vehicular especially in the technical domains where the vocabulary is generally analytic and descriptive and the denominations are extremely long and so the process of acronymy is very productive. Contrary to the 'FDL vehicular' we find the 'LDF gregarious' through which the communicative channel is reduced to the minimum number of speakers (ibid), Percebois (2001, p.632) compare this to a "procédé de cryptage lié à la préservation de la confidentialité ou du secret." (*process of encryption which is related to the preservation of the confidentiality or secrecy*). Kelemen (1996), on his part, treats this second function and sees that the 'LDF gregarious' is a result of a sociolinguistic

phenomenon where a particular jargon is created by speakers who belong to a particular professional, social or cultural group. The third type of function that was proposed by Percebois (2001) is called 'LDF euphemistic'. In this case, the speaker prefers to use an acronym instead of its full phrase in order to avoid an expression considered inappropriate or offensive. Percebois (2001, p.634) argues that the use of an abbreviation in its euphemistic function or aspect " vise à protéger autrui et à se protéger en minorant en quelque sorte la gravité ou l'intensité des faits." (*aims to protect others and protect itself by diminishing the severity or intensity of the facts*). He gives the example of the abbreviation 'PVD' that hides the source 'Pays en Voie de Développement', which is considered as offensive by some people.

However, not all acronyms are created as a result of the abbreviative function. Bertrand (1955, p.80) asks " si le choix et l'ordre des mots servant à désigner une institution ne [servaient] pas parfois commandés par le souci de lui donner une appellation facile à retenir, populaire, pratique." (*if the choice and order of the words used to designate an institution were not sometimes ordered by the concern to give it a name easy to remember, popular and practical*). Clas (1980) goes further and claims that in order to make the acronym attractive and easy to remember we, sometimes, create the acronym before its source so that it sounds like another existing word in the language. He gives the example of the acronym 'STOP' (Society to Overcome Pollution) which is a homonym of the existing word 'stop' that exists in English. Here, the acronym 'STOP' is created purposely in order to have the same impact as the word 'stop' that means 'to cease from doing something'. Clas (1990, p.151) writes "... fabrication acronymique peut être recherchée pour produire un acronyme qui se confond avec une entité existante déjà dans la langue et dont le sémantisme est appelé à renforcer l' "activité" de l'organisme ainsi dénommé." (... *Acronymic creation can be sought to produce an acronym that merges with an already existing word in the language and whose semantics serves to enhance the activity of the named organism*).

In the case of ‘STOP’, the name of the acronym will inevitably play an important role in the success of the project of that society. Géhénot (1975, p. 291), for instance, considers acronyms as a key factor in the success of any project or activity where efficiency depends on the appeal exerted on the public imagination. For him, acronyms are formed in a way that enables the transmission of a certain kind of impression for a certain goal.

This can prove that not all acronyms are created in order to gain time and space, sometimes other factors influence their creation.

3.2.9. The Life of Acronyms

3.2.9.1. The Change of the Acronym

An acronym which is formed by morphological reduction in language can be modified or replaced for many reasons. Forgue and Mc David (1972, p.156) writes “ la longévité d’un néologisme est imprevisible, mais liée au besoin du terme à la durée du référent, à sa dissémination, à la défaite des termes concurrentiels, et à la richesse du réseau d’association qui l’enserme.” (*The longevity of a neologism is unpredictable, but linked to the need for the term, to its dissimination, to the defeat of the competitive terms and to the richness of the association which encloses it*).

According to Percebois (2001), an acronym can be replaced by another one when the full expansion is modified. Here, the signifier is modified to mean the same thing as the signified. For example, the acronym ‘GATT’ was replaced by another one in language which is ‘WTO’. In this case, ‘GATT’, ‘General Agreement on Tariffs and Trade’, and ‘WTO’, ‘World Trade Organization’, are considered as two different entities since ‘GATT’ refers to an agreement whereas ‘WTO’ refers to an institution.

3.2.9.2. Modification of the Acronym Expanded Form

In language, some acronyms remain unchangeable although the full forms from which they were created change. Nkwenti-Sager (1990, p.100) argues that “Certaines abbreviations manifestent une plus grande stabilité que leurs développements ; elles acquièrent une existence propre.” (*Some abbreviations show greater stability than their developments, they acquire an existence of their own*). For example, the acronym ‘LIFFE’, ‘London International Financial Futures Exchange’, was created in 1982 to refer to the market of financial instruments. After its fusion with the London Trade Option Market (LTOM) in 1992, the expanded form of the acronym becomes ‘London International Financial Futures and Options Exchange’; a market of financial instruments and London options (Percebois, 2001).

Although the full form of ‘LIFFE’ was changed to involve new technical elements which are ‘options’, the acronym remains the same in language; it does not change into ‘LIFFOE’.

3.3. The Lexical Evolution of Acronyms in English

Apart from their definition, their formation, their function, the difference between them and initialism, etc., many aspects about acronyms still need investigation. The shift, in the case of acronyms, from a nominal group into a single word creates a subject of interest for many language researchers. Facing acronyms such as ‘radar’ and ‘laser’ in language leads to ask the following questions: what is the relation between the acronym and its source? Is it necessary for a language user to know the source of the acronym in order to get access into its meaning? Is the full phrase always helpful in getting the meaning of the acronym? And how can an acronym pass from being a sequence of letters into a normal word established in the lexicon of a language?

To deal with this issue from a theoretical point of view, let's first refer to the motivation of acronyms, the relation between the acronym and its source, the semiotic of the acronym and then to move towards the demotivation and the lexicalization of acronyms in English.

3.3.1. Motivation of Acronyms

Motivation is often considered as an equivalent to the term transparency in English (Fischer, 1998); it depends on the simplicity of analyzing the constituents of the complex word and the transparency of their meanings (De Saussure, 1973). So, if one knows that the prefix 're-' means 'again', he will know that the verb 'rewrite' means 'to write again'.

Motivation can be applied to any type of word formation processes. An acronym, our main concern in this thesis, is said to be motivated if the source phrase from which it was derived and the meaning behind each letter is more easily retrievable for language users.

Ullmann (1962) distinguishes three types of motivation: the first one is called 'phonetic motivation'. It is applied to onomatopoeic words such as 'meow' (the sound made by a cat) which is considered as phonologically motivated since the relation between the form and the meaning of the word is causal. The second type is called 'morphological motivation'. The latter occurs if one can deduce the meaning of a word (e.g. acronym) from the meaning of its constituents. The third type of motivation is called 'semantic motivation'. This applies in cases of semantic transfer by metaphor or metonymy. Acronyms, for instance, can semantically be motivated if they are created through homonymy with existing lexemes like in 'HELP' (Haulage Emergency Link Protective).

Ungerer (1991b) identifies another subtype of motivation which he calls 'graphic motivation'. The latter concerns written discourse where for instance capital letters in acronyms (UNESCO) or hyphen in blends (sit-com) serve comprehension.

3.3.2. The Relation between the Acronym and its Source

It has been shown that acronyms are created from the initial letters of a phrase. So, it can be said that any acronym has a particular relation with its source. In this case, the forms of the source constitute an abbreviative motivation for the acronym (Lambert, 2013). For example, the source ‘Food and Agricultural Organization’ forms an abbreviative motivation for the acronym ‘FAO’.

The relation between the acronym and its source becomes a subject of interest for many authors. Kocourek (1991), for example, considers acronyms and their sources as synonyms. For him, the acronym and its full form have the same signification and that the acronym just represents its full phrase in a new form.

However, absolute synonymy does not exist in language. Bréal (1987) argues that synonyms do not exist together for a long time, either they differentiate, or one of them disappears. Combon (2012a: 330) notes that « ... dans l’absolu, les synonymes ne sont pas possibles. Étant toujours le produit d’actes énonciatifs distincts, les occurrences de mots dit “synonymes” ne co-“signifient” jamais complètement “une même chose” » (*In the absolute, synonyms are not possible. Being always the product of distinct enunciative acts, the occurrences of words said ‘synonyms’ does never completely signify the same thing*). So, for Combon (ibid), synonyms cannot be used one for another since they have different, even if only slightly, significations. For example, the acronym ‘DEL’ and its expanded form ‘Diode Eletroluminescente’ (or Light-Emitting Diode – LED in English) share the same sense in many contexts. However, in a situation where we refer transparently to the concepts of Diode, Electricity and Luminescence the acronym ‘DEL’ (that means the source of light made of semiconductor) is not appropriate though its expanded form does (Lambert, 2013).

This leads to argue that the source is not always helpful in getting the meaning of the acronym since they cannot be always considered as semantic equivalents (Ibid.).

3.3.3. The Semiotic Representation of Acronyms

The signification of the acronym and the relation between the acronym and its source was also a field of enquiry for Afeish (2010). Though this author does not use the term synonym, he (ibid) considers the signification of the acronym and its source as similar and that the signification of the acronym depends on that of the full form.

In order to show the semantic relation between the acronym and its source, Afeish (2010) represents the following chart:

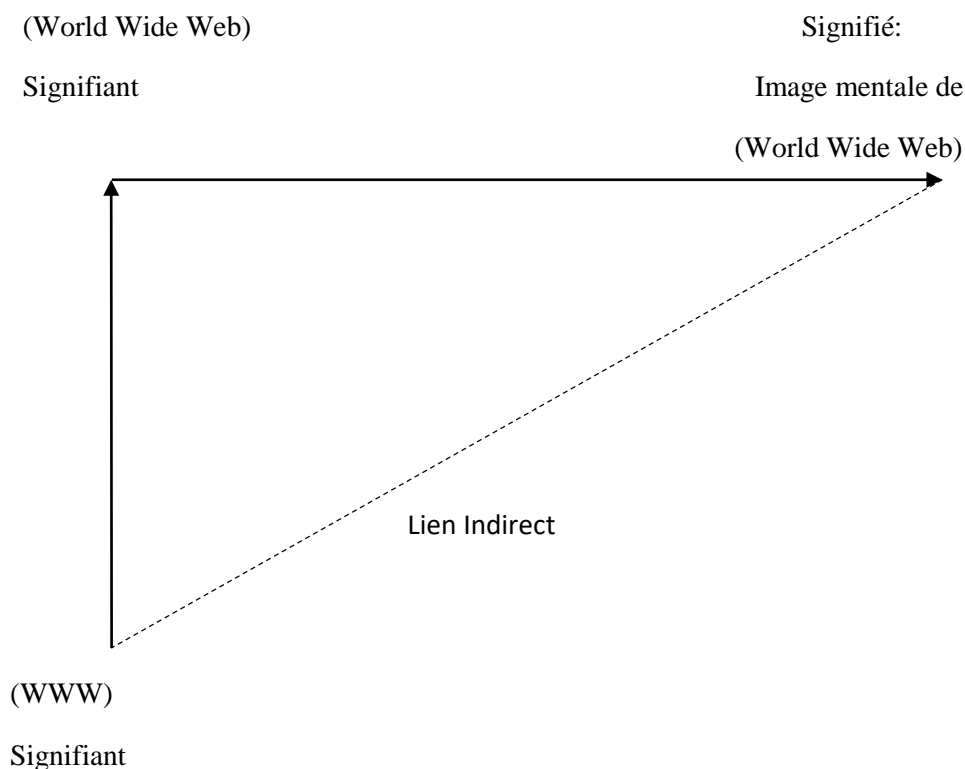


Figure (01): The Semiotic Representation of the Acronym According to Afeish (2010).

As noticed from the above figure, the signified of the acronym is not directly related to a signifier. According to Afeish (2010), the signification of the acronym must pass through

the intermediary of its source. This causes the acronym to lack the property of being a linguistic sign.

However, knowing the source is not a necessary step to know the meaning of the acronym. The latter can be argued to be a kind of an independent morpheme that identifies the denotate. Schröder (1985) notes that it is not important to know the full form in order to understand the meaning of the acronym. A similar view was adopted by Kobler-Trill (1994) who insists that if the recipient knows the meaning of the shortened word, he/she can connect it with the denotate without needing to resort to the full form. Speaking from experience, Algerian people know what the borrowed acronym 'NASA' means although its source is in English; a language that many Algerians ignore. Another example here concerns the borrowed acronym 'radar'. This acronym is borrowed from English into Arabic and is used and understood by the Algerians who surely ignore what its expanded form is.

So, borrowing acronyms from the foreign language and using them in the target language without translating the acronym and without providing its expanded form is an indication that acronyms gain a meaning and a status in language which enable them to be understood regardless of their sources. This happens because some acronyms are used around the world and become well-known in all of the global languages (Hijazi, 2000). Klein (2006, p.683) argues that people can use acronyms, especially famous ones, without needing to resort to their full forms, he (ibid.) writes “ des signes ou acronymes très vivants comme sida, RMI, ZEP (zone d'éducation prioritaire), etc., peuvent être utilisés par des usagers n'en connaissant que le signifié global, tout en étant incapables d'en restituer la motivation interne.” (*Very famous signs and acronyms as AIDS, MRI, ZPE (zone of prior education), etc., can be used by users who only know the global meaning while being unable to get the internal motivation*).

3.3.4. Demotivation and Autonomization of Acronyms in English

After the creation of acronyms from their full forms, two possibilities occur. Either the full form continues to be used in the standard language and the acronym remains limited to persons of a special group or the acronym becomes the form to be used in the standard language and the full form gets obsolete and disappears. In the last case, the shortened form -acronym- is said to gain an independent semantic status and to become demotivated in language. Demotivation or 'loss of motivation' has to do with the fact that acronyms lose their characteristics as being a type of shortenings which have a relation with their sources. Put differently, the acronyms are no longer perceived as such and if so language users ignore what each letter of these acronyms denotes (Fandrych, 2012). In this context, acronyms are argued to become associated in the minds of speakers with a meaning.

Demotivation can occur on many levels. In this research about acronyms, the concentration will be on the morphological, semantic and graphic demotivation.

- **Morphological demotivation:** acronyms can be argued to be morphologically demotivated in English if they lack transparency and language users lack the ability to associate them with their original base forms; the association in this case is between acronyms and their meanings. (Fischer, 1998).
- **Semantic Change:** the acronym can be claimed to be semantically demotivated if it develops a meaning different, even if slightly, from its source. For instance, the full phrase can refer to a neutral connotation whereas the acronym from which it is derived can develop a negative or a positive connotation. Semantic change may also be shown at the level of the denotative meaning. In this case, the full phrase remains the same, yet the acronym shows a widening or a narrowing of meaning.

- **Graphic demotivation:** the acronym is said to be graphically demotivated if it becomes written in its lowercase form in language (Fischer, 1998). Writing an acronym like any ordinary word and pronouncing it orthoepically diminishes transparency and leads to a complete loss of motivation, i.e. loss of awareness of the expanded form. Percebois (2001, p. 629) writes “ la démotivation est la disparition, généralement progressive, de la motivation d’un mot, du fait de l’évolution graphique et phonétique (Tournier, 1991 : 135) ; c’est, en l’occurrence, le passage d’une formation syntaxique composée à un sigle épelé ou lu comme un mot.” (*Demotivation is generally the progressive disappearance of the motivation of a word, because of the graphic and phonetic evolution (Tournier, 1991: 135); it is, in this case, the passage from a complex syntactic formation into an acronym spelt or read as a word*).

3.3.5. The Lexicalization of Acronyms in English

The process through which an acronym passes from being a sequence of letters into a word in its own right established in the vocabulary of a given language is called lexicalization. Lipka (1992, 2002a) argues that lexicalization is a process of a diachronic change through which a combination of words is reduced into a single word. So, a notion that was previously expressed by a sequence of words is developed to be represented by only one word; he writes:

[Lexicalization is] the process by which complex lexemes tend to become a single unit with a specific content, through frequent use. In this process, they lose their nature as a syntagma, or combination [of smaller units], to a greater or lesser extent. (Lipka, 1992, p. 107).

Quirk et al. (1985, p.1525f.) restrict lexicalization to words formed by word formation processes, they see it as the process through which a new word is created to denote a thing that was before described through a sentence or a paraphrase. For them, this process is useful because words can be more easily used as elements of sentences, in addition the use of words

is more economical since they are shorter than their corresponding full forms. Brinton and Traugott (2005, p.144) defines lexicalization as:

... the change whereby in certain linguistic contexts speakers use a syntactic construction or word formation as a new contentful form with formal and semantic properties that are not completely derivable or predictable from the constituents of the constructions or the word formation pattern. Over time there may be further loss of internal constituency and the item may become more lexical.

Here, lexicalization is seen as a process of fusion since it results in a decrease in compositionality. Brinton and Traugott (2005, p.54) writes ‘Lexicalization as fusion involves a complex structure becoming simpler, with or without (considerable) semantic change. Examples of such, structural simplification are the development from syntagm to lexeme,...’

Lexicalization of acronyms in English is argued to be due to many processes. In this context; morphological demotivation, semantic demotivation and graphic demotivation are of great importance.

3.3.5.1. Lexicalization as a Result of Acronyms Morphological Demotivation

In the case of acronyms, lexicalization is achieved when the acronym becomes a single one-word-unit with a specific content. That is, when the relation between the acronym and its meaning becomes stronger than the relation between the acronym and its source. Percebois (2001, p. 461) writes “la lexicalization marque la coupure sémantique entre le sigle et sa source.” (*The lexicalization marks the semantic break between the acronym and its source*). In this context, the acronym is claimed to gain a semantic independence of its full phrase. The subject of acronyms morphological demotivation in language has been an issue of concern to many authors. Lipka (1992), for instance, argues that acronyms are usually opaque with regard to their internal morphological structure. If they are read as a single word instead of being spelled by letters, this furthers the ‘unification’ and the loss of morphological motivation.

Calvet (1980), on his part, claims that the meaning of the acronym starts as being dependent on the meaning of its source, but with the passage of time the acronym is said to gain its status and to become autonomous in language. He (ibid, p.78) writes “ Le sigle prend peu à peu valeur de signe [et que] la siglaison génère des formes qui peuvent prendre leur autonomie et passer, dans le processus sémiotique, de toute référence à leur source.” (*The acronym gradually becomes a sign and the process of acronymy generates forms that can take their autonomy and become independent, in the semiotic process, of any reference to their source*). Here, lexicalization is seen as the change from a complex phrase to a monomorphemic word stored as a whole entity in the lexicon of language. Ibrahim (1989, p.44) goes the same way as Calvet (1980) and insists that “ la forme réduite acquiert le plus souvent une autonomie et une complexité par rapport a la forme dont elle est issue qui relève plus du néologisme que de la variante strictement économique.” (*The short form mostly acquires an autonomy and a complexity in relation to the form from which it is derived, it is more a neologism than a strictly economic variant*).

Sometimes, the loss of motivation and the high degree of acronyms’ morphological lexicalization are manifested in examples such as **PIN** (Personal Identification Number) **number** and **ATM** (Automatic Teller Machine) **machine** where the last constituents of the acronym is repeated as head of the compound, like in ‘I sometimes forget my PIN number when I go to the ATM machine.’ (Yule, 2006, p.57). In this context, language users seem not to be aware of the acronomic origins of these elements as a result of their demotivation in language. Fandrych (2008a, p. 110) claims that

This loss of primary motivation through the severed link between the full form and the acronym is evident in compounds such as PIN (‘personal identification number’) number and PESP (‘Pre-Entry Science Programme’) programme. The pleonastic repetition of one element of the acronym as head of the new compound is a clear indication that speakers are not aware of the underlying phrase which formed the basis of the acronym.

So, lexicalization can be seen, here, as a process by means of which formed words that were previously analyzable morphologically are rendered opaque. Opacity is seen by Fernández-Dominguez (2010, p. 201) as “One typical attribute of lexicalized words..., and occurs when lexicalization has applied to intensely that it is impossible to distinguish which elements originally constituted the original formation.” In this case, the meaning of the lexicalized words is not inferred or ‘recoverable from the form’ (Quirk et al, 1985, p.1526). Rather, it becomes specialized so that our words gain their independence and their own properties that “have to be specified individually in the dictionary rather than being consistent with the grammatical rules of word-formation.” (Huddelston& Pullum, 2002, p.1629). This happens to many of the acronyms that now find their way into English dictionaries as independent word units associated to a meaning.

Entering a dictionary and having a specialized meaning stand as a strong evidence that an acronym has become morphologically lexicalized as a fully-fledged lexical item in language. Checking the Oxford dictionary, one can notice that most acronyms are treated as any other regular word in language; the word class is given, the phonetics transcription is provided (the pronunciation of each head word is given), the spelling variants are presented (e.g. AIDS Vs. Aids) and the meaning is explained.

As a matter of fact, some acronyms still retain the relation with their full forms even to a small extent. The following are examples from the Oxford Dictionary of acronyms defined by giving both the full form and the general meaning of the acronym:

- **AIDS** (BrE usually **Aids**) /eidz/ noun [U] the abbreviation for ‘Acquired Immune Deficiency Syndrome’ (an illness which attacks the body’s ability to resist infection and which usually causes death): **AIDS research / education/ victims**

- **UNICEF** /ju:nsef/ abbr. United Nations Children's Fund (an organization within the United Nations that helps to take care of the health and education of children all over the world)
- **NATO** (also **Nato**) /neitəʊ; NAmE -toʊ/ abbr. North Atlantic treaty Organization. NATO is an organization to which many European countries and the US and Canada belong. They agree to give each other military help if necessary.

However, it was found that many acronyms are defined only by their general meanings in Oxford Dictionary; there were no reference to their full expansions. Moreover, they were referred to as nouns (word class) and not as abbreviations. Not surprisingly, these acronyms are now heavily lexicalized in English. Excerpts from Oxford dictionary for some of these acronyms are:

- **Laser** /leizə(r)/ noun a device that makes a very strong line of controlled light (= with rays that are parallel and of the same wavelength)
- **Scuba-diving** /scu:ːbə daɪvɪŋ/ (also **scuba**) noun [U] the sport or activity of swimming underwater using special breathing equipment consisting of a container of air which you carry on your back and a tube through which you breathe the air
- **Radar** /reɪdɑ(r)/ noun [U] a system that uses radio waves to find the position and movement of objects ; for example planes and ships, when they cannot be seen

Note that 'laser' is an acronym for 'Light Amplification by Stimulated Emission of Radiation', 'radar' is an acronym for 'Radio Detection and Ranging' and 'scuba' is an acronym for 'Self-contained Underwater Breathing Apparatus'.

3.3.5.2. Lexicalization as a Result of Acronyms Semantic Change

The process of lexicalization as fusion may also result from semantic change. Sometimes, the sense tie between the acronym and its form is strongly lost to the point that the acronym acquires a negative or positive connotation while its phrase remains neutral (Lyons, 1977). For example, the base phrase of ‘NATO’ has a neutral connotation since it only refers to ‘North Atlantic Treaty Organization’ ; however, the acronym ‘NATO’ has a negative connotation for some nations as it refers to the interference of this organization in wars like those of Iraq and Libya where many civilians were killed. Another useful example here concerns the acronym ‘dinky’ (‘married couple with [double income but no kids yet]’) where the meaning of the acronym includes the meaning of the larger phrase than the source one (Huddleston& Pullum, 2002).

Kelemen (1996) argues that creating an abbreviation (acronym or initialism) does not only mean creating a new form but also creating a fully-fledged linguistic sign. He gives the example of the abbreviation ‘HLM’ (Habitation a Loyer Modern) or [Rent-Controlled Housing (in English)] where the signification has been evolved independently from its source ‘large building built by a community and allocated to households with small income’ To ‘any modern building with cheap apartment.’(Lambert, 2013). In this case, the acronym is said to undergo a semantic change and to reach a high degree of autonomy.

3.3.5.3. Lexicalization as a Result of Acronyms Graphic Demotivation

An interesting angle concerning the lexicalization of acronyms is also put forth by Gaudin (1971) who sees that this process can be achieved if the acronym becomes written in a lowercase form. Only in this case, the acronym can be considered as a true word, he (ibid, p.313) writes “ [les acronymes (sigle)] peuvent être traités comme des mots véritable lorsqu’ils sont écrits en miniscule.” (*Acronyms can be treated as true words when they are written in their*

lowercase form). For him, 'DEL' (Diode Electroluminescente) is an abbreviation but 'del' is a true word. The same idea was adopted by Agron (1990) who argues that an acronym starts by being written in capitals separated by dots, then these dots will be disappeared and capitals will be transformed into minuscules and the acronym becomes a true word like in the case of laser: L.A.S.E.R → LASER → laser. In this case, transparency is diminished and the acronym is argued to lose its primary motivation since the source phrase is no longer retrievable for language users.

The passage of an acronym from being a set of letters to a word was also treated by Géhénat (1975). He argues that the acronym becomes a true word if it is used by people frequently, enters the common usage of a speech community and becomes integrated in+98 dictionaries. For Géhénat, the graphic evolution from being 'United Nation Educational, Scientific and Cultural Organization' into 'U.N.E.S.C.O', then 'UNESCO' and ultimately into 'unesco' is considered as a case of advanced lexicalization of an acronym. Katamba (2005, p.183) writes:

Usually, to begin with acronyms are spelt with capital letters ..., when people are conscious of their special status. But, with the passage of time, some commonly used acronyms end up being transmogrified into simple root morphemes and are treated as common or garden words. Then they tend to be spelt like any other word. This is happening to NATO (North Atlantic Treaty Organization) which is now sometimes spelt as *Nato*. Farther down the road is AIDS, which is very frequently written as *Aids*. Indeed, many people do not know that *Aids* is an abbreviation of 'Acquired Immune Deficiency Syndrome.

Rodriguez Gonzalez (1993a) goes further when he says that the acronym passes through steps in order to be lexicalized; these steps contain written and oral evolution of the acronym. Tournier, J. (1985, p.298) writes :

On désigne alors sous le terme acronymes les cas où la représentation graphique correspond à un modèle morpho-phonique et est lue comme un mot. Lorsqu'à l'intégration phonique s'ajoute l'intégration graphique, c'est-à-dire l'emploi des lettres minuscules, l'acronyme est alors assimilé dans la langue en tant que mot à part entière.

We then designate under the word acronyms the cases where the graphic representation corresponds to a morpho-phonetic model and is read as a word. When the graphic integration is added to the phonetic integration, that is to say the use of the lowercase form, the acronym is then assimilated in the language as a word on its own.

Lambert (2013, p.40) presents the following table, based on the work of Rodriguez Gonzalez (1993a), to explain the steps through which an acronym evolves in English:

Source			
<i>Télévision</i> <i>Organisation des Nations Unies</i>		[televizj7] [Organizasj7denasj7zyni]	
Abréviation Prononciation semblable à celle de la source			
<i>T.V.</i> <i>O.N.U.</i>		[televizj7] [Organizasj7denasj7zyni]	
Passage à une prononciation alphabétique			
<i>T.V.</i> <i>O.N.U.</i>		[teve] [oɛny]	
Sigle Prononciation alphabétique		Acronyme Prononciation syllabique	
<i>TV</i> <i>Tévé</i>	[teve]	<i>O.N.U.</i> <i>ONU</i> <i>Onu</i>	[ony]

Table (16): Steps of Acronyms Lexicalization (based on Rodriguez 1993a)

For Gonzalez (ibid), the ultimate form of the acronym is considered as an indication of a semantic change, even if it is a slight one, which creates an acronym completely independent of its source.

3.3.6. Morphosyntactic Behavior of Acronyms as a Further Step of Lexicalization

In fact, the process of lexicalization cannot only be shown through the acronym's independent semantic status and its graphical evolution in language, but also through its receptiveness to undergo inflection. Pinker (1999, p.28) comments that

... Acronyms, like phrases, can turn into bona fide words as a language evolves, as in TV, VCR, UFO..., and PC. Once an acronym has become a word there is no reason not to treat it as a word, including adding a plural suffix to it...

Moreover, acronyms can display word-like behavior through becoming part of other word formation processes like derivation through suffixation in terms such as *foi-able* (Freedom Of Information) and conversion from N → V. Percebois (2001, p.641) writes

La lexicalization des sigles s'affirme ensuite dans la dérivation par l'adjonction de suffixes; c'est la consecration pour le sigle ou l'acronyme. Devenant une base de dérivation suffixale, le sigle fonctionne comme un nom, sujet à transformations : transformation adjectivale, la plus fréquente, qui donne « *smicard, cégétiste, onusien, capésien, énarque* », mais aussi transformation verbale ... Dans le contexte économique, un exemple tout récent montre la complexité de certaines compositions. *The Economist* (13 mai 2000 p.78) titre : « *Ecofinessed* ». Réduisant irrévérencieusement à « *Ecofin* » la dénomination de l'Economic and Financial Council, institution de l'Union européenne, le journaliste élargit ensuite l'usage de nom de cet acronyme à celui de verbe au participe passé : « *ecofinessed* ».

The lexicalization of acronyms is asserted later in the derivation by the addition of suffixes; it is the consecration for the acronym. Becoming a base of suffixal derivation, the acronym functions as a noun, subject to transformation : adjectival transformation, the most frequent, which gives « smicard, cégétiste, onusien, capésien, énarque », but also a verbal transformation... in the economic context, a recent example shows the complexity of some compositions. The economist (May, 13th, 2000 p.78) title: « Ecofinessed » irreverently reducing to « ecofin », the denomination of the Economic and financial Council, the European Union institution. The journalist then widens the use of the name of this acronym to that of verb in the past participle.

Derivation through prefixation and compounding are other two word formation processes through which acronyms can show their lexicalization. In the first, it can be referred to examples like ‘Un-PC’ and ‘anti-NATO’ and in the second it can be referred to terms like ‘CD-ROM’ and ‘laser printer’. (Fandrych, 2008).

In this context, it can be claimed that acronyms behave like ordinary words when it comes to word formation in that they can be constituents in other word formation processes, such as derivation and compounding. Vişan (2013, pp. 242-243) claims that

with respect to productivity, which we understand to be the ability of the class of items to produce derived forms, the last two decades or so have proved that [acronyms] have started to become more productive ... Let us consider, for example, YUP (Young Urban Professional) which has produced an entire plethora of derived forms: yuppie, to yuppify, yuppification, yuppiedom, deyuppify, yup-speak, etc. ... In a similar vein, consider such formations as dinkdom, WASPish, AIDS baby, AIDS virus, etc.

3.3.7. Degree of Acronyms Lexicalization in English

In English, some acronyms find their way into the lexicon very successfully. These acronyms are said to be fully lexicalized. Martin and Veel (1998, p.45) argue that the full lexicalization can be exemplified by terms like ‘scuba’ that “...acquires the status of fully fledged, independent member of the lexicon and supplants the original complex form.”

Other acronyms are claimed to be partially lexicalized in English. That is, they are written in upper cases but still used as the preferred forms instead of their expansions (Ibid).

In a case of full and partial lexicalization, speakers use the acronyms without needing to know their full forms. Such acronyms have a “...‘valeur’ within the lexicon which the speaker can access without a knowledge of the original complex nominals from which they have been derived.” (Martin & Veel, 1998, p.46).

Full and partial lexicalizations are not, however, applied to all acronyms in English; there are other cases where acronyms achieve what can be called low lexicalization. Mostly, these acronyms are those created recently, those that are not used frequently, or those that do not yet find their way into everyday English. Such lowly lexicalized acronyms need to be defined by their full form in the text where they occur; otherwise, the reader will find a difficulty in understanding the meaning. In this case, it is important to spell out the full phrase in order to define the acronym in its first occurrence in the text.

It is worth noting here that the degree of acronyms' lexicalization is not fixed or stable in language; an acronym that was regarded before as a lowly or partially lexicalized acronym can become a fully lexicalized one if suitable conditions are found.

3.4. Factors Affecting the Autonomization and Lexicalization of an Acronym

3.4.1. Frequency of Use

All acronyms started as abbreviations for the sake of "speeding up the expression plane... ; they make it quicker to write or say a wording" (Halliday & Martin, 1993, p.229). Over time, this speeding up function will be followed by another outcome whereby the abbreviation becomes a single-word form pronounced as any normal word. When this single word form or acronym is used very often, people tend to forget its origin and consider it a new independent word. O'Grady and Guzman (1996) claims that after using the acronym frequently, speakers may ignore that the word in their 'glossary' was originally created as an acronym. Put differently, the word started off being expressed as an acronym and became regarded as a normal word used in everyday language. Zapata (2007, p.08) writes " Notice also that some of these acronyms are of so frequent occurrence that people often use them without the slightest idea of what that words stand for." In this context it can be argued that some acronyms become so naturalized in language that even few think of them as being formed from

longer phrases. The reason for this is that these acronyms lost their ‘full form...rather quickly’ as result of their profuse occurrence in language (Fandrych, 2008, p.112). Consequently, they come into general use as independent words and most speakers do not think of their component meanings. Desurvire (2009, p.159) argues that

The repeated use of acronyms makes them progressively accepted as true English words or generic brand names, to the point that their original character-to-word correspondence is eventually forgotten by their users, for instance: PC for *personal computer*, GSM for *global system mobile [communications]*, LASER for *light amplification by stimulated emission of radiation*, NASDAQ for *National Association of Securities Dealers Automated Quotations*, etc. language may thus act a natural self-compression machine, which uses the human mind as a convenient dictionary. In practice, this dictionary is only rarely referred to, since the acronym gains its own meaning by repeated use.

In this case, acronyms are said to be lexicalized as a result of their repeated and frequent use in language.

3.4.2. Constancy in Use: Lexicalization vs. Topicality

The spreading of a new word does not mean its integration into the lexicon of a language. At this level, the constancy of use for a term is highly required.

Lexicalization here must be differentiated from topicality. The first is defined as the process in which a word is adopted into the lexicon after being used frequently and constantly in language whereas the second is defined as the process whereby a word is used to refer to a current event for a short period of time. For example, the frequent use of the topical term ‘supergun’ is related to the period the the gulf war between 1990 and 1991. (Fischer, 1998).

Thus, the difference between lexicalization and topicality lies in the fact that the first is characterized by the frequent use of a term during a long period of time whereas the second

is characterized by the ‘short-lived’ frequency of a term related to a current event. (Fischer, 1998).

So, the condition for an acronym to be famous in language is not just to be frequently used but also to be constantly used in language.

3.4.3. The Spread of an Acronym in other Domains

In fact, many acronyms are used and understood in a particular field and cannot be used or assimilated easily outside it, whereas others obtained ‘general currency’ (Stageberg, 1981); they become used in other domains rather than their domain of specialization. For example, the acronym ‘radar’ was used for the first time for military purposes to locate air, ground and sea targets; but now it is evolved to be used in the civilian field through controlling air traffic, navigating at sea, detecting aircrafts, predicting weather, detecting traffic regulation violations including speeding and going through a red traffic light and many other tasks. Another example is the abbreviation ‘DNA’ (Deoxyribonucleic Acid) that was used for the first time in the domain of biology to refer to the chemical in the cells of animals and plants that carries genetic information (Oxford Advance Learner’s Dictionary). But now ‘DNA’ is also used in the field of legal medicine to determine the genetic identity. The latter becomes even the characteristics and the meaning to be associated with the term ‘DNA’ for many lay persons. Using acronyms and abbreviations out of their domain of creation makes them used more frequently in language and so helps in their spread and famousness among a large number of language users.

Conclusion

Acronyms are considered as an effective word formation process used to enrich the vocabulary of any language. Today, acronyms become a defining feature of the English

language. They are used profusely in the sphere of everyday life because of their communicative functions and easeness in use. As a result, acronyms can end up being lexicalized if suitable conditions occur. In the following part of the research, the lexicalization of acronyms will be studied through adopting the views of Percebois (2001) who considers lexicalization as the semantic break between the acronym and its source (morphological demotivation); Gaudin (1971), Géhenot (1975) and Agron (1990) who view lexicalization as a graphical demotivation process and finally Kelemen (1996) who sees lexicalization as a process of creating fully-fledged linguistic signs in language (semantic demotivation).

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Chapter Four

The Analysis of the Students' Tests

Introduction

The present study seeks to check whether acronyms are attached to a meaning or they are instead attached to their full forms. Put differently, do acronyms become independent linguistic signs or do they still need their full expansions in order to be understood in English. In order to confirm or reject this, 18 acronyms were presented to our subjects; the latter were first asked to show their knowledge about the state of acronyms as special creations in language, and then to show their reactions towards the meaning and the full form of the acronym. The results will be shown in this chapter.

4.1. The Sample

The subjects in this study are selected from 3rd year E.F.L. students at the department of English, University of Constantine 1 (Algeria) during the academic year 2011-2012. Due to time constraints, studying the whole population (562 students) would be impossible, and thus the study is based on just two groups which are selected randomly from twelve groups. The sample consists of 40 students.

The reason behind choosing 3rd year students is that they are in their final year of bachelor's studies. At this advanced level, students are supposed to read more in English and so to encounter our selected acronyms when reading; for instance, books, magazines, articles, etc. in English.

4.2. Acronyms Selected for the Study

For the sake of time, the number of acronyms selected for the study is 18. The table below shows these acronyms and their full forms:

The acronym	The acronym's expanded form
Laser	Light Amplification by Stimulated Emission of Radiation
Radar	Radio Detection and Ranging
Napalm	Naphthenic Acid and Palmitate
Modem	Modulator Demodulator
Polisario	Popular de Liberacion de Saguia el Hamra y Rio de Oro
AIDS	Acquired Immune Deficiency Syndrome
NATO	North Atlantic Treaty Organization
NASA	National Aeronautics and Space Administration
FIFA	Fédération International de Football Association
OPEC	Organization of Petroleum Exporting Countries
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
SARS	Severe Acute Respiratory Syndrome
CD-ROM	Compact Disc Read Only Memory
TOEFL	Test of English as a Foreign Language
MERS-CoV	Middle east Respiratory Syndrome Corona Virus
SIM	Subscribe Identification Module
LOL	Laugh Out Loud Subscribe

Table (17): Acronyms Selected for the Study Accompanied by Their Expanded Forms

The acronyms found in this table are chosen for the study deliberately for the following reasons:

- Most of these acronyms are used in general English and so they are argued to be suitable for our E.F.L. students who are non-specialist subjects.
- These acronyms are also used in Arabic, the native language of the E.F.L. students, and so they are supposed to be famous among the students even those who do not read much in English. One of the main purposes of the research is to know whether the relation between the acronym and its meaning is stronger than the relation between the acronym and its expanded form, and so choosing unknown acronyms will hold no benefice here.
- These acronyms are borrowed from English into Arabic. This enable us to know whether they are borrowed from English as morphologically demotivated lexical items or not. That is, whether they are transmitted from English into Arabic accompanied by their meanings or by their full forms. In both cases, our E.F.L. students of Arab origin will surely be influenced in their reactions when asked to give the meaning or the full form of the acronym in English.
- Whether they are lexicalized in English and borrowed as they are

4.3. Procedures

4.3.1. Test (1): *Description and Administration*

Before distributing the tests, the E.F.L. students were given an explanation about what is an acronym, what is a true word and what is the difference between acronyms and initialisms.

In the first test, the subjects were given the eighteen acronyms and they were asked to choose whether the term they were given is a true word or an acronym by ticking the appropriate tick box. The purpose behind this test is to find out whether students know that

some acronyms are indeed acronyms that stand for a full phrase and what are the characteristics that they use to differentiate between true words and acronyms.

This test was administered during the English regular session. Students were given enough time (about 20 minutes) to think carefully and to fill the appropriate tick box.

4.3.2. Test (2): *Description and Administration*

After collecting test (1), students were given test (2) which is consisted of 18 sentences each of which contains one of the mentioned acronyms. In this test, students were asked to give first the meaning of the acronym and then to give the representation of each letter of it. The purpose behind this test is to show whether students who know what an acronym means necessarily know what its expanded form is. In other words, do students who know the meaning of the acronym rely on its full form to give its definition?

This test was administered during the English regular sessions. Students were given enough time since we devoted 4 sessions for this test; in each session students were given about 45 minutes to deal with 5 acronyms. It was insisted on the students not to use their dictionaries since some acronyms are defined through giving their full forms plus the general meaning like in 'NASA' and 'NATO.'

4.4. The Results

4.4.1. Test (1): Analysis and Interpretation of the Results

As mentioned before, in test (1) students were given the selected acronyms for the study and they were asked to categorize them either as true words or acronyms. The reaction of students towards test (1) is presented in the following table:

Acronyms	Students' Reactions					
	True word		Acronym		No answer	Total
	Number of students	%	Number of students	%		
Laser	37	92.5%	03	07.5%	00	40 (100%)
Radar	36	90%	04	10%	00	40 (100%)
Napalm	38	95%	00	00%	02	40 (100%)
Modem	32	80%	07	17.5%	01	40 (100%)
AIDS	07	17.5%	33	82.5%	00	40 (100%)
NATO	04	10%	36	90%	00	40 (100%)
NASA	13	32.5%	27	67.5%	00	40 (100%)
FIFA	00	00%	40	100%	00	40 (100%)
OPEC	13	32.5%	27	67.5%	00	40 (100%)
UNESCO	11	27.5%	27	67.5%	02	40 (100%)
UNICEF	13	32.5%	27	67.5%	00	40 (100%)
SARS	21	52.5%	16	40%	03	40 (100%)
CD-ROM	00	00%	40	100%	00	40 (100%)
Polisario	35	87.5%	05	12.5%	00	40 (100%)
TOEFEL	03	07.5%	37	92.5%	00	40 (100%)
MERS-CoV	11	27.5%	29	72.5%	00	40 (100%)
SIM	09	22.5%	31	77.5%	00	40 (100%)
LOL	04	10%	36	90%	00	40 (100%)

Table (18): The Reaction of Students Concerning the Classification of Our Type of Shortenings as Acronyms or True Words

As noticed from the table above, most of the students consider the acronyms ‘napalm’ (95%), ‘laser’ (92.5%), ‘radar’ (90%), ‘polisario’ (87.5%) and ‘modem’ (80%) as true words. The reason behind this can be explained by the fact that these acronyms lose the typical characteristics of abbreviations after being used for a long period of time; they are now known by the subjects as normal words and not as special creations that represent longer phrases. For example, when created for the first time the acronym ‘laser’ was written as ‘L.A.S.E.R’, then as ‘LASER’ and ultimately as ‘laser’. Writing ‘laser’ in minuscule causes the subjects to treat it as a word and to forget that it indeed represents its original phrase.

So, it can be said that acronyms written in their lowercase form are indistinguishable from any other true word in language, for example: ‘table’, ‘desk’ and ‘cat’. E.F.L. Students do not recognize that these acronyms are in fact special creations that stand for longer phrases. Put differently, these acronyms are truly hidden names in English.

Contrary to what just has been said, the acronyms ‘CD-ROM’, ‘FIFA’, ‘SIM’, ‘NATO’, ‘UNICEF’, ‘UNESCO’, ‘OPEC’, ‘SARS’, ‘TOEFL’, ‘LOL’ and ‘AIDS’ are the less categorized as true words by the subjects. As shown in Table (18), most students consider them as acronyms. The highest percentage is that of ‘CD-ROM’ (100%), ‘FIFA’ (100%), ‘TOEFL’ (92.5%) and ‘NATO’ (90%). The reason for this is that the students are perceived to know what each letter of this type of abbreviations stands for and so they categorize them as acronyms.

Considering ‘UNESCO’, ‘UNICEF’, ‘NATO’, ‘TOEFL’, ‘OPEC’, ‘SARS’, ‘LOL’, ‘AIDS’, ‘FIFA’ and ‘SIM’ as acronyms by the students can be explained by the fact that these acronyms are written in their uppercase form. That is, they retain their characteristics as a kind of abbreviations. In this case, E.F.L. students know that they are attached to a longer phrase and that each letter stands for a word.

4.4.2. Test (2): Analysis and Interpretation of the Results

After collecting test (1), students were given test (2) that contains 18 sentences each of which contains one selected acronym for the study.

The analysis of test (2) is done through two steps: in the first step we examine the answer of students concerning the meaning of the acronym either correct or false and verify the subjects who did not answer at all. In the second step we restricted ourselves, to be more precise in the results, to only the answer of students who gave the correct meaning of the acronym and their reaction towards the representation of each letter. The main concern is to know whether students who know the correct meaning necessarily know the expanded form of the acronym, and so the reaction of those who did not answer or gave a false meaning and a false representation hold no benefice in this second step.

It is worth noting that in some cases E.F.L. students defined acronyms by only their expanded form regardless of their meanings. However, this appeared in very few occasions with only 01 student concerning the acronym ‘NATO’, 2 students concerning the acronym ‘AIDS’ and 04 students concerning the acronym ‘TOEFL.’

In test (2), each acronym was studied separately and the results are shown below.

4.4.2.1. Laser

The acronym ‘laser’ is defined in the Oxford Dictionary as “a device that makes a very strong line of controlled light.” It was created in 1960 from the longer phrase ‘Light Amplification by Stimulated Emission and Radiation’ (Etymological Dictionary). Concerning the formation of ‘laser’, it is observed that the initial letters of the prepositions ‘by’ and ‘and’ were omitted for the purpose of creating a compact and a manageable acronym as it was suggested by Fandrych (2008).

***The Reaction of Students towards the Acronym ‘Laser’**

When the subjects were asked to give the meaning of ‘laser’, their reactions were as follows:

The acronym	Students’ reactions		
Laser	The meaning (35 out of 40)		No answer
	Correct	False	
	31 (77.5%)	04 (10%)	05 (12.5%)
Total	35 (88.5%)		05 (12.5%)

Table (19): The Reaction of Students towards the Meaning of the Acronym ‘laser’

Table (19) exhibits that (88.5%) of E.F.L. students dealt with the acronym ‘laser’; most of them (77.5%) gave the correct possible meanings for it. This means that ‘laser’ is famous among the students as it was supposed before. Some examples of correct meanings are:

-Rays (light) used for treating the skin.

-A strong light.

-Rays used to treat some illnesses.

-A red light that contains specific characteristics that allows it to be used in medicine/ for asthetic processes.

-A narrow beam of concentrated light produced by a special machine/ beam of light (very narrow.)

Although most of the correct definitions were about ‘laser’ as light, any definition related to the fields of medical surgeries and skin applications was accepted since ‘laser’ is developed to be used in these domains.

The results show that there were only (10%) of the students who gave false meanings for the acronym ‘laser’, some examples are:

-A machine.(tube)

-An equipment.

*** The Reaction of Students Finding the Correct Meaning of ‘Laser’ towards its Representation of Letters**

Now, let us analyze the answers of students who found the correct meaning (31 students) and their reactions towards the representation of letters for the acronym ‘laser’. The results are as follows:

Representation of letters for ‘laser’	Students finding the correct meaning (31 out of 40)	
Full	01	3.22%
Partial	06	19.35%
Null	24	77.41%
Total	31	100%

Table (20): The Reaction of Students Finding the Correct Meaning of the Acronym ‘laser’ towards Its Representation of Letters.

As noticed here, most E.F.L. students (77.41%) who found the correct meaning did not find the representation of any letter for the acronym ‘laser.’ There were (19.35%) of the students who found the correct meaning plus the partial form and all of them defined only the first letter “L” as ‘Light’. What can be noticed here is that one student (3.22%) succeeded in finding the correct meaning as ‘a strong light (red or green) used, for example, in medicine to treat some illnesses’ and the full representation of ‘laser’. It is perceived that this student is specialized in physics or he used the e-dictionary since it is rare to find a lay person who knows the longer phrase of ‘laser’, or even who know that the latter is indeed an acronym.

These results show that the acronym ‘laser’ undergoes a morphological demotivation in English; it is treated by E.F.L. students as a word that has its independent concept. It is assumed that students who found the partial representation ‘light’ for “L” infer this from the meaning of ‘laser’ and not the inverse since what is famous and known is ‘laser’ as a concept and not the expanded form. So, ‘laser’ is argued to lose the relation with its full form and to be attached directly to a meaning; almost all of the subjects missed the second phase in the process

Acronym → full form → meaning.

The interpretation why students who are of Arab origin missed the second phase is that ‘laser’ was borrowed into Arabic without its full form (acronym → × → meaning). It was borrowed from English as it is; as an acronym attached directly to a meaning (acronym → meaning). If it was borrowed with its full form translated into Arabic as (تضخيم الضوء بواسطة الانبعاث المستحث للإشعاع), E.F.L. students will try to translate it into English. This means that ‘laser’ is a morphologically demotivated lexical item either in English or in Arabic.

4.4.2.2. Radar

‘Radar’ is an acronym that was coined in 1941 and it stands for “Radio Detection and Ranging”. It is defined in the Oxford Dictionary as ‘a system that uses radio waves to find the position and movement of objects, for example planes and ships, when they cannot be seen’. It is noticed here that all of the initial letters from each of the words in the base form are represented in the acronym including the conjunction ‘and’ for the purpose of making it pronounceable. In addition, the acronym ‘radar’ was based on ‘larger chunks’, to use Minkova and Stockwell (2009) words, of the word ‘radio’ since the first two letters were taken.

* The Reaction of Students towards the Acronym ‘Radar’

When student were asked to give the meaning of this acronym, their reactions were as follows:

The acronym	Students' reactions		
Radar	The meaning (36 out of 40)		No answer
	Correct	False	
	27 (67.5%)	09 (22.5%)	04 (10%)
Total	36 (90%)		04 (10%)

Table (21): The Reaction of Students towards the Meaning of the Acronym ‘radar ’

The percentage of students who dealt with the acronym ‘radar’ is (90%) and that of those who did not give any answer is (10%). As it is seen from Table (21), the percentage of students who gave false meanings is (22.5%), some examples are:

-It was discovered by America.

-Used in astronomy/ medicine.

-Used in world wars.

Again, Table (21) reveals that the percentage of students who gave the right meaning is (67.5%), some of these answers are:

-A tool/ instrument/equipment used to capture/ catch/ observe cars (with high speed). (Most answers).

-A tool used to detect things/ to presume weather.

-A tool used to search for things by a large screen.

As mentioned before (in chapter 3), ‘radar’ undergoes a semantic change (widening of meaning) since it is developed to be used in many domains like predicting weather and detecting traffic regulation violation, and so any answer that turns around any of these fields is accepted.

***The Reaction of Students Finding the Correct Meaning of ‘radar’ towards its Representation of Letters**

Now, let us see the reactions of students who found the correct meaning towards the full form of ‘radar’. The results are in the table below:

The representation of letters for ‘radar’	Students giving the correct meaning (27 out of 40)	
Full	00	00%
Partial	01	3.70%
Null	26	96.29%
Total	27	100%

Table (22): The Reaction of Students Finding the Correct Meaning of the Acronym ‘radar ’ towards Its Representation of Letters.

Table (22) reveals that none (00%) of E.F.L.students who gave the correct meaning of ‘radar’ found its complete form; there were only one student (3.70%) who found the partial form by defining the first “R” as ‘Radiation’.

It can be said, here, that the percentage of students (96.29%) who found the correct meaning without relying at all on the full form is very huge compared to those who found the correct meaning plus the full form (00%) or the partial form (3.70%). Knowing the correct meaning of ‘radar’ and ignoring its representation of letters indicates that this acronym lost its primary morphological motivation; it is best known by its meaning rather than by its full form.

4.4.2.3. Napalm

‘Napalm’ is a military acronym that was created during World War (II) and it stands for “Naphthenic Acid and PALMitrate”. It is defined in the Oxford Dictionary as ‘a substance

like jelly, made from petrol/ gas, which burns and is used in making bombs’. It is noticed here that all of the initial letters of the words in the base form are represented in the acronym except for the conjunction ‘and’. In addition, the acronym ‘napalm’ was based on ‘larger chunks’, to use Minkova and Stockwell (2009) words, since the first four letters of the word ‘Palmitate’ were taken.

*** The Reaction of Students towards the Acronym ‘Napalm’**

When student were asked to give the meaning of the acronym ‘napalm’, their reactions were as follows:

The acronym	Students’ reactions		
Napalm	The meaning (33 out of 40)		No answer
	Correct	False	
	26 (65%)	07 (17.5%)	07 (17.5%)
Total	33 (82.5%)		07 (17.5%)

Table(23): The Reaction of Students towards the Meaning of the Acronym ‘Napalm ’

As revealed from Table (23), there were 17.5% of E.F.L. students who gave neither the meaning nor the full form of the acronym ‘napalm’. These students are supposed to know the word but to forget its meaning since ‘napalm’ is taught in the book of history in the Algerian school as a weapon used by French in their war against Algerians. The table depicts again that (82.5%) of students dealt with the acronym ‘napalm’. Among them, there were (17.5%) who gave a wrong meaning, yet the latter is not really far from the correct meaning since it still turns around the field of weapons and wars. Examples of such answers are:

- Organization that is specified in producing weapons.*
- Treaty which was aimed to end the 2nd World War.*
- Political word/ scientific term.*

The percentage of students who found the correct meaning for ‘napalm’ is more than half (65%). Some examples are:

-An incendiary weapons.

-Kind of explosions/ bombs.

-A weapon forbidden internationally (most).

-Substance used to make bombs.

-Weapon used by France in Algeria during the war/ in world war/ by USA/ in wars like Syria.

*** The Reaction of Students Finding the Correct Meaning of ‘Napalm’ towards its Representation of Letters**

Let us now consider the case of students who answered correctly about the meaning and their reactions towards the full form of ‘napalm’. The results are shown below in the following table:

The representation of letters for ‘napalm’	Students giving the correct meaning (26 out of 40)	
Full	00	00%
Partial	00	00%
Null	26	100%
Total	26	100%

Table (24): The Reaction of Students Finding the Correct Meaning of the Acronym ‘napalm ’ towards Its Representation of Letters.

Concerning the full form of ‘napalm’, it can be noticed that no student (00%) found the full or the partial form of this acronym. All students who found the correct meaning of the acronym ‘napalm’ (100%) showed a complete ignorance of its full form.

These results show that E.F.L. students can give the meaning of ‘napalm’ without the slightest idea about the representation of its expanded form. So, ‘napalm’ can be said to be best known by its meaning as ‘a weapon forbidden internationally’ or ‘a substance used in bombs’ and not by its full form. This means that ‘napalm’ becomes morphologically demotivated.

4.4.2.4. Modem

The term ‘modem’ is a computing acronym that was first used in 1958 and it stands for “Modulator Demodulator” (Etymological Dictionary), it is defined in the Oxford Dictionary as ‘a device that connects one computer system to another using a telephone line so that data can be sent’. Concerning the formation of ‘modem’, it is noticed that this acronym was based on larger chunks of the words that form the source since the first two letters of ‘modulator’ and the first three ones of ‘demodulator’ are taken.

* The Reaction of Students towards the Acronym ‘Modem’

When students were asked to give the meaning of this acronym, their reactions were as follows:

The acronym	Students’ reactions		
Modem	The meaning (30 out of 40)		No answer
	Correct	False	
	23 (57.5%)	07 (17.5%)	10 (25%)
Total	30 (75%)		10 (25%)

Table (25): The Reaction of Students towards the Meaning of the Acronym ‘modem’

The percentage of E.F.L. students who provided answers about the acronym ‘modem’ is (75%). There were (25%) of students who did not answer; these students are supposed not to have much knowledge about computing or not to have the internet service at home and so they do not utilize or know what this small box is.

As Table (25) shows, there were (57.5%) of students who gave the correct meaning of 'modem'.

Some examples are:

-Small box used to connect the computer with the internet using telephone/ used for the Internet connection.

-A device/ tool that allows us to connect to the Internet through telephone.

-Electronic equipment consisting of a device used to connect computers by a telephone line.

The results reveal that there were (17.5%) of students who gave false meanings, some examples are:

-Instrument or part of a computer.

-Electronic tool/ a machine.

-Tool used I informatics.

-A sathelite.

***The Reaction of Students Finding the Correct Meaning of 'modem' towards its Representation of Letters**

Let us now shed light on the reactions of students who found the correct meaning towards the full representation of the acronym 'modem'. The results are as follows:

The representation of letters for 'modem'	Students giving the correct meaning (23 out of 40)	
Full	00	00%
Partial	00	00%
Null	23	100%
Total	23	100%

Table (26): The Reaction of Students Finding the Correct Meaning of the Acronym 'modem' towards Its Representation of Letters.

These results show that all students who found the correct meaning (100%) showed a total ignorance of what the expansion of 'modem' is. None (00%) of the subjects gave the full or even the partial representation of this acronym.

These results indicate that E.F.L. students found the meaning of 'modem' without needing to know its expanded form. That is, the acronym 'modem' lost its primary motivation since today it is best known by its meaning and not by its full form.

4.4.2.5. AIDS

'AIDS' is a medical acronym that is defined in the Oxford Dictionary as 'an illness which attacks the body's ability to resist infection and which usually causes death'. It was created in 1982 from the longer phrase "Acquired Immune Deficiency Syndrome" (Etymological Dictionary). Concerning the formation of 'AIDS', it is observed that all of the initial letters from each of the words in the base form are represented in the acronym.

*** The Reaction of Students towards the Acronym 'AIDS'**

When students were asked to give the meaning of this acronym, their reactions were as the following:

The acronym	Students' reactions			
	The meaning (35 out of 40)		Full form	No answer
AIDS	Correct	False		
		35 (87.5%)	00 (00%)	02 (05%)
Total	35 (87.5%)		02 (05%)	03 (07.5%)

Table (27): The Reaction of Students towards the Meaning of the Acronym 'AIDS '

As Table (27) depicts, there were (07.5%) of E.F.L. students who gave neither the meaning nor the representation of letters for 'Aids'. It is perceived that these students know the meaning but they did not answer as a result of lack of interest. Among students who dealt with 'Aids', there were (87.5%) who gave the correct meaning and (05%) who missed the meaning but they gave a correct full form for 'Aids'. This means that this acronym is famous among the subjects. Some examples of the correct meaning of 'AIDS' selected from the subjects' answers are:

-A dangerous lifelong disease where we lose our body defense against germs generally lead to death.

-A disease which destroys the natural system of protection that the body has against other diseases.

-A serious disease of the immune system transmitted through blood and sexual relations.

-A disease which attacks/ destroys the system of protection in the body.

-It is a disease that attacks the white blood cells that provide the body with a natural defensive system against microbes and viruses.

***The Reaction of Students Finding the Correct Meaning of 'AIDS' towards its Representation of Letters**

The reactions of students finding the correct meaning of 'AIDS' towards its representation of letters are as follows:

The representation of letters for 'Aids'	Students giving the correct meaning(35 out of 40)	
Full	08	22.85%
Partial	15	42.85%
Null	12	34.28%
Total	35	100%

Table (28): The Reaction of Students Finding the Correct Meaning of the Acronym 'AIDS' towards Its Representation of Letters.

Concerning the representation of letters, there were (34.3%) of E.F.L.students who found the correct meaning but who failed to give the representation of letters or failed to give a correct one. The percentage of students who succeeded in giving the full representation of 'Aids' is 22.85%; these students are supposed to know the full form through translating it from its Arabic counterpart 'داء فقدان المناعة المكتسبة' which is commonly used in association with the acronym 'ايدز' when referring to this disease in Arabic. The percentage of students who gave the partial representation for the acronym 'Aids' is (42.6%); most of these students succeeded in finding what the letters "A", "D" or "S" means, but failed in finding what "I" stands for.

So, most students reacted either negatively towards the full representation (34.28%) or they just gave a partial one (42.85%). Here, it can be said that those students missed the second phase in the process: acronym → full form → meaning. That is, the acronym for them is directly attached to a meaning: acronym → meaning.

4.4.2.6. NATO

'NATO' is a military acronym defined in the Oxford Dictionary as 'an organization to which many European countries and the U.S and Canada belong. They agree to give each other military help if necessary'. It was created in 1949 from the longer phrase "North Atlantic Treaty

Organization” (Etymological Dictionary). Concerning the formation of ‘NATO’, it is observed that all of the initial letters from each of the words in the base form are represented in the acronym.

*** The Reaction of Students towards the Acronym ‘NATO’**

When students were asked to give the meaning of ‘NATO’, their reactions were as follows:

The acronym	Students’ reactions			
	The meaning (35 out of 40)		Full form	No answer
NATO	Correct	False		
	31 (77.5%)	04 (10%)		
Total	35 (87.5%)		01 (02.5%)	04 (10%)

Table (29): The Reaction of Students towards the Meaning of the Acronym ‘NATO’

The acronym ‘NATO’ was treated (87.5%) of stuents; most of them (77.5%) found the correct meaning for this military acronym. So, ‘NATO’ can be considered as famous among the subjects. Some examples of correct meanings are:

-An international organization which consists USA, Canada and other European countries specialized in wars/ world security.

-Military union of Western countries leaded by America.

-It is a military organization which help people of countries to get apply their decision.

-An organization that fights terrorism all over the world. (t: terrorism.) leaded by the U.S.A

-It is a military organization between America and European countries. Through Nato they work to defend each other when they are attacked.

It can be noticed from the answers of the students that some of them defined ‘NATO’ as a U.S- Led world wide military organization. This meaning becomes, lastly, associated to

'NATO' since there is a transformation from 'NATO' as "North Atlantic Treaty Organization" into a military organization led by the U.S that fights against many countries and armed forces around the world like in Iraq. In this context, 'NATO' can be said to undergo a semantic change in language and to reach a high degree of lexicalization.

The results show that there was one student (02.5%) who did not give the meaning but he defined 'NATO' by its expanded form 'North Atlantic Treaty Organization.'

The percentage of students who gave false answers is (10%); these students are supposed not to be interested in politics and wars taking place this last period. Examples of these false answers are:

-Organization of astronomy

-Russian military defense

-Name of a political part.

*** The Reaction of Students Finding the Correct Meaning of 'NATO' towards its Representation of Letters.**

Let us now move to the reaction of students who found the correct meaning towards the representation of letters:

The representation of letters for 'NATO'	Students giving the correct meaning(31 out of 40)	
Full	15	48.38%
Partial	06	19.35%
Null	10	32.25%
Total	31	100%

Table (30): The Reaction of Students Finding the Correct Meaning of the Acronym 'NATO' towards Its Representation of Letters

As shown from Table (30), the highest percentage (48.38%) was that of students who gave the correct meaning and the full form. This can be due to the fact that these students translate the full form from Arabic into English since in Arabic, especially in news, 'NATO' is mostly associated with its full form : 'منظمة حلف شمال الاطلسي'. As shown from the table again, there were (19.35%) of students who found the partial form of 'NATO'; most of them missed the letter "T" for 'Treaty'.

Giving the full form by (48.38%) of the students does not mean that those students rely on this full form to give the correct meaning of 'NATO'; instead, in most of the cases the acronym was defined correctly as 'a military organization', though the military aspect referred by the acronym cannot be inferred from the representation of letters. This means that 'NATO' becomes associated in the minds of students to a concept and not to a full form.

4.4.2.7. NASA

'NASA' is an astronomical acronym which is defined as "a U.S government organization that does research into space and organizes space travel" (Oxford Dictionary). It was created in 1958 and it stands for 'National Aeronautics and Space Administration.' (Etymological Dictionary). It is obvious here that when the acronym 'NASA' was formed, the

initial letter of the preposition ‘and’ was omitted to make the acronym compact and manageable as suggested by Fandrych (2008).

*** The Reaction of Students towards the Acronym ‘NASA’**

When students were asked to give the meaning of the acronym ‘NASA’, their reactions were as follows:

The acronym	Students’ reactions		
NASA	The meaning (38 out of 40)		No answer
	Correct	False	
	33 (82.5%)	05 (12.5%)	02 (05%)
Total	38 (95%)		02 (05%)

Table (31). The Reaction of Students towards the Meaning of the Acronym ‘NASA’

The percentage of students who provided an answer about the acronym ‘NASA’ is (95%); most of them (82.5%) gave correct meanings. This indicates that the meaning of ‘Nasa’ is known by most of the subjects. Examples of correct meanings are:

-Organization that works to discover space.

-Concerned with travel/ missions to space.

-It is an organization that controls spatial developments (astronomy)/ offers many information about space.

-Organization dealing with research about other planets and space.

-A program which has to do with space/organize trips to space.

The table shows that there were, however, (12.5%) of students who did not find the correct meaning of ‘NASA’. The next are examples of false answers:

-A place where scientists do their experiments.

-A great organization that leads many countries in the world.

-Association of nuclear research.

*** The Reaction of Students Finding the Correct Meaning of ‘NASA’ towards its Representation of Letters**

Now, let us move to analyze the answers of students who found the correct meaning of ‘NASA’ (33 students) and their reactions towards the representation of letters:

The representation of letters for ‘Nasa’	Students giving the correct meaning (33 out of 40)	
Full	00	00%
Partial	11	33.33%
Null	22	66.66%
Total	33	100%

Table (32): The Reaction of Students Finding the Correct Meaning of the Acronym ‘NASA’ towards Its Representation of Letters

As shown in Table (32), (66.6%) of the students who found the correct meaning of ‘NASA’ did not find any representation for any letter. The remaining students (33.3%) gave just the partial representation of ‘NASA’ and most of them found only what the letter ‘S’ denotes.

It can be said here that (66.66%) of E.F.L. students treat ‘NASA’ as a lexical item which is associated to a meaning; it was found that these students gave a correct meaning though they showed a total ignorance of what each letter of its full form denotes (morphological demotivation). It can be perceived that even students who found what “S” stands for infer it from the meaning of the acronym and not the inverse; this perception is based on the fact that

‘NASA’ as a concept is more famous than the expanded form ‘National Aeronautics and Space Administration.’

4.4.2.8. FIFA

‘FIFA’ is considered as a sport acronym that refers to the international organization that controls the sport of football (Oxford Dictionary), it was created in 1915 (Etymological Dictionary) from the longer phrase “la Fédération Internationale de Football Association”. It is obvious here that when the acronym ‘FIFA’ was formed, the initial letter of the preposition ‘de’ was omitted to create a compact and manageable acronym (Fandrych, 2008).

* The Reaction of Students towards the Acronym ‘FIFA’

When students were asked to give the meaning of this acronym, their reactions were as follows:

The acronym	Students’ reactions			
FIFA	The meaning (37 out of 40)		Full	No answer
	correct	false	form	
	36 (90%)	01 (02.5%)	03 (07.5%)	00 (00%)
Total	37 (92.5%)		03 (07.5%)	00 (00%)

Table (33): The Reaction of Students towards the Meaning of the Acronym ‘FIFA’

As noticed in the above table, all E.F.L. students dealt with the famous sport acronym ‘FIFA’. The majority of students (90%) gave the correct meaning of ‘FIFA’ as ‘an international organization of football.’ This means that ‘FIFA’ is famous among the subjects. The results reveal that there were (07.5%) of students who did not give the meaning but they gave the full representation by defining the letters “F”: ‘Federation’, “I”: ‘International’, “F”: ‘Football’ and “A”: ‘Association.’

Among the subjects, there were many who defined 'FIFA' as 'an organization of sport/ organization that organizes world cup like in 2010', though they defined the second "F" as 'Football'. This means that those students did not resort to the representation of letters when defining 'FIFA'.

***The Reaction of Students Giving the Correct Meaning of 'FIFA' towards its Representation of Letters**

Now, let us consider the reactions of E.F.L. students who gave the correct menaing towards the representation of letters for 'FIFA':

The representation of letters for 'FIFA'	Students giving the correct meaning (36 out of 40)	
Full	13	36.11%
Partial	12	33.33%
Null	11	30.55%
Total	36	100%

Table (34). The Reaction of Students Finding the Correct Meaning of the Acronym 'FIFA' towards Its Representation of Letters

As shown here, there were (30.55%) of the students who gave the correct meaning but did not give the full form of 'FIFA'. The percentage of students who gave the correct meaning and the partial form is (33.33%) (All of them missed "A" for 'Association') and that of students who associated the correct meaning with the full form is (36.11%).

It can be said that 'FIFA' still retain a relation with its full form. Yet, the fact that there are (30.55%) of the students who found the correct meaning of 'FIFA' without relying on its expanded form is an indication that 'FIFA' is in its way to be attached to a meaning rather than to a full form. These students are perceived to know at least the partial form of the letters "I"

(International) and the second “F” (Football); but since they get used to treat ‘FIFA’ as a word attached to a concept, they did not give enough interest to the representation of letters.

4.4.2.9. OPEC

‘OPEC’ is the acronym for “Organization of Petroleum Exporting Countries” and it refers to an international organization of the world’s major oil-exporting nations; it was founded in 1960 to coordinate the petroleum policies of its members.

As suggested by Fandrych (2008), the initial letter of the preposition ‘of’ was omitted when forming the acronym ‘OPEC’ for the purpose of making it compact and manageable.

*The Reaction of Students towards the Acronym ‘OPEC’

When student were asked to give the meaning of ‘OPEC’, their reactions were as follows:

The acronym	Students’ reactions		
OPEC	The meaning (37 out of 40)		No answer
	Correct	false	
	29 (72.5%)	08 (20%)	03 (07.5%)
Total	37 (92.5%)		03 (07.5%)

Table (35): The Reaction of Students towards the Meaning of the Acronym ‘OPEC’

The percentage of students who dealt with the acronym ‘OPEC’ is (92.5%); most of them (72.5%) gave correct suggestions. This indicates that ‘Opec’ is famous and known by most of the subjects. Some examples are:

-Organization / association of countries that export petroleum.

-Organization of many countries that is concerned with petroleum.

-It is an organization of the countries producing petrol.

-It is a group of countries that work and help each other on petrol export.

-Organization of countries that produce oil.

-An organization of countries for the production and sale of petroleum.

The percentage of students who gave false meanings is (20%); these students gave definitions for 'OPEC' like:

-Arabian organization of gaz.

-Organization that control petrol around the world.

*** The Reaction of Students Finding the Correct Meaning of 'Opec' towards its Representation of Letters**

Let us now analyze the relation between the correct meaning and the representation of letters for the acronym 'OPEC':

The representation of letters for 'Opec'	Students giving the correct meaning (29 out of 40)	
Full	07	24.13%
Partial	14	48.27%
Null	08	27.58%
Total	29	100%

Table (36): The Reaction of Students Finding the Correct Meaning of the Acronym 'OPEC' towards Its Representation of Letters.

As shown from the table above, (27.58%) of students gave a correct meaning of 'OPEC' but showed a total ignorance about its full form, (24.13%) gave its correct meaning and full representation and (48.27%) gave its correct meaning and its partial representation. The majority of those who found the partial form succeeded only in defining the first two letters "O" as 'Organization' and "P" as 'Petroleum' (or 'petrol').

It is worth noting that most of the students who gave the partial form defined ‘OPEC’ as an organization/association of *Countries* that *Export* petroleum but they failed in finding what “E” or “C” stands for. In this case, the association between the acronym and its meaning in the minds of those students becomes stronger than the association between the acronym and its full form.

According to these results, it can be said that most of the students who gave the correct meaning did not rely on the full representation of ‘OPEC’; they either gave no representation (27.58%) or just a partial form (48.27%) that was in most cases unhelpful in inferring the right meaning (key letters like ‘E: Exporting’ is missed). So, it can be said that ‘OPEC’ is best known by its meaning and not by its full form.

4.4.2.10. UNICEF

‘UNICEF’ is one of the acronyms that belong to the ‘UN’ system, it is defined as an organization within the ‘United Nations’ that helps to take care of the health and education of children all over the world. The acronym ‘UNICEF’ was created in December 1946 from the phrase ‘United Nation International Children’s Emergency Fund.’ Concerning the formation of ‘UNICEF’, it is observed that all of the initial letters from each of the words in the base form are represented in the acronym.

The role of ‘UNICEF’ was to provide money for the rescue of children who were suffering because of the war in their countries. After 1950, when the emergency of post-war period has finished, money of ‘UNICEF’ was destined for programs of ameliorating the life of children, especially in underdeveloped countries. In this case, the underlying phrase of ‘UNICEF’ becomes ‘United Nations Children’s Fund’; however the acronym remains the same as ‘UNICEF’ and does not change into ‘UNCF’. In this context, it can be spoken of a

modification (diachronic variation) of the expanded form for unchangeable acronym (Percebois, 2001).

*** The Reaction of Students towards the Acronym ‘UNICEF’**

When students were asked to give the meaning of the acronym ‘UNICEF’, their reactions were as follows:

The acronym	Students’ reactions		
	UNICEF	The meaning (34 out of 40)	
correct		False	
24 (60%)		10 (25%)	06 (15%)
Total	34 (85%)		06 (15%)

Table (37): The Reaction of Students towards the Meaning of the Acronym ‘UNICEF ’

Except for (15%) students who did not provide any answer, the majority of students (85%) showed a reaction towards the acronym ‘UNICEF’; (60%) of whom succeeded in finding its correct meaning. Some examples are:

-It has a relationship with children.

-Organization which deals with/ is interested in/ concerned with the issues of children/ defends rights of children.

-Organization of motherhood and children.

The percentage of students who failed in finding the correct meaning is (25%), most of them know that it is an organization but they did not know its function. One of these students confused between ‘UNICEF’ and ‘UNESCO’ since both of them belong to the ‘UN’ system.

Some examples of false meanings are:

-It is a name of an organization.

-Organization of helping people.

-An organization against poverty and hunger.

-United Nations for culture and education.

*** The Reaction of Students Finding the Correct Meaning of ‘UNICEF’ towards its Representation of Letters**

Let us now see how did E.F.L. students who found the correct meaning (24 out of 40) deal with the representation of letters:

The representation of letters for ‘UNICEF’	Students giving the correct meaning (24 out of 40)	
Full	00	00%
Partial	07	29.16%
Null	17	70.83%
Total	24	100%

Table (38): The Reaction of Students Finding the Correct Meaning of the Acronym ‘UNICEF’ towards Its Representation of Letters.

As revealed in the table, none (00%) of the subjects gave the full form of ‘UNICEF’; most (70.8%) of those who found the correct meaning showed a total ignorance of the representation of letters for ‘UNICEF’ or gave false ones like defining “F” as ‘Food’ or “C” as ‘Culture’. Students who found the partial form were (29.16%) and most of them found only what “U”, “N” and “C” mean.

These results show that E.F.L. students who know what ‘UNICEF’ means did not rely on its expansion. This indicates that ‘UNICEF’ is now associated to a meaning rather than to a full form. In other words, ‘UNICEF’ is morphologically demotivated.

4.4.2.11. UNESCO

‘UNESCO’ is an acronym that belongs to the ‘UN’ system; it is an organization that seeks to protect heritage and to promote education in the world. ‘UNESCO’ was coined in 1945 and it stands for the phrase “United Nations Educational, Scientific and Cultural Organization” (Etymological Dictionary). It is noticed here that when the acronym ‘UNESCO’ was formed, the initial letter of the preposition ‘and’ was omitted to make the acronym compact and manageable as proposed by Fandrych (2008).

* The Reaction of Students towards the Acronym ‘UNESCO’

When student were asked to give the meaning of the acronym ‘UNESCO’, their reactions were as follows:

The acronym	Students’ reactions		
	The meaning (35 out of 40)		No answer
UNESCO	correct	False	
		21 (52.5%)	14 (35%)
Total	35 (87.5%)		05 (12.5%)

Table (39): The Reaction of Students towards the Meaning of the Acronym ‘UNESCO’

As shown in Table (39), the percentage of students who provided an answer concerning the meaning of the acronym ‘UNESCO’ is (87.5%); (52.5%) of whom found the possible correct definitions and (35%) gave false ones. Some examples of correct definitions are:

-International /United Nation organization that deals with/ promote education/ art/ culture/ heritage all over the world.

-An organization that protect international heritage and culture.

-An international / UN organization that protect (international) heritage.

- *An organization that protects nature like in 'Kala'.*

As noticed, most answers turns around the concept of heritage. One explanation is that 'UNESCO' is best known by its work for preserving and protecting the world heritage especially the natural and cultural ones. Another explanation is that students got the meaning from the context of the sentence (*In this volume, author María Luisa Lobo Montalvo presents the architecture and history of Havana - part of which has been declared a UNESCO World Heritage Site - in an accessible and engaging text and specially commissioned color photographs.*) (See appendix 1); they resorted in their definitions to the context and not to the full form.

Some examples of false meanings given by the 14 subjects are:

-Organization of human rights/ that fights to get the rights of all people and forbid discrimination.

-Organization for saving children in the world.

-An international organization.

-Promotion of human rights, social and economic growth.

*** The Reaction of Students Finding the Correct Meaning of 'Unesco' towards its Representation of Letters**

The results of the relation between the correct meaning and the representation of letters answered by students are in Table (40):

The representation of letters for 'UNESCO'	Students giving the correct meaning (21 out of 40)	
Full	02	09.52%
Partial	11	52.38%
Null	08	38.09%
Total	21	100%

Table (40): The Reaction of Students Finding the Correct Meaning of the Acronym 'UNESCO' towards Its Representation of Letters.

As shown from the table above, (38.09%) of the students found the correct meaning but failed in giving the representation of letters and (52.38%) of the students gave just the partial representation of letters for 'UNESCO' (most of them succeeded in defining the letters "U": 'United', "N": 'Nation' and "O": 'Organization'). Among the students who found the correct meaning, there were only (9.5%) of students who found the full representation for 'UNESCO'. It was observed that they gave the full form and the correct meaning as '*an organization protecting heritage/ nature in the world.*' This means that these students did not consider the full form when giving the meaning of 'UNESCO' sine they did not refer to the concepts of education, science and culture in their definitions.

The results above can show that the acronym 'UNESCO' does not need its full form to be understood. Most of the students who found the correct meaning of 'UNESCO' show either a total ignorance (38.09%) or a partial knowledge about its expanded form (52.38%). Finding the partial representation seems unhelpful in finding the correct meaning for those students since the key letters (E, S and C) from which they can infer the meaning were missed. So, it can be claimed that even those who found the partial form did not rely on the representation of letters to give the correct meaning of 'UNESCO'.

4.4.2.12. SARS

‘SARS’ is a medical acronym which is defined in the Oxford Dictionary as “an illness that is easily spread from person to person, which affects the lungs and can sometimes cause death”. ‘SARS’ appeared in 2000 and became famous in 2003; it is the abbreviated form of ‘Severe Acute Respiratory Syndrome.’ Concerning the formation of ‘SARS’, it is observed that all of the initial letters from each of the words in the base form are represented in the acronym.

* The Reaction of Students towards the Acronym ‘SARS’

When student were asked to give the meaning of ‘SARS’, their reactions were as follows:

The acronym	Students’ reactions		
	The meaning (28 out of 40)		No answer
SARS	correct	False	12 (30%)
	19 (47.5%)	09 (22.5%)	
Total	28 (70%)		12 (30%)

Table (41): The Reaction of Students towards the Meaning of the Acronym ‘SARS’

As revealed in Table (41), the percentage of students who did not answer is somehow considerable (30%); those students are supposed to ignore what ‘SARS’ means and this refute the previous assumption about ‘SARS’ as a familiar acronym. The percentage of students who dealt with the acronym ‘SARS’ is (70%); (47.5%) of them found the correct meaning for ‘SARS’ and (22.5%) failed to find it. Examples of correct answers for the meaning are:

-A respiratory disease that appeared in China in 2003.

-A mortal disease like flue that appeared in China and it kills a huge number of people.

-When you have sars you cannot breathe naturally/ affect the ability to breathe.

-A virus that affect people/ virus that causes many problems on the respiratory system of the human body.

Examples of false meanings given by the subjects are:

-It is an association which develops the new ideas of biological field.

-Infection in plants.

-A scientific word.

-Sathelite which has just been found by NASA.

*** The Reaction of Students Finding the Correct Meaning of ‘SARS’ towards its Representation of Letters**

Although it is relatively a small percentage (47.5%), let us see the reaction of students finding the right meaning towards the full expansion of ‘SARS’, the results are below:

The representation of letters for ‘SARS’	Students giving the correct meaning (19 out of 40)	
Full	00	00%
Partial	08	42.10%
Null	11	57.89%
Total	19	100%

Table (42): The Reaction of Students Finding the Correct Meaning of the Acronym ‘SARS ’ towards Its Representation of Letters.

The table above shows that none (00%) of those subjects who gave the correct meaning found the full expansion of the acronym ‘SARS’. The percentage of E.F.L. students who found the partial form is (42.10%); they either define “R” as ‘respiratory’ or the second “S” as ‘syndrome’; the latter is supposed to be defined by analogy with “S” of the acronym ‘Aids.’

These results show that most students who found the correct meaning did not rely on the full representation of ‘SARS.’ This is due to the use of ‘SARS’ in media directly as ‘SARS’ when it spread in 2003. It was rare to watch news and to hear the broadcaster saying ‘Severe Acute Respiratory Syndrome’; in most cases we heard ‘SARS’ or ‘SARS’ plus a short definition like “(mortal) respiratory disease.” either in English or in Arabic. Because of this ‘SARS’ entered the language as an acronym attached to a meaning and not to a full form.

Another point to be highlighted here is that ‘SARS’ can be considered as a short-lived acronym. As revealed in Table (25), there were (30%) of students who did not answer and (22.5%) of students who gave false meanings; this means that the acronym ‘SARS’ is not known today as it was in 2003. The reason for this is that the acronym ‘SARS’ stands for a disease that spread in 2003 in China and Asia and was supposed to spread all over the world and to kill millions of people, so this disease found a big interest by media and people. After a period of time, however, there was no declaration of new cases of human beings killed by this virus. So, this disease disappeared and there was a decline in using the acronym ‘SARS.’ This can explain why a large number of the students ignore what ‘SARS’ means.

4.4.2.13. CD-ROM

‘CD-ROM’ is a computing acronym defined in the Oxford Dictionary as “a CD on which large amounts of information, sound and pictures can be stored, for use on a computer.” It was created in 1983 from the longer phrase ‘Compact Disk Read Only Memory.’(Etymological Dictionary). Concerning the formation of CD-ROM, it can be seen that all of the initial letters from each of the words in the base form are represented in the acronym.

*** The Reaction of Students towards the Acronym ‘CD-ROM’**

When student were asked to give the meaning of the acronym ‘CD-ROM’, their reactions were as follows:

The acronym	Students’ reactions		
	The meaning (39 out of 40)		No answer
CD-ROM	correct	False	
		35 (87.5%)	04 (10%)
Total	39 (97.5%)		01 (02.5%)

Table (43): The Reaction of Students towards the Meaning of the Acronym ‘CD-ROM ’

Except for one (2.5%) student who did not answer, all of the E.F.L. students dealt with the computing acronym ‘CD-ROM’ and (87.5%) of them gave the possible correct meaning. This indicates that the meaning of ‘CD-ROM’ is famous among the subjects. Some examples are:

- Disk that can read your saved information.

-It is a circle/ circular disc/ memory where you can store/ save/ hold/ keep your information/ data/ put in the central part of the computer.

-It is a disk where you can save and read your information, movies, songs...etc.

-A piece of rounded plastic used in storing data and which is related to a computer, it can’t work elsewhere.

-Disk where you can put information that we need instead of putting them in the computer.

Students who gave false answers were only (10%), some examples are:

-Instrument in the computer/ part of the computer.

-Informatics piece.

It can be noticed that students who gave false answers know that ‘CD-ROM’ is used in the computing field; they only were incapable of specifying the application of ‘CD-ROM.’

***The Reaction of Students Finding the Correct Meaning of ‘CD-ROM’ towards its Representation of Letters**

Let us now show the reactions of students who found the correct meaning towards the representation of letters for the acronym ‘CD-ROM’:

The representation of letters for ‘CD-ROM’	Students giving the correct meaning (35 out of 40)	
Full	12	34.28%
Partial	13	37.14%
Null	10	28.57%
Total	35	100%

Table (44): The Reaction of Students Finding the Correct Meaning of the Acronym ‘CD-ROM ’ towards Its Representation of Letters.

As noticed from the table above, the percentage of students giving the full, partial or null representation is nearly the same. The highest percentage (37.14%) is that of students who found the partial representation of ‘CD-ROM’ and most of them found only what “C” and “D” stand for. The percentage of students who found the full form is (34.2%) and those who did not give any representation is equal to (28.57%).

According to these results, it can be said that ‘CD-ROM’ still retain the relation with its full form since (34.28%) of the students found its expanded form. Yet, there is a percentage of students (28.57%) who failed to find the representation of letters or who just find the partial form (37.14%). It is worth noting that those who found the partial form and the correct meaning

as ‘saving and reading information’ did not find the representation of the key letters “R” (read) and “M” (memory) from which they can infer the meaning of ‘CD-ROM’; they only found what “C” and “D” mean. This indicates that more than half of the students who found the correct meaning did not rely on the representation of letters of the computing acronym to get its meaning. So, ‘CD-ROM’ can be best described as an acronym attached to a meaning and not to a full form.

4.4.2.14. Polisario

The acronym ‘polisario’ was created in 1973 (Etymological Dictionary) and it stands for “Popular de Liberacion de Saguia el Hamra y Rio de Oro” (a Spanish acronym for: Popular Liberation for Western Sahara). It refers to a sahraoui national liberation movement aiming to end the presence of Morocco in the Western Sahara. When the acronym ‘polisario’ was formed, the initials of the function words ‘de’ and ‘y’ were ignored in order to make it compact. However, to make ‘polisario’ pronounceable the first two letters of the words ‘Popular’, ‘Liberacion’, ‘Saguia’ and ‘Rio’ were taken; furthermore, the latter ‘H’ for the word ‘Hamra’ was dropped.

*** The Reaction of Students towards the Acronym ‘Polisario’**

When the students were asked to give the meaning of the acronym ‘Polisario’, their reactions were as follows:

The acronym	Students' reactions		
Polisario	The meaning (31 out of 40)		No answer
	correct	False	
	18 (45%)	13 (32.5%)	09 (22.5%)
Total	31 (77.5%)		09 (22.5%)

Table (45): The Reaction of Students towards the Meaning of the Acronym 'polisario'

The percentage of students who dealt with the acronym 'polisario' is (77.5%). Those who gave no answer are (22.5%); this seems a high percentage since the term 'polisario' is always used when speaking about West Sahara and the struggle between Algeria and Morocco.

As shown in table (45), the percentage of students who gave the correct meaning is (45%).

Some examples are:

-An organization of the West Sahara works for its independence and rights.

-An organization of West Sahara which search for the solutions with morocco.

-A group that defends West Sahara.

-Political organization which works to realize the rights of freedom and self decision for the west desert.

There were (32.5%) of students who gave the meaning but it was a false one. Some false answers are:

-Place or a country/ Russian group.

-The name of people who lives in the West desert.

-Organization used to solve problems that a country may fall in.

*** The Reaction of Students Finding the Correct Meaning of ‘Polisario’ towards its Representation of Letters**

Now, let us move to the relation between the correct meaning and the representation of letters of ‘polisario’ given by the students. The results are below:

The representation of letters for ‘Polisario’	Students giving the correct meaning (18 out of 40)	
Full	00	00%
Partial	00	00%
Null	18	100%
Total	18	100%

Table (46): The Reaction of Students Finding the Correct Meaning of the Acronym ‘polisario ’ towards Its Representation of Letters.

The results above reveal that the students who found the correct meaning of ‘polisario’ gave neither the full form nor the partial one of it; all of them (100%) gave the correct meaning but no representation of any letter.

These results reveal that all students who found the correct meaning did not rely on the full form of ‘polisario’. So, this acronym is morphologically demotivated; it is now known by its independent meaning and not by its expansion which is totally ignored by the subjects.

4.4.2.15. TOEFL

‘TOEFL’ is an acronym that is defined in the Oxford Dictionary as ‘a test of a person’s level of English that is taken in order to go to a university in the U.S.’ It was created in 1964 (by the ETS (Educational Testing Service) in New Jersey) and it stands for “Test of English as

a Foreign Language”. Concerning the formation of the acronym ‘TOEFL’, the first letter of the preposition ‘of’ was taken in order to make the acronym pronounceable.

*** The Reaction of Students towards the Acronym ‘TOEFL’**

When students were asked to give the meaning of the acronym ‘TOEFL’, their reactions were as follows:

The acronym	Students’ reactions			
	The meaning (35 out of 40)		Full form	No answer
TOEFL	correct	False		
	29 (72.5%)	06 (15%)	04 (10%)	01 (02.5%)
	Total	35 (87.5%)		04 (10%)

Table (47): The Reaction of Students towards the Meaning of the Acronym ‘TOEFL’

As shown in Table (47), (87.5%) of E.F.L. students provided answers about the acronym ‘TOEFL’. Among these students, (72.5%) gave the correct meaning as shown in the following examples:

-An English language examination/ which is (often) taken by foreign students / to study in foreign universities.

-It is a test that is taken by people studying English to have a higher degree and more chances for job’s application.

-Test that shows the knowledge of a person in English

-English language examination taken by foreign students who want to study at universities of English- speaking countries.

-Test which helps to get scholarship abroad, it is a difficult test that has 4 parts: writing, speaking, listening, and reading.

There were, however, (15%) of students who gave false meanings for ‘TOEFL’; these students confused between ‘TOEFL’ as a test and ‘TEFL’ as a subject taught at the University of Constantine 1. Some of their answers are:

-Teaching English as a foreign language.

-Organization for studies to help candidates to adequate (acquire) knowledge of English.

-Module taught in the field of science of language and how we can teach.

-A method of teaching.

It was also found in the data that (10%) of students gave no meaning for the acronym ‘TOEFL’, but they succeeded in giving its full form a ‘Test of English as a Foreign Language’.

***The Reaction of Students Finding the Correct Meaning of ‘TOEFL’ towards its Representation of Letters**

Now, let us move to the reaction of students who found the correct meaning towards the representation of letters of the acronym ‘TOEFL’. The results are shown in the following table:

The representation of letters for ‘TOEFL’	Students giving the correct meaning (29 out of 40)	
Full	12	41.37%
Partial	06	20.68%
Null	11	37.93%
Total	29	100%

Table (48): The Reaction of Students Finding the Correct Meaning of the Acronym ‘TOEFL ’ towards Its Representation of Letters.

Concerning the representation of letters, the results in Table (48) reveal that the number of students who found the correct meaning and the full form is somehow considerable (41.37%)

compared to acronyms studied before. It can be presumed that these students know the full form for two reasons; the first one is that they are interested in this test since they are students of English and the second is that the meaning of this acronym as a ‘test of English for foreigners’ can inspire students about the representation of letters of this acronym (the meaning is the same as the full form).The percentage of students who gave the partial representation of letters is (20.68 %); most of them missed the letters “F” and “L”.

These results can be explained by the fact that the acronym ‘TOEFL’ still retains the relation with its full form since (41.37%) of the students know its representation of letters. Yet, this relation is not absolute but just to some extent since we still have students (37.93%) who found the correct meaning but not the full form.

4.4.2.16. MERS-Cov

‘MERS-CoV’ is a new acronym created in 2012 and it stands for “Middle East Respiratory Syndrome- Corona Virus”. It is noticed here that all of the initial letters of the words in the base form are represented in the acronym. In addition, the acronym ‘MERS-Cov’ was based on ‘larger chunks’, to use Minkova and Stockwell (2009) words, since the first two letters of the word ‘Corona’ were taken.

*** The Reaction of Students towards the Acronym ‘MERS-CoV’**

When student were asked to give the meaning of this acronym, their reactions were as follows:

The acronym	Students' reactions		
Mers-CoV	The meaning (15 out of 40)		No answer
	correct	False	
	04 (10%)	11 (27.5%)	25 (62.5%)
Total	15 (37.5%)		25 (62.5%)

Table (49): The Reaction of Students towards the Meaning of the Acronym 'MERS-Cov'

Table (49) reveals that (62.5%) of E.F.L. students ignored the meaning of 'MERS-Cov', and (27.5%) among those who dealt with this acronym gave false answers like:

-Sathelite made by Russia/ new plant discovered.

-Association of United Nations.

-A scientific word.

The reason why students did not answer or gave false answers for 'Mers-CoV' lies in the fact that this acronym does not yet find an acceptance in language; these students are supposed to know the disease by its full form "Middle East Respiratory Syndrome- Corona Virus" but not as 'Mers-CoV' since this last is created recently. In addition, the acronym 'Mers-CoV' is not frequently used in media and so it does not find its way into a large number of people. In most cases, this acronym is defined as 'corona virus' contrary to 'SARS', for example, that was in 2003 defined all the time in media as 'SARS' and not as 'Sever Acute Respiratory Syndrome'.

The percentage of students who gave right answers in identifying the meaning is (10%). These students are supposed to come across this acronym while reading newspapers or watching news or health documentaries. Yet, this number is considered very low compared to that of students who did not answer (62.5%) or gave false answers (27.5%). The four correct meanings are:

-Disease like flue/ appears in Arabic countries.

-Mortal disease found in Saudi Arabia.

-A very dangerous virus can be transmitted by air and when you have Mers-CoV you cannot breathe.

*** The Reaction of Students Finding the Correct Meaning of ‘MERS-Cov’ towards its Representation of Letters**

Let us now show the results of students who gave the correct meaning (though it is a low number) and their reaction towards the representation of each letter:

The representation of letters for ‘MERS-Cov’	Students giving the correct meaning (04 out of 40)	
Full	00	00%
Partial	01	25%
Null	03	75%
Total	04	100%

Table (50). The Reaction of Students Finding the Correct Meaning of the Acronym ‘MERS-Cov ’ towards Its Representation of Letters

Concerning the representation of letters, none (00%) of the students who gave the correct meaning found the full form of the acronym ‘MERS-Cov’; there were (75%) of students who found the correct meaning but ignored what each letter stands for and (25%) of students who defined only the letter “V” as ‘Virus’.

The results show that students who found the correct meaning forget what each letter stands for. This means that when students face the acronym ‘Mers- CoV’ and get its general meaning, they accept the latter directly and start to forget its full expansion. That is, these students now associate ‘Mers-CoV’ to a meaning and not to a full form. It is assumed that if this

new acronym will be used frequently in the media, it will find its way to the majority of people like any other famous acronym. But, if the disease denoted by this acronym will disappear, ‘Mers-CoV’ will, in turn, disappear and die with the passage of time.

4.4.2.17. SIM (card)

The acronym ‘SIM’ is defined as ‘a plastic card inside a mobile phone/ cell-phone that stores personal information about the person using the phone’ (Oxford Dictionary). It was created from the phrase “Subscribed Identification Module.”

* The Reaction of Students towards The Acronym ‘SIM’ (card)

When students were asked to give the meaning of the acronym, their reactions were as follows:

The acronym	Students’ reactions		
SIM	The meaning (33 out of 40)		No answer
	correct	False	
	33 (82.5%)	00 (00%)	04 (10%)
Total	33 (82.5%)		04 (10%)

Table (51): The Reaction of Students towards the Meaning of the Acronym ‘SIM’

As Table (51) shows, the majority of students dealt with the acronym ‘SIM’; (82.5%) of them succeeded in giving the right meaning as in:

-SIM card = la puce.

-It is the card that we put in a cell phone to make it applicable.

-To get the champ and can use your cell phone.

-The most important part of a cell phone, without it it cannot work.

The results reveal that there were 03 students who gave no meaning but tried with the representation of each letter. Yet, their attempts were not successful since they explain “S” by ‘Short’, “M” by ‘Message’ and “I” by ‘Image’ or ‘Internet’ or ‘Insert’.

***The Reaction of Students Finding the Correct Meaning of ‘SIM’ towards its Representation of Letters**

Let us now show the reaction of students who found the correct meaning towards the representation of each letter for ‘SIM’:

The representation of letters for ‘SIM’	Students giving the correct meaning 33 out of 40)	
Full	00	00%
Partial	02	06.06%
Null	31	93.93%
Total	33	100%

Table (52). The Reaction of Students Finding the Correct Meaning of the Acronym ‘SIM ’ towards Its Representation of Letters

As noticed in Table (52), (93.93%) of E.F.L. students who found the correct meaning did not find the correct full form of ‘SIM’. There were only (06.06%) of students who found the correct meaning and the partial representation by definig only the letter “I” as ‘Identification’.

This indicates that E.F.L. students did not rely on the expansion of ‘SIM’ to get its meaning. As a result, ‘SIM’ can be argued to be attached to a meaning and not to its full form. That is, ‘SIM’ is morphologically demotivated in English.

4.4.2.18. LOL

* The Reaction of Students towards the Acronym 'LOL'

'LOL' is a chat acronym that was coined in 1993 and that stands for "Laughing Out Loudly". Concerning the formation of 'LOL', it is observed that all of the initial letters from each of the words in the base form are represented in the acronym.

* The Reaction of Students towards the Acronym 'LOL'

When student were asked to give the meaning of this acronym, their reactions were as follows:

The acronym	Students' reactions		
LOL	The meaning (38 out of 40)		No answer
	correct	False	
	37 (92.5%)	01 (02.5%)	00 (00%)
Total	38 (95%)		00 (00%)

Table (53): The Reaction of Students towards the Meaning of the Acronym 'LOL'

As shown in Table (53), most of E.F.L. students (95%) dealt with the chat acronym 'LOL'. The reason for this is that 'LOL' becomes extensively used in chat; a practice which is famous between this new generation. (92.5%) of the subjects gave a correct meaning for 'LOL', some examples are:

-Used in chat to say that you are laughing.

-When chatting I write LOL which means that there is something that make me laugh (Mdr).

-Mort de rire (to laugh).

***The Reaction of Students Finding the Correct Meaning of ‘LOL’ towards its Representation of Letters**

Now, let us show the reaction of students who found the correct meaning towards the representation of letters:

The representation of letters for ‘lol’	Students giving the correct meaning (37 out of 40)	
Full	09	24.32%
Partial	20	54.05%
Null	08	21.62%
Total	37	100%

Table (54): The Reaction of Students Finding the Correct Meaning of the Acronym ‘LOL ’ towards Its Representation of Letters.

As shown in Table (54), (54.05%) of students who found the correct meaning found only the partial form of ‘LOL’ (most of them missed the second “L” for ‘Loudly’) and (24.3%) found its full form. Yet, we still have (21.6%) of students who found the correct meaning without relying at all on the expansion of ‘LOL’.

These results reveal that the acronym ‘LOL’ is not highly associated to its full form since (21.6%) of students found the correct meaning without knowing what each letter means or knowing just what one or two letters mean (54.05%). It can be presumed that those who found “L” that stands for ‘Laughing’ infer it from the general meaning and not the inverse since the meaning is presumed to be more famous than the expanded form. This presumption is based on two reasons. Firstly, the language of chat is full of abbreviations that are used repeatedly. Facing and using these abbreviations frequently make users understand them without needing to know their full forms. Secondly, the acronym ‘LOL’ is known to be the English counterpart

of the French abbreviation ‘Mdr’ (Mort de Rire), so the students are supposed to know the meaning of ‘LOL’ as ‘laughing’ through ‘Mdr’ and not through the representation of letters.

- **Overall Results of Test (2)**

The overall results of test (2) can be shown through the following figure:

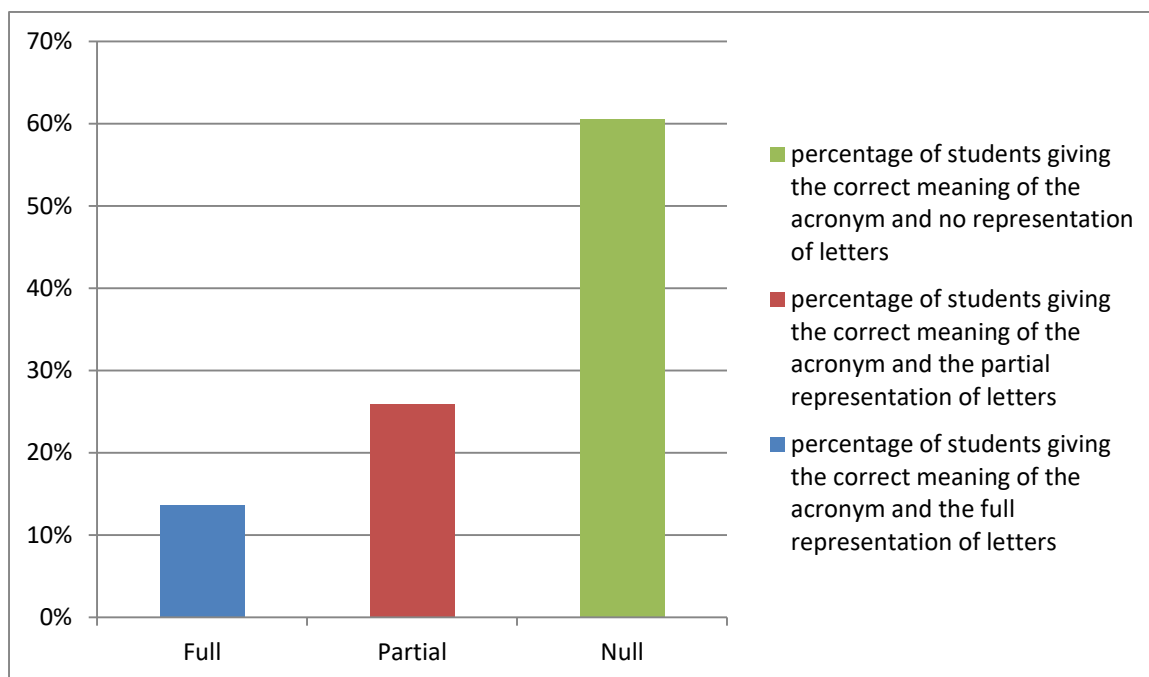


Figure (02): The Overall Results of the Reaction of Students Finding the Correct Meaning of the Acronym towards Its Representation of Letters

As revealed here, (61%) of the subjects showed a total ignorance of the full form but they succeeded in giving the correct meaning of the acronym. It was shown that students know, for instance, what ‘radar’ means though they ignore what each letter of this acronym stands for. For them, ‘radar’ is associated with a physical entity which it defines. Hence, it can be said that the acronyms are lexicalized as a result of their morphological demotivation.

The figure shows that in (26%) of the cases, the subjects found the partial expansions of the acronyms. However, this was mostly unhelpful in inferring the meaning of the acronym.

It was seen before that E.F.L. students who found the correct meaning of ‘CD-ROM’ missed the representation of the letters “R”, “O” and “M” and those who found the correct meaning of ‘UNESCO’ did not find the representation of the letters “E”, “S” and “C”.

Figure (02) again depicts that there was a small proportion of cases where students found the full phrase of the acronym. However, even in these cases students did not always rely on the expansion to give the meaning of the acronym; mostly, students gave the general conventional meaning though the full form denotes a technical definition.

Results of Test (02) proved that acronyms pass from being acronyms of specialization into general acronyms understood by non-specialist subjects. For example, ‘AIDS’ was coined to describe a particular disease. That is, it was restricted in use to a particular register, namely medicine. After a period of time, ‘AIDS’ was disseminated and the term became part of the daily language of speakers. Now, ‘AIDS’ is said to be used by language users who are neither doctors nor linguists without any semantic problem. 87.5% of the subjects get access into its correct meaning.

The results revealed that when acronyms find their way into general English, they become associated to their general and not technical meaning. For example, ‘AIDS’ was defined by most of our subjects as a ‘contagious disease which is transmitted through blood and other body fluids’; No one defined it as ‘a syndrome caused by the HIV virus which attacks the body’s immune system’ Another useful example here is ‘laser.’ When they were asked to give the meaning, none of the subjects defined the acronym ‘laser’ as ‘ a device that amplifies light primarily by the process of controlled stimulated emission’ which denotes a procedure; all of them answered by giving the general correct meaning of ‘laser’ as ‘ a beam of light’ Which denotes a result. Giving the general meaning of the acronym and not its technical meaning can be explained by two facts. The first one is that the subjects are not specialists ones. The second

one is that the subjects ignore what each letter of the acronym denotes and if so the association between the acronym and its general meaning in their minds becomes stronger than the association between the acronym and its full form. It was seen before that even the student who found the full expansion of 'laser' defined it by its general meaning as 'a strong light (red or green) used, for example, in medicine to treat some illnesses.' This means that this student did not rely on the expansion of the acronym to give its meaning. For him, the meaning of 'laser' is so famous and thus there is no need to resort to its full form to define it.

Conclusion

In this chapter, the study was aimed at showing the characteristics used by the subjects to differentiate between acronyms and true words and at answering the question whether acronyms become independent lexical items in English or they still have a relation with their full forms. The obtained results showed that acronyms which are written in their lowercase forms are mostly considered as true words by the subjects and those that are written in their uppercase forms are the ones that are considered as acronyms. The results above depicted also that in most cases the subjects did not rely on the acronym's full form to get access into its meaning; students were ignorant of the full expansion, yet they get the correct meaning. This can stand as proof that the acronyms lost their primary morphological motivation; they are now, or in their way to be, attached to a concept and not to their expansions.

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Chapter Five

The Analysis of the Webcorp Concordance Program Results

Introduction

In the previous chapter, it was shown how the subjects answered in terms of their classification of acronyms as true words or acronyms, their knowledge about the general meaning of the acronym and their reaction towards the acronym's full expansion.

Instead of relying on the informants' intuition accessed through the tests, the following chapter is devoted to check how acronyms behave in authentic language. Because of this, a corpus-based study was conducted in order to discover and to answer the questions about how the the acronym is used in its real textual context: is it used alone in the corpus or in company with its source, is it the term to be used instead of its full expansion or is it the opposite, is it used in its uppercase form or in its lowercase form, etc. The results are shown in this chapter.

5.1. Corpus Linguistics

Corpus linguistics is a branch of linguistics that occurs recently with the development in the field of computing (Mahlberg, 2010). It is a methodology for studying language which is argued to be best described through an analysis of real instances of linguistic production. Put differently, corpus linguistics is the study of real life language use in a collection of texts which are stored and accessed electronically (McEnery & Wilson, 2001). The collection of texts in electronic form is called corpus. The latter may contain written language like from newspapers, textbooks and essays, or transcriptions of spoken language like from casual conversations, TV shows and radio broadcasts. (Mahlberg, 2010).

The great advantage of corpus linguistic method lies in the fact that a language researcher can rely on a large amount of naturally occurring language data produced by a variety

of speakers or writers; this can help him to confirm or refute his own hypothesis about any particular language feature he wants to study (ibid).

When using corpus linguistics, one should not think that this branch of linguistics can explain why something is used that way in language. In order to find out the reason, language user must use his/her intuition. In addition, corpus linguistics cannot tell us what is possible or correct and what is impossible or incorrect in language, instead it can only provide examples from the corpus. Moreover, corpus linguistics cannot provide all possible language at one time. Even in a very large corpus of, for instance, one billion words, corpus linguistics cannot be representative of all language since all the examples of language use may not be present. (Mahlberg, 2010).

5.2. Webcorp Concordance Program

Most people access a corpus through a concordance program. The latter is defined by Hunston (2002, p.39) as the

program that searches a corpus for a selected word or phrase and presents every instance of that word or phrase in the center of the computer screen with the words that come before and after it to the left and right. The selected word, appearing in the center of the screen, is known as a node word.

So, concordance programs are particularly useful for a linguistic researcher since they can provide him with very accurate information about the occurrence of any language feature in its natural context.

The concordance program used in this study is called ‘webcorp LSE (Linguist’s Search Engine) concordance program’. The latter was developed by the Research and Development Unit for English Studies at Liverpool (RDUES). It was designed to provide contextualized instances of a word or a phrase from the web, and present them in a form that helps for linguistic analysis. (Hunston, 2002).

The corpus used in the webcorp project chosen here is considered big and suitable for our linguistic research since there are enough occurrences of the language element we want to study. Kennedy (2014, p.30) writes “A corpus must be big enough to provide a substantial number of instances of a particular linguistic feature from a number of different texts in order to give us a reliable picture of how that feature is used.” The corpus used in this study consists of about 130 million words randomly selected from web-extracted texts. It covered the period between January 2000 and December 2010. The following chart presents a screenshot for the webcorp user interface:

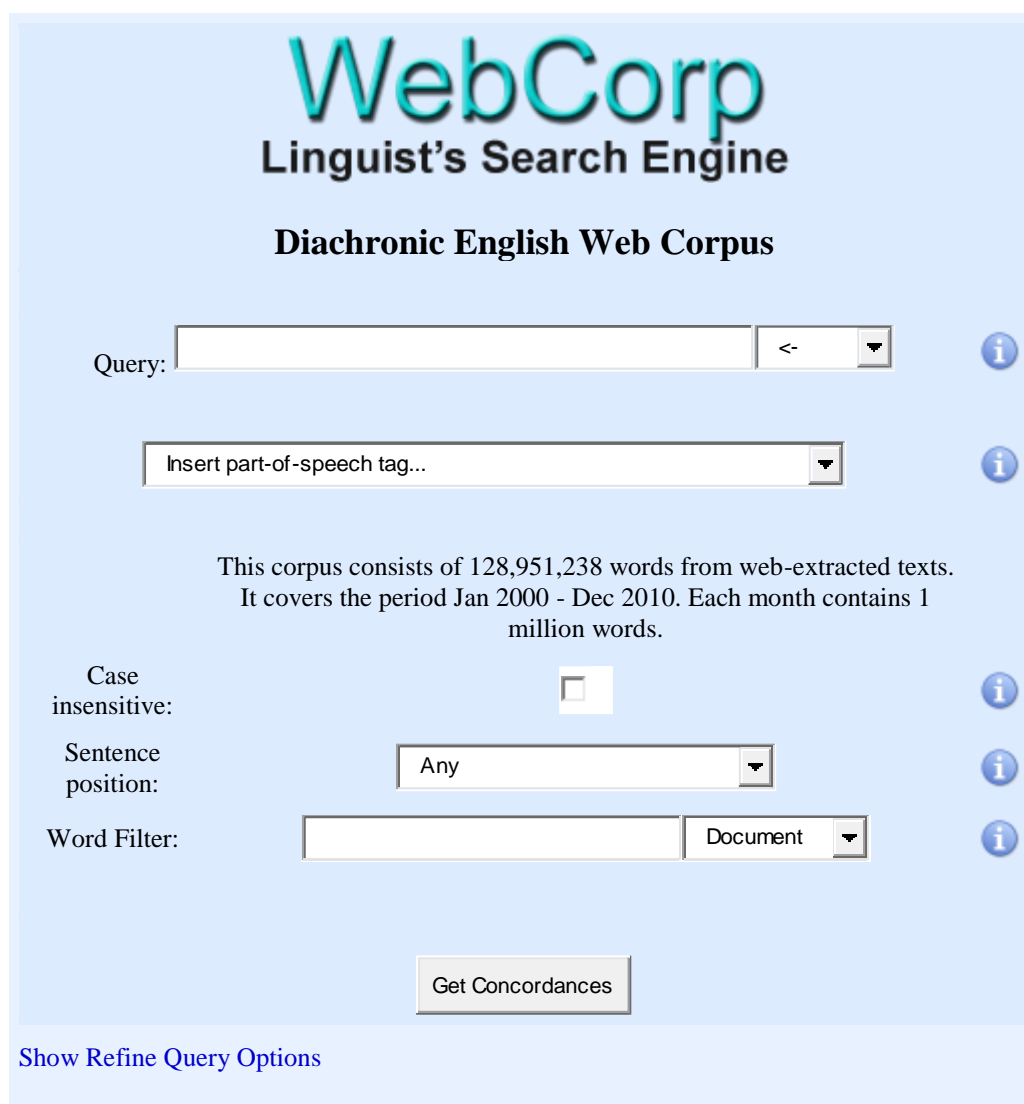


Figure (03): Screenshot for the Webcorp User Interface Used in the Study

When searching on a webcorp for a word or a phrase by entering it in the query box, the main following steps occur. First, crawling the web. This is achieved through an ‘arbitrary or targeted’ selection and extraction of documents from the web. The second step is indexing. That is, extracting Meta information from the downloaded content, cleaning up the text and building the corpus so that people do not fail to find the pages they want. Finally, a list of examples called concordance lines will be produced from the websites. Concordance lines refer to all the contexts where a particular word or phrase appears in a text. Here, the data is presented in a Key-Word in Context (KWIC) format; this presentation is done with the searched word centered and highlighted in red and a number of words occur to its right and left (Deignan, 2005).

Below are 20 randomly selected concordance lines for the word ‘laser’ from the webcorp program corpus:

1:	it up under the strobe and	laser	lighting of The Original Party Trolley
2:	it comes from the sun, a	laser	or a fluorescent bulb, light can
3:	Detection and Ranging (LiDAR) equipment- which bounces	laser	beams off the ground-to help scientists
4:	flashing colored lights, moving light beams,	laser	light shows, strobe lights, mirror-covered disco
5:	of your favorite Tron characters and	laser	bikes Latest Activity on Korea Business
6:	state-of-the-art sound systems, disco balls and	laser	shows, plasma TVs, microphones - even dance
7:	8 to 150) were captured by	laser	microdissection (Carl Zeiss MicroImaging GmbH, München,
8:	track enemies and rain a large	laser	upon them. He could also shoot
9:	the weapon talks to itself, the	laser	sight basically telling the round when
10:	until the 1996 release of a	laser	disc, video, and this soundtrack.The Stones
11:	alien is in range of their	laser	gun and they'll go at it
12:	is custom made via hand casts,	laser	scanning, computer modeling, and special machining
13:	will be young gun producer and	laser	storm navigator ELROY 4.0 (White Rhino/
14:	of elements. Earthquakes, weather control, planet-wide	laser	projections and electronic mind control can
15:	pressing a button to activate the	laser	and zap a cardboard replica of
16:	entrance. Or they could use the	laser	beam itself as the ceremonial barrier;
17:	wretched commoner will actually trigger the	laser	. 'Is anything going to happen, Director?
18:	oxycotin withdrawl buy nasonex without prescription ,	laser	hair removal is it permanent. répondre.

- 19: that it does not require expensive **laser** treatments, hospitalization or anesthesia. PDT has
20: American jungle. But only now, with **laser** technology, have the archaeologists been able

From these examples, one can argue that a concordance is only a “raw-material’ for the linguistic researcher (Lindquist, 2009). Analyzing and extracting information hidden in the concordances requires the skill of the language researcher to process information. Hunston (2002, p. 65) writes “concordance lines present information; they do not interpret it. Interpretation requires the insight and intuition of the observer. The enormous benefit is that the human eye can perceive features of language that were hitherto unguessed-at.”

5.3. Reasons for Using the Webcorp Concordance Program in the Study

One of the main concerns of this study is to know whether acronyms are used alone or in company with their full expansion. Because of this, the use of the web concordance program was of great help. The study, here, was carried out using the span concordance option which is displayed in the top right of the results screen. Choosing a number from the drop down list will change the length of each concordance shown. The concordance span is set at between 1-10 words to the left and to the right of the node; this allows to choose the number of words that should occur on either side of the acronym. As shown below, the number 10 was chosen from the span box and so the acronym will be found in a context where 10 words occur on its right and other 10 words on its left. This context will be useful and enough to verify whether the acronym selected for the study is accompanied with its full form or not, Lambert (2013, p.159) writes “ Le concordancier permet également, et c’est l’un de ses apports méthodologiques principaux la recherche de cooccurrence, caractéristique primordiale lorsqu’on s’intéresse à l’emploi des sigles et de leur source, puisque ils sont chacun régulièrement employés afin de gloser l’autre.” (*The concordance program also makes it possible, and it is one of its main methodological contributions, the search for co-occurrence, a primary characteristic when one*

is interested in the use of acronyms and their sources, since they are each regularly employed in order to gloss the other).

Below, are some concordance line examples of the acronym ‘laser’ found in a context of 10 words right and 10 words left:

20 per page

Show POS tags:

Jump to

Span: 10

Unlimited results/doc

Display Info: Number

Select a task...

<http://www.se1.webcorp.org>

- | | | | |
|----|--|--------------|--|
| 1: | drinking, dancing and living it up under the strobe and | laser | lighting of The Original Party Trolley of Boston. Whether it's |
| 2: | are light-sensitive beings. Whether it comes from the sun, a | laser | or a fluorescent bulb, light can affect our bodies and |
| 3: | of Caracol used Light Detection and Ranging (LiDAR) equipment-which bounces | laser | beams off the ground-to help scientists construct a 3-D |
| 4: | Lighting and effects include flashing colored lights, moving light beams, | laser | light shows, strobe lights, mirror-covered disco balls, or foam, and |
| 5: | from 1982, starring most of your favorite Tron characters and | laser | bikes Latest Activity on Korea Business Central. Liam Lusk and |
| 6: | perimeter seating, seven-foot ceilings', state-of-the-art sound systems, disco balls and | laser | shows, plasma TVs, microphones - even dance poles and remote control |
| 7: | mutation analyses. Tumor cells (8 to 150) were captured by | laser | microdissection (Carl Zeiss MicroImaging GmbH, München, Germany) into 10 L |
| 8: | as well, that would track enemies and rain a large | laser | upon them. He could also shoot out a dark inferno |

- 9: to calculate the distance; the weapon talks to itself, the **laser** sight basically telling the round when it has to explode.
- 10: remained on the shelf until the 1996 release of a **laser** disc, video, and this soundtrack. The Stones put together this circus
- 11: that detects whether an alien is in range of their **laser** gun and they'll go at it with vigor. The amusing
- 12: the current glove design is custom made via hand casts, **laser** scanning, computer modeling, and special machining techniques. But the outer
- 13: Playing a live set will be young gun producer and **laser** storm navigator ELROY 4.0 (White Rhino/Ender Closet raver and
- 14: that encompasses a number of elements. Earthquakes, weather control, planet-wide **laser** projections and electronic mind control can be brought together to
- 15: made, with Her Majesty pressing a button to activate the **laser** and zap a cardboard replica of Mr Brezhnev which symbolically
- 16: which symbolically blocks the entrance. Or they could use the **laser** beam itself as the ceremonial barrier; instead of attacking a (
- 17: control room, where some wretched commoner will actually trigger the **laser** . Is anything going to happen, Director? Should I be pressing
- 18: estrogen buy ovral online , oxycotin withdrawl buy nasonex without prescription , **laser** hair removal is it permanent. répondre. mer, 09/29/2010
- 19: PDT for Rosacea is that it does not require expensive **laser** treatments, hospitalization or anesthesia. PDT has frequently good cosmetic results
- 20: city submerged in Central American jungle. But only now, with **laser** technology, have the archaeologists been able to look through the

5.4. Results from the Webcorp Concordance Program

5.4.1. Variant Occurrences of the Acronym

5.4.1.1. Simple Occurrence vs. Cooccurrence (acronym + its full form)

This section is about the study of the relation between the acronym and its source. The purpose is to verify whether the selected acronyms for the study occur alone or in accompany with their full forms. This task was manageable since in each concordance line the acronym was presented in the center with the words that come before and after it. This context enables

to see whether the acronym appeared alone or it was preceded or followed by its source. In order to check this, we were obliged to verify each concordance line separately and to verify all the variant forms for each acronym (for example laser and LASER).

The results for each acronym chosen for the study are shown in the tables below:

- **Laser**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Laser)	113	63	165	179	168	137	153	133	190	107	103	1511 (99.8%)
Co-occurrence (Laser+ its full form)	00	00	00	01	00	00	02	00	00	00	00	03 (0.19%)
The total	113	63	165	180	168	137	155	133	190	107	103	1514 (100%)

Table (55): The Difference in Frequency between the Use of ‘laser’ Versus the Use of ‘laser’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘laser’ versus the use of ‘laser’ accompanied by its source per 130 million words from the webcorp concordance program between 2000 and 2010, a period of 10 years.

It may be seen clearly that ‘laser’ as a simple word was used frequently during the selected decade; it was used (99.8%) of the time. In sharp contrast to this, the use of ‘laser’ accompanied by its source ‘Light Amplification by Stimulated Emission of Radiation’ was very rare (0.19%). The combination (laser + its source) occurs only in 2003 and 2006 and the frequency of use does not pass (01) and (02) uses per million words respectively.

- Radar

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Radar)	71	89	91	119	145	122	107	141	217	109	90	1301 (99.9%)
Co-occurrence (Radar+ its full form)	00	00	00	00	00	01	00	00	00	00	00	01 (0.07%)
The total	71	89	91	119	145	123	107	141	217	109	90	1302 (100%)

Table (56): The Difference in Frequency between the Use of ‘radar’ Versus the Use of ‘radar’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘radar’ versus the use of ‘radar’ accompanied by its source per 130 million words from the webcorp concordancerprogram between 2000 and 2010.

Table (56) depicts that the use of ‘radar’ as a simple word is far higher than the use of ‘radar’ accompanied by its source ‘Radio Detection and Ranging.’ ‘Radar’ in its simple occurrence was used in (99.9%) of cases, however the acronym ‘radar’ accompanied by its source kept stable with (00) use during the decade except in 2005 and the use does not pass (0.07%) (01 occurrence).

- NATO

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Nato)	227	251	98	450	178	153	112	294	249	178	222	2412 (98.8%)
Co-occurrence (Nato+ its full form)	05	02	00	01	00	03	01	07	03	02	04	28 (1.15%)
The total	232	253	98	451	178	156	113	301	252	180	226	2440 (100%)

Table (57): The difference in Frequency between the Use of ‘NATO’ Versus the Use of ‘NATO’ Accompanied by its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘NATO’ versus the use of ‘NATO’ accompanied by its source per 130 million words from the webcorp concordancerprogram between 2000 and 2010.

As noticed from Table (57), the acronym ‘NATO’ as a simple word occurring alone was used in (98.8%) of cases; on the other hand, the use of ‘NATO’ accompanied by its source does not show the huge frequency of use as ‘Nato’ in its simple occurrence does. Throughout the selected decade, the combination ‘NATO+ North Atlantic Treaty Organization’ appeared in only (1.15%) of cases.

- UNICEF

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Unicef)	23	30	24	37	16	84	44	16	16	16	29	335 (93.3%)
Co-occurrence (Unicef+its full form)	02	01	00	02	00	04	01	04	01	02	07	24 (6.7%)
The total	25	31	24	39	16	88	45	20	17	18	36	359 (100%)

Table (58): The Difference in Frequency between the Use of ‘UNICEF’ Versus the Use of ‘UNICEF’ Accompanied by Its Source from the WCP between 2000 and 2010

The table above shows the difference in frequency between the use of ‘UNICEF’ versus the use of ‘UNICEF’ accompanied by its source per 130 million words from the webcorp concordancer program between 2000 and 2010.

As Table (58) depicts, the use of ‘UNICEF’ is higher than the use of ‘UNICEF’ + ‘United Nation International Children’s Emergency Fund.’ But, one can notice that there was many occasions throughout the decade where ‘Unicef’ was found along with its source; the total percentage reached (6.7%). Here, one can say that the level of lexicalization of ‘UNICEF’ is not very high since writers still see it necessary to explain the acronym by its source. This does not mean, however, that ‘UNICEF’ has achieved no degree of lexicalization. Instead, it has gained an important measure of lexicalization since it was used in (93.3%) of cases without its source. This number is considered big compared to that which represents the occurrence of ‘UNICEF’ + its full phrase (6.7%).

- **UNESCO**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Unesco)	48	31	24	15	18	16	43	41	21	32	51	340 (94%)
Co-occurrence (Unesco+ its full form)	00	02	01	03	01	01	00	05	05	01	03	22 (06%)
The total	48	33	25	18	19	17	43	46	26	33	54	362 (100%)

Table (59): The Difference in Frequency between the Use of ‘UNESCO’ Versus the Use of ‘UNESCO’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘UNESCO’ versus the use of ‘UNESCO’ accompanied by its source per 130 million words from the webcorp concordancer program between 2000 and 2010.

As seen from Table (59), the frequency of using the acronym ‘UNESCO’ as a true word occurring alone was higher than the use of ‘UNESCO’ accompanied by its source phrase. Although there were many occasions throughout the decade where ‘Unesco’ was accompanied by its full form ‘United Nations Educational, Scientific and Cultural Organization’, the total percentage does not pass (06%). This percentage is considered small compared to that which represents the occurrence of ‘UNESCO’ as a word occurring alone (94%).

- **NASA**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Nasa)	68	106	97	104	169	254	169	245	262	208	196	1878 (99.4%)
Co-occurrence (Nasa+ its full form)	00	01	00	01	04	00	03	00	03	00	00	12 (0.6%)
The total	68	107	97	105	173	254	172	245	265	208	196	1890 (100%)

Table (60): The difference in Frequency between the Use of ‘NASA’ Versus the Use of ‘NASA’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘NASA’ versus the use of ‘NASA’ accompanied by its source per 130 million words from the webcorp concordancerprogram between 2000 and 2010.

As noticed from Table (60), the acronym ‘NASA’ as a simple word occurring alone was used frequently; it was used in (99.4%) of cases. In sharp contrast to this, the use of ‘Nasa’ accompanied by its full phrase was rare. The combination ‘NASA’ + ‘National Aeronautics and Space Administration’ was only used (0.6%) of cases during a period of 10 years.

- **OPEC**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Opec)	14	05	24	23	32	25	26	43	27	23	20	262 (97%)
Co-occurrence (Opec+ its full form)	00	01	02	01	01	01	00	02	00	00	00	08 (3%)
The total	14	06	26	24	33	26	26	45	27	23	20	270 (100%)

Table (61): The Difference in Frequency between the Use of ‘OPEC’ Versus the Use of ‘OPEC’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘OPEC’ versus the use of ‘OPEC’ accompanied by its source per 130 million words from the webcorp concordance program between 2000 and 2010.

Table (61) depicts that the use of ‘OPEC’ in its simple occurrence override the use of ‘OPEC’ + its full phrase ‘Organization of Petroleum Exporting Countries.’ The first was used in (97%) of cases whereas the second was only used in (3%).

- **FIFA**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Fifa)	03	38	20	23	16	08	100	54	23	68	119	472 (98.5%)
Co-occurrence (Fifa+ its full form)	00	04	00	00	00	00	03	00	00	00	00	07 (1.5%)
The total	03	42	20	23	16	08	103	54	23	68	119	479 (100%)

Table (62): The Difference in Frequency between the Use of ‘Fifa’ Versus the Use of ‘Fifa’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘FIFA’ versus the use of ‘FIFA’ accompanied by its source per 130 million words from the webcorp concordancerprogram between 2000 and 2010.

As noticed here, the acronym ‘FIFA’ in its simple occurrence was used in our selected decade (98.5%) of the time. Compared to the use of ‘FIFA’ as a simple word, its use accompanied by the full form ‘Fédération Internationale de Football Association’ was far lesser. The combination ‘FIFA’ + its full phrase’ was used only in 2001 and 2006 and the frequency does not pass (1.5%) of the time.

- **SARS**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Sars)	02	02	32	368	73	19	40	19	10	21	11	597 (91%)
Co-occurrence (Sars+ its full form)	00	00	18	22	12	01	03	01	00	02	00	59 (9%)
The total	02	02	50	390	85	20	43	20	10	23	11	656 (100%)

Table (63): The Difference in Frequency between the Use of ‘SARS’ Versus the Use of ‘SARS’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘SARS’ versus the use of ‘SARS’ accompanied by its source per 130 million words from the webcorp concordance programbetween 2000 and 2010.

Surprisingly, it is noticed from Table (63) that the use of ‘SARS’ in its simple occurrence (91%) was higher than the use of ‘SARS’ + its full form (09%) especially in 2003 where the difference was significant (368 uses Vs. 22 uses). As a new acronym, ‘SARS’ was predicted to be accompanied by its source ‘Severe Acute Respiratory Syndrome’ at least in its first occurrence in articles. However, it was not the case here since the number of articles where

‘SARS’ occurs (134 articles) (from the webcorp) overrides the use of the combination ‘SARS+ its full form’ (59 uses).

Again, Table (63) shows that the use of ‘SARS’ in 2000 and 2001 was very rare (02 uses for each year), then there was moderate increase in the use of ‘SARS’ in 2002 (50 times). In 2003, however, the use of ‘SARS’ shows a dramatic increase where it reaches (390) uses per million words. After that, there was a huge decrease in the use of ‘SARS’ till the end of the decade where the occurrence does not pass (11) times.

- **CD-ROM**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (CD-ROM)	175	88	73	104	94	91	112	78	47	80	53	995 (99.3%)
Co-occurrence (CD-ROM+ its full form)	02	02	01	00	00	00	02	00	00	00	00	07 (0.7%)
The total	177	90	74	104	94	91	114	78	47	80	53	1002 (100%)

Table (64): The difference in Frequency between the Use of ‘CD-ROM’ Versus the Use of ‘CD-ROM’ Accompanied by its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘CD-ROM’ versus the use of ‘CD-ROM’ accompanied by its source per 130 million words from the webcorp concordance program between 2000 and 2010.

As shown from Table (64), the acronym ‘CD-ROM’ in its simple occurrence was used frequently throughout the selected decade (99.3%). Contrary to that, the use of the acronym ‘CD-ROM’ accompanied by its full form was very rare (0.7%). In all occasions (04 occasions) where the combination appeared, the frequency does not pass (02) uses per million words.

- **Polisario**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Polisario)	00	00	01	00	00	02	02	00	01	01	02	09 (90%)
Co-occurrence (Polisario+ its full form)	00	00	00	00	00	00	00	00	01	00	00	01 (10%)
The total	00	00	01	00	00	02	02	00	02	01	02	10 (100%)

Table (65): The difference in Frequency between the Use of ‘Polisario’ Versus the Use of ‘Polisario’ Accompanied by its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘Polisario’ versus the use of ‘Polisario’ accompanied by its source per 130 million words from the webcorp concordance program between 2000 and 2010.

Overall, the acronym ‘Polisario’ was not used frequently in the data; it was only used 10 times. In (90%) of the cases, the acronym ‘Polisario’ was used as a simple word and only in (10%) of the cases the acronym ‘Polisario’ was used in connection with its source ‘Popular de Liberacion de Saguia el Hamra y Rio de Oro’

- **TOEFL**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Toefl)	00	01	00	09	01	04	02	17	05	04	16	59 (90.8%)
Co-occurrence (Toefl+ its full form)	00	00	01	01	00	01	01	01	00	00	01	06 (9.2%)
The total	00	01	01	10	01	05	03	18	05	04	17	65 (100%)

Table (66): The difference in Frequency between the Use of ‘TOEFL’ Versus the Use of ‘TOEFL’ Accompanied by its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘TOEFL’ versus the use of ‘TOEFL’ accompanied by its source per 130 million words from the webcorp concordance program between 2000 and 2010.

Overall, the use of the acronym ‘TOEFL’ was not so frequent in the data since it was only used (65) times per million words in a period of 10 years. In the (65) occasions where the acronym appeared, the big proportion (90.8%) was for ‘TOEFL’ as a simple word. The combination ‘TOEFL’ + its source ‘Test of English as a Foreign Language’ was only used in (9.2%) of cases.

- **AIDS**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Aids)	268	357	404	293	462	393	459	569	358	228	255	4046 (99.3%)
Co-occurrence (Aids+ its full form)	04	04	02	04	02	03	02	01	04	02	02	30 (0.7%)
The total	272	361	406	297	464	396	461	570	362	230	257	4076 (100%)

Table (67): The Difference in Frequency between the Use of ‘Aids’ Versus the Use of ‘Aids’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘AIDS’ versus the use of ‘AIDS’ accompanied by its source per 130 million words from the webcorp concordance program between 2000 and 2010.

As noticed from Table (67), the use of the acronym ‘AIDS’ was so frequent in the data; it was used (4076) times per million words. It can be noticed also that the frequency of use of ‘AIDS’ in its simple occurrence (99.3%) is greatly higher than that of ‘AIDS’ plus its full phrase ‘Acquired Immune Deficiency Syndrome’ (0.7%). In 2007, for instance, the use of ‘AIDS’

alone reached its highest frequency with 569 uses, however the use of ‘AIDS’ + its source does not pass (01) use.

- **Modem**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Modem)	96	74	105	88	73	71	77	52	31	39	34	740 (100%)
Co-occurrence (Modem+ its full form)	00	00	00	00	00	00	00	00	00	00	00	00 (00%)
The total	96	74	105	88	73	71	77	52	31	39	34	740 (100%)

Table (68): The Difference in Frequency between the Use of ‘modem’ Versus the Use of ‘modem’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘modem’ versus the use of ‘modem’ accompanied by its source per 130 million words from the webcorp concordancer program between 2000 and 2010.

As noticed from the table, there was no use (00%) of the combination ‘modem’ + ‘Modulator Demodulator’ in the data. In (100%) of cases, the acronym ‘modem’ appeared during the selected decade as a simple word occurring alone.

- SIM card

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (SIM)	02	00	02	00	02	00	04	15	11	09	10	55 (93%)
Co-occurrence (SIM+ its full form)	00	00	00	00	02	00	00	02	00	00	00	04 (7%)
The total	02	00	02	00	04	00	04	17	11	09	10	59 (100%)

Table (69). The Difference in Frequency between the Use of ‘SIM’ Versus the Use of ‘SIM’ Accompanied by Its Source from the WCP between 2000 and 2010

The table above shows the difference in frequency between the use of ‘SIM’ versus the use of ‘SIM’ accompanied by its source per 130 million words from the webcorp concordance program between 2000 and 2010.

As noticed from the table, the acronym ‘SIM’ was not used frequently in the data; it was only used (59) times. What is remarkable here is that in most cases (93%) ‘SIM’ was used alone; there was only (7%) of cases where ‘SIM’ occurs in company with its source ‘Subscribe Identification Module.’

- LOL

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (LOL)	44	84	178	171	191	394	459	465	548	572	465	3571 (99.8%)
Co-occurrence (LOL+ its full form)	00	00	01	01	01	00	00	00	01	00	01	05 (0.14%)
The total	44	84	179	172	192	394	459	465	549	572	466	3576 (100%)

Table (70): The Difference in Frequency between the Use of ‘LOL’ Versus the Use of ‘LOL’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘LOL’ versus the use of ‘LOL’ accompanied by its source per 130 million words from the webcorp concordance program between 2000 and 2010.

As noticed from table (70), the use of the acronym ‘LOL’ was so frequent; it occurred (3576) times per million words. The table reveals that in (99.8%) of cases, the acronym ‘LOL’ was used in its simple occurrence. The appearance of the combination ‘LOL’ + ‘Laugh Out Loudly’ Was very rare; it was only used in (0.14%) of the time.

- **Napalm**

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total
Simple occurrence (Napalm)	01	06	05	04	11	14	07	06	07	07	06	74 (100%)
Co-occurrence (Napalm+ its full form)	00	00	00	00	00	00	00	00	00	00	00	00 (00%)
The total	01	06	05	04	11	14	07	06	07	07	06	74 (100%)

Table (71): The Difference in Frequency between the Use of ‘napalm’ Versus the Use of ‘napalm’ Accompanied by Its Source from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of ‘napalm’ versus the use of ‘napalm’ accompanied by its full form per 130 million words from the webcorp concordance program between 2000 and 2010.

As noticed from Table (71), the acronym ‘napalm’ was not used frequently in the data; it was only used (74) times per million words.

As the table depicts again, in all the cases where the acronym ‘napalm’ was used, there was no occurrence (00%) of the combination ‘napalm’ + ‘Napthenic Acid and Palmitate.’ The acronym ‘napalm’ was always (100%) used in its simple occurrence.

- **Overall Results Concerning the Relation Acronym vs. Acronym + its Full Form**

The overall results which can show the difference between the use of the acronyms in their simple occurrence (total: 18698 times: 98.8%) versus their use in connection with their sources (total: 217 times: 1.2%) are revealed below:

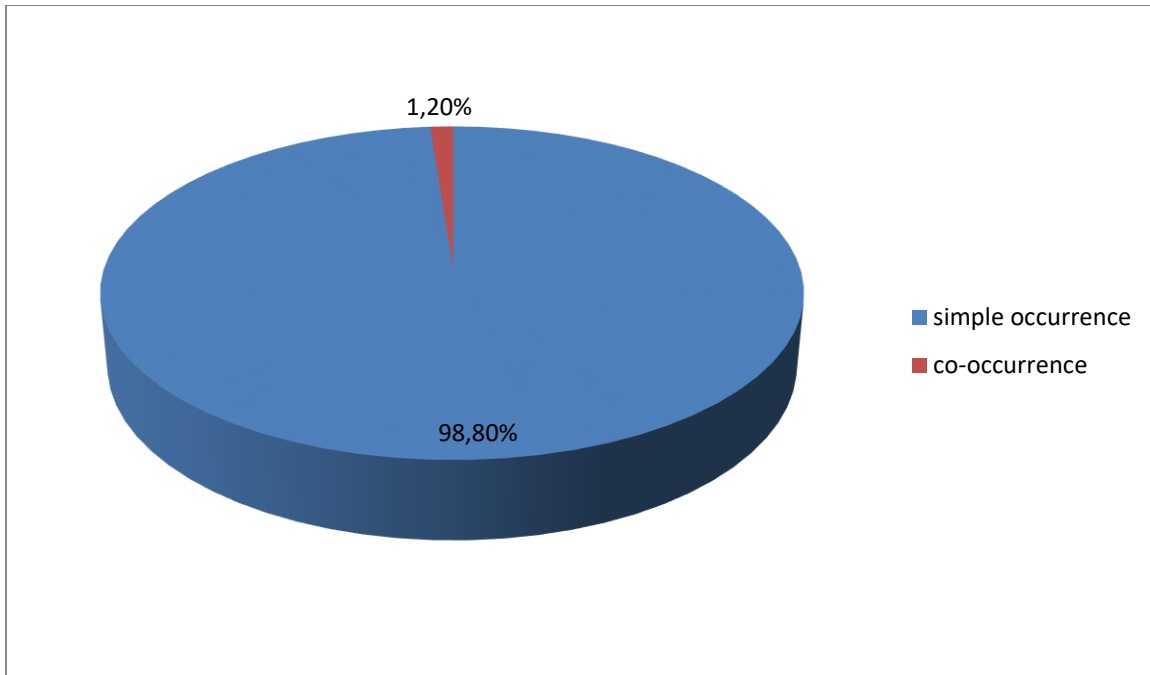


Figure (04): The Difference in Percentage between the Use of the Acronyms in their Simple Occurrence versus their Use in accompany with their Full Forms.

As shown from figure (04), the use of the selected acronyms in their simple occurrence was far higher than their use in connection with their full forms. In the first case the percentage of use reached (98.8%) whereas in the second it reached only (1.2%). Hence, it can be claimed that the acronyms selected for the study are lexicalized as a result of their morphological demotivation in English; they become attached to their meanings rather than to their full forms. The high degree of the morphological demotivation of some acronyms was also noticeable like in the following example where the first element of the acronym ‘laser’ was repeated:

flashing colored lights, moving light beams, **laser** light shows, strobe lights, mirror-covered disco

One can argue that the high number of the acronyms used alone is a logical result of the convention of defining the acronym by its source only in the first occurrence in the article. However, the results revealed that the number of co-occurrence is only 217 (2.25%) instead of 9627. The latter represents the number of documents where the acronyms appeared in the corpus. So, the convention of giving the source in the first occurrence of the acronym is not respected in the large majority of the documents.

5.4.1.2. The Acronym vs. the Full Form

In this section, the study was carried out to show the difference in use between the acronym and its full form. The aim here was to see which form is the most used and famous in language; is it the acronym or is it the phrase from which it was derived?

The results are shown in the table below:

Acronym Vs. the Full Form	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total per 130 million words
Laser	113	63	165	179	168	137	153	133	190	107	103	1511
Light Amplification by Stimulated Emission of Radiation	00	00	00	00	00	00	00	00	00	00	00	00
radar	71	89	91	119	145	122	107	141	217	109	90	1301
Radio Detection And Ranging	00	00	00	00	00	00	00	00	00	00	00	00
NATO	227	251	98	450	178	153	112	294	249	178	222	2412
North Atlantic Treaty Organization	01	00	06	02	01	02	01	01	00	01	02	17
Unesco	48	31	24	15	18	16	43	41	21	32	51	340
United Nations Educational, Scientific and	01	00	00	00	00	00	01	01	00	00	00	03

Cultural Organization												
Unicef	23	30	24	37	16	84	44	16	16	16	29	335
United Nations International Children's Emergency Fund	00	00	00	00	00	00	00	00	00	00	00	00
Aids	268	357	404	293	462	393	459	569	358	228	255	4046
Acquired Immune Deficiency Syndrome	00	00	00	00	00	00	00	00	00	00	00	00
Nasa	68	106	97	104	169	254	169	245	262	208	196	1878
National Aeronautics Space Administration	01	02	00	03	01	02	00	05	01	03	01	19
Toefl	00	01	00	09	01	04	02	17	05	04	16	59
Test Of English as a Foreign Language	00	00	00	00	00	00	00	00	00	00	00	00
Opec	14	05	24	23	32	25	26	43	27	23	20	262
Organization of the Petroleum Exporting Countries	00	00	00	02	00	00	00	00	01	00	00	03
Fifa	03	38	20	23	16	08	100	54	23	68	119	472
Federation International de Football Association	00	00	00	00	00	00	00	00	00	00	00	00
Sars	02	02	32	368	73	19	40	19	10	21	11	597
Severe Acute Respiratory Syndrome	00	00	00	00	00	00	00	01	00	00	00	01
Cd-rom	175	88	73	104	94	91	112	78	47	80	53	995
Compact Disc-Read Only Memory	00	00	00	00	00	00	00	00	00	00	00	00
Polisario	00	00	01	00	00	02	02	00	01	01	02	09
POpular de LIberacion de SAguia el hamra y RIO de Oro	00	00	00	00	00	00	00	00	00	00	00	00

Lol	44	84	178	171	191	394	459	465	548	572	465	3571
Laugh Out Loud	00	00	00	00	00	00	02	00	01	00	00	03
sim	02	00	02	00	02	00	04	15	11	09	10	55
Subscriber Identification Module	00	00	00	00	00	00	00	00	00	00	00	00
modem	96	74	105	88	73	71	77	52	31	39	34	740
MOdulator DEModulator	00	00	00	00	00	00	00	00	00	00	00	00
napalm	01	06	05	04	11	14	07	06	07	07	06	74
Napthemic Acid PALMitrate	00	00	00	00	00	00	00	00	00	00	00	00

Table (72) : The Difference in Frequency between the Use of the Acronym Versus the Use of the Full Form from the WCP between 2000 and 2010.

The table above shows the difference in frequency between the use of the selected acronyms versus the use of their full forms from the webcorp program between 2000 and 2010, a period of 10 years.

From Table (72), it is noticed that some acronyms are more frequently used than others. For instance, the acronyms ‘laser’, ‘radar’ and ‘Nato’ were used (1511), (1301) and (2412) times respectively during 10 years, whereas the acronyms ‘polisario’, ‘unicef’ and ‘unesco’ were only used (09), (335) and (340) times respectively during the same decade.

From the table, it is also noticed that the acronyms ‘laser’, ‘radar’, ‘FIFA’, ‘CD-ROM’, ‘TOEFL’, ‘SIM’, ‘polisario’, ‘modem’ and ‘napalm’ become the form to be accepted and used instead of their full forms which get obsolete. Throughout the selected decade, there was no occasion (00%) where the full expansions of these acronyms were used to explain the concept; the latter was referred to by the concised form, i.e. the acronym. This can indicate that acronyms in this case become more famous than their full forms.

In the case of the acronyms ‘Nato’, ‘Aids’, ‘Nasa’, ‘Opec’, ‘Unicef’, ‘Unesco’ ‘Sars’ and ‘LOL’ the source was used rather than the acronym in many occasions like in 2002 where the source ‘North Atlantic Treaty Organization’ appeared (06) times instead of ‘Nato.’

However, the numbers which represent the source to be used alone, as revealed from table (72), are far lesser than the numbers which represent the acronyms. For instance, in 2007 the source ‘National Aeronotics Space Administration’ appeared (05) times while the acronym ‘Nasa’ appeared (245) times.

What can be surprising here is the case of the acronym ‘SARS.’ Although this acronym appeared in 2000 and then spread in 2003, these years did not show a frequent use of its source. Instead, it was the abbreviated form that was used the most. In 2003, for instance, ‘SARS’ occurred (368) times whereas the source ‘Severe Acute Respiratory Syndrome’ occurred only (02) times. In this case, the rule of a recent acronym creation is said to be violated since the full phrase of a new acronym is the form that was supposed to be used more before that the acronym finds its way and becomes famous in language.

The graph below shows the overall results concerning the difference in frequency between the use of the acronyms versus the uses of their sources:

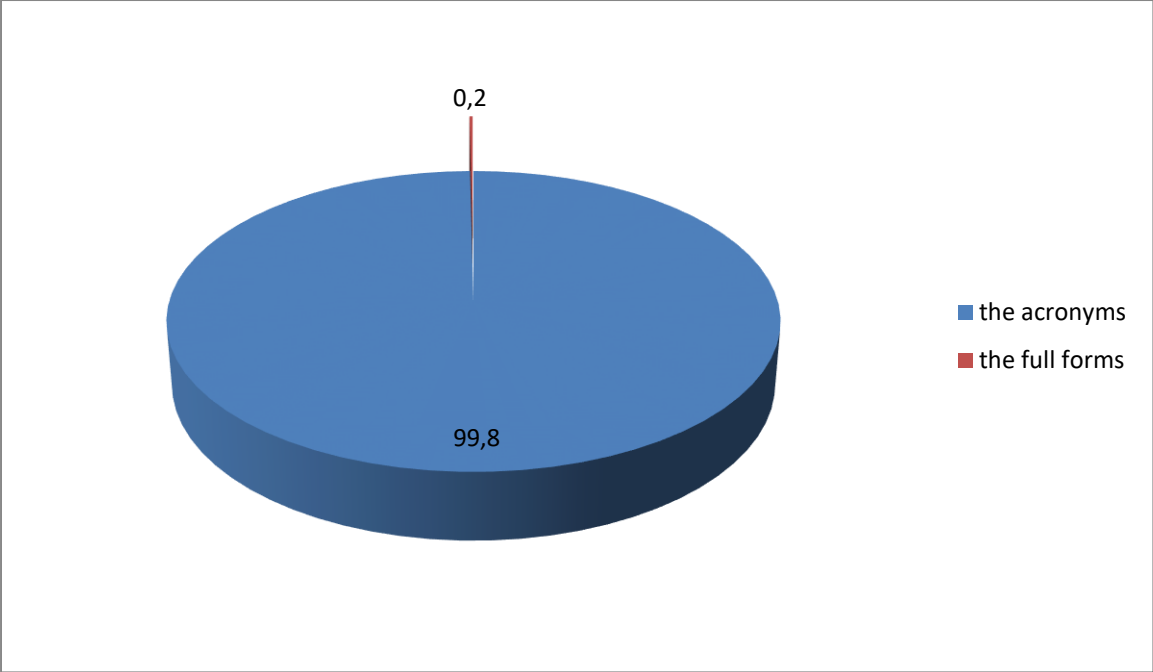


Figure (05): The Difference in Percentage between the Use of the Acronyms Versus the Use of their Full Forms

As shown from the graph above, in (99.8%) of cases the concept was expressed through the form of an acronym and only in (0.2%) of cases it was expressed through the full expansion. The latter rarely appeared on its own. In this context, it can be claimed that it is the length of the base form that has an unfavourable effect upon its use. In comparison, the acronym is much shorter and so more effective. In addition, the readers are assumed to become more familiar with the meaning of the acronym than with that of the full form; for example, they are familiar with ‘laser’ more than with ‘Light Amplification by Stimulated Emission of Radiation’ which is considered technical. Because of this writers prefer to use the acronym and not its full expansion.

5.4.1.3. The Uppercase Form Vs. The Lowercase Form

In this section, the purpose was centered on the graphic form of the acronym. The aim here was to see whether it was the lowercase form of the selected acronym that was used the most or it was its uppercase form. In order to check this, we searched first in the webcorp program for the acronym in its lowercase form and then in its uppercase form. The results are summarized in the following table:

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total per 130 million words
Laser	113	63	164	180	167	134	149	128	187	107	103	1495
LASER	00	00	01	00	01	03	06	05	03	00	00	19
Radar	69	88	89	118	141	114	103	135	214	107	89	1267
RADAR	02	01	02	01	04	09	04	06	03	02	01	35
Nato	00	01	00	01	00	01	01	11	01	01	02	19
Nato	20	27	05	121	15	06	09	17	10	11	35	276
NATO	212	225	93	329	163	149	103	273	241	168	189	2145
unesco	00	00	00	00	01	01	00	00	00	00	02	04
Unesco	08	00	00	03	02	02	10	03	04	04	21	57
UNESCO	40	33	25	15	16	14	33	43	22	29	31	301
unicef	00	00	00	00	00	00	00	00	00	01	00	01
Unicef	03	00	06	08	00	27	06	02	02	05	00	59
UNICEF	22	31	18	31	16	61	39	18	15	12	36	299
Aids	07	11	170	12	31	37	54	57	37	27	26	469

AIDS	265	350	236	285	433	359	407	513	325	203	231	3607
Nasa	01	05	00	00	01	02	08	02	06	07	13	45
Nasa	00	00	01	01	03	10	04	16	18	05	09	67
NASA	67	102	96	104	169	242	160	227	241	196	174	1778
Toefl	00	00	00	00	00	01	00	00	00	00	00	01
Toefl	00	00	00	00	00	00	00	00	00	00	00	00
TOEFL	00	01	01	10	01	04	03	18	05	04	17	64
Opec	00	01	00	00	02	00	00	02	01	02	00	08
Opec	00	02	04	02	04	06	07	06	02	02	01	36
OPEC	14	03	22	22	27	20	19	37	24	19	19	226
Fifa	00	00	00	01	00	00	04	04	00	03	05	17
Fifa	00	00	02	02	01	00	04	10	01	10	22	52
FIFA	03	42	18	20	15	08	95	40	22	55	92	410
Sars	00	00	00	00	00	00	00	00	00	00	00	00
Sars	00	00	00	06	01	06	02	03	03	04	07	32
SARS	02	02	50	384	84	14	41	17	07	19	04	624
cd-rom	07	05	05	00	02	02	03	02	00	00	01	27
Cd-rom	00	00	00	00	00	00	02	00	00	00	00	02
CD-ROM	170	85	69	104	92	89	109	76	47	80	52	973
Polisario	00	00	00	00	00	00	00	00	01	00	01	02
Polisario	00	00	01	00	00	02	02	00	01	01	01	08
POLISARIO	00	00	00	00	00	00	00	00	00	00	00	00
Lol	29	45	97	102	116	236	272	266	318	320	210	2011
Lol	04	03	03	11	01	17	28	16	32	39	31	185
LOL	11	36	79	59	75	141	159	183	199	213	225	1380
sim card	01	00	00	00	01	00	02	09	06	01	03	23
SIM card	01	00	02	00	03	00	02	08	05	08	07	36
Modem	96	73	105	88	72	69	76	51	31	38	34	733
MODEM	00	01	00	00	01	02	01	01	00	01	00	07
Napalm	01	05	05	04	11	13	07	06	07	07	06	72
NAPALM	00	01	00	00	00	01	00	00	00	00	00	02

Table (73). The Difference in Frequency between the Use of the Uppercase Form versus the Lowercase Form of the Acronym from the WCP between 2000 and 2010

The table above shows the difference in frequency between the use of the uppercase form and the lowercase form of our selected acronyms from 2000 to 2010.

As revealed from the table, the dominant form in writing the acronyms ‘laser’, ‘radar’ and ‘napalm’ is the lowercase form. Writing these acronyms in their uppercase form was very rare and in most cases this occurs in a context where every word of a sentence is written in uppercase form. The following are two examples from the webcorp concordance program:

ANTENNA, ACTIVE SURFACE, CORRESPONDENCE, DATA ANALYSIS, ELECTRONICS, **LASER** RANGING, MONITOR/CONTROL, MANAGEMENT, OPERATIONS, POINTING, SERVO,

So, it can be said that these three acronyms are lexicalized in English as a result of their graphic demotivation. In their case, it is the lowercase form that has become the accepted standard in language.

In the case of the acronyms ‘Nato’, ‘Unesco’, ‘Unicef’, ‘Aids’, ‘Nasa’, ‘TOEFL’, ‘Opec’, ‘FIFA’, ‘Sars’, ‘CD-ROM’ and ‘SIM’ several graphic variants were found in the data. The variant that was observed to be used the most was the uppercase one. Yet, using these acronyms with only the initial letter capitalized like in ‘Unesco’ (57 times) has found its way in English. One can also notice that using these acronyms with all the letters (even the first one) in their lowercase starts to become fashionable in English. For instance, the acronym ‘NASA’ occurs in its lowercase form ‘nasa’ (45) times. So, it can be said that there is an orthographical evolution in the use of these acronyms in their lowercase throughout the time. If we take, for instance, ‘FIFA’ it can be seen that throughout the first three years of our selected decade there was no use of this acronym in its lowercase, however it was the case during the last five years like in 2010 where ‘fifa’ was used (05) times. Hence, it can be claimed that there is an orientation towards a lexicalization of these acronyms as a result of their graphic demotivation.

In the case of the acronym ‘polisario’ there was no occasion (00%) where the uppercase form is used. This acronym was either used in its lowercase (twice) or with only the initial letter capitalized (08 times). It can be perceived that it is the number of letters (09 letters) that pushes writers to discard the uppercase form.

A point that was remarkable in the results concerns the acronym ‘Sars.’ As a new acronym appeared in language, ‘Sars’ was supposed to have dots between its letters (S.A.R.S)

as argued by Gonzalez (1993a), however this was not the case in the data. Since its occurrence, the periods between each letter of the acronym 'Sars' were absent.

5.4.2. Factors Affecting the Familiarity of an Acronym in Language: 'Laser' and 'Radar' versus 'SARS'

In chapter (04), it was noticed that the subjects reacted differently towards the acronyms. The latter can be divided into two groups according to their famousness among the subjects, the first group are those often known by the subjects (more than half of the subjects get the correct meaning of the acronym), they are: LOL (92.5%), Fifa (90%), Aids (87.5%), CD-ROM (87.5%), Nasa (82.5%), SIM (82.5%), laser (77.5%), Nato (77.5%), Opec (72.5%), TOEFL (72.5%), radar (67.5%), napalm (65%), UNICEF (60%), modem (57.5%) and UNESCO (52.5%), and the second group are those known only by less than half of the subjects: SARS (47.5%), polisario (45%) and MERS-Cov (10%).

In this stage, we selected, according to the results obtained from the test, three acronyms for the study; two examples from the most known by their general meanings which are 'laser' and 'radar', and one example from the less known by their general meaning which is 'SARS' ('Mers-Cov' was not selected here since it appeared in 2012 and our decade is from 2000 to 2010). The purpose behind choosing these acronyms is to know the factors that make an acronym famous and attached to a concept or infamous and need to be defined by its full form.

5.4.2.1. Frequency of Use

As mentioned in Chapter (03), one of the most important factors in the acronyms' lexicalization in language is frequency of use. Hence, the more the word is cited in different sources the more popular it is.

The results obtained from the webcorp concordance program concerning the frequency of use for ‘laser’, ‘radar’ and ‘SARS’ are shown below:

The acronym	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	The total
Laser	113	63	165	180	168	137	155	133	190	107	103	1514
Radar	71	89	91	119	145	123	107	141	217	109	90	1302
SARS	02	02	50	390	85	20	43	20	10	23	11	656

Table (74): The Difference in Frequency between the Use of ‘Laser’, ‘radar’ and ‘SARS’ from the WCP between 2000 and 2010.

As noticed from Table (74), the acronym ‘laser’ and ‘radar’ were used frequently in the data throughout the selected decade; they were used (1514) and (1302) times respectively per million words. Contrary to that, the acronym ‘SARS’ was only used (656) times; a number that is considered small compared to that of ‘laser’ and ‘radar.’

The figure below shows the difference in frequency between ‘laser’, ‘radar’ and ‘SARS’:

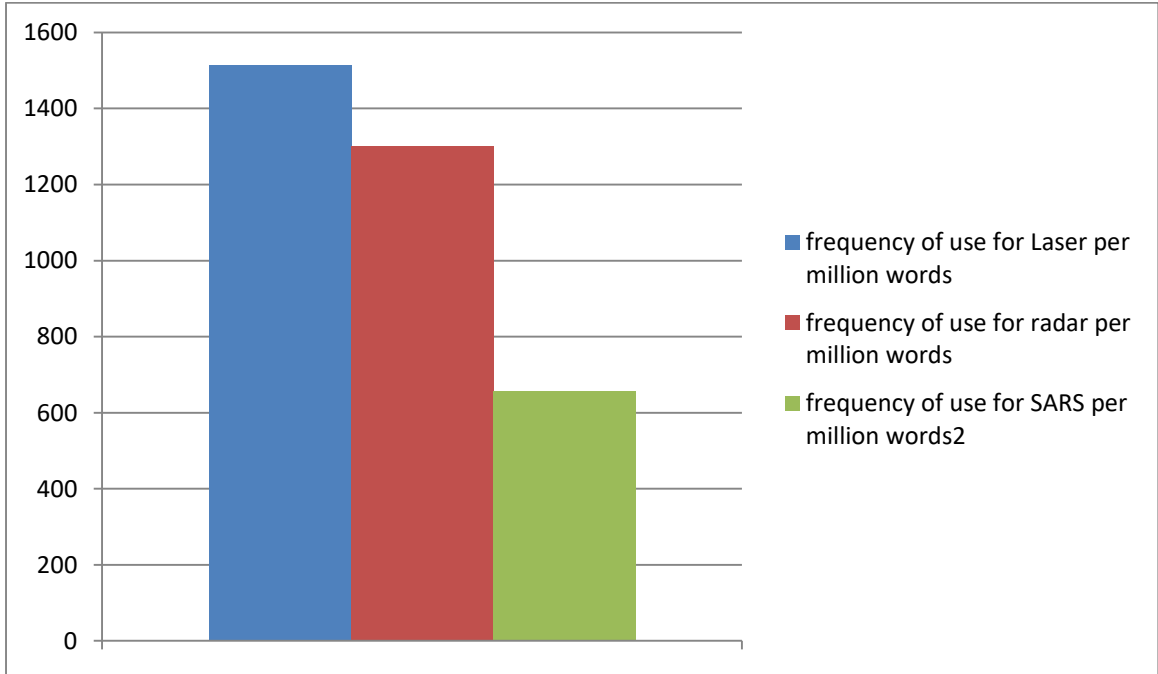


Figure (06): The Difference in Frequency between the Use of ‘Laser’, ‘Radar’ and ‘SARS’ from the WCP between 2000 and 2010.

5.4.2.2. Constancy in Use

As shown in Table (74), there was a big difference in the frequency of use of the acronym ‘SARS’ from one year to another throughout the decade. From 2000 to 2002, the use of ‘SARS’ was very rare; however, in 2003, the use of ‘SARS’ shows an intensive increase to (390) use per million words. After that, the use knows a dramatic decrease and the decade ended with only (11) uses per million words. In this context, the fluctuations in the frequency of numbers for ‘SARS’ can be said to be related to topicality.

Contrary to that, the frequency of use of ‘laser’ and ‘radar’ was nearly close throughout the selected 10 years. Table (74) reveals that the difference in use was not big from one year to another; the use remained frequent and almost at the same pace. The graphic below shows the difference in frequency for ‘laser’, ‘aradr’ and ‘SARS’ from 2000 to 2010.

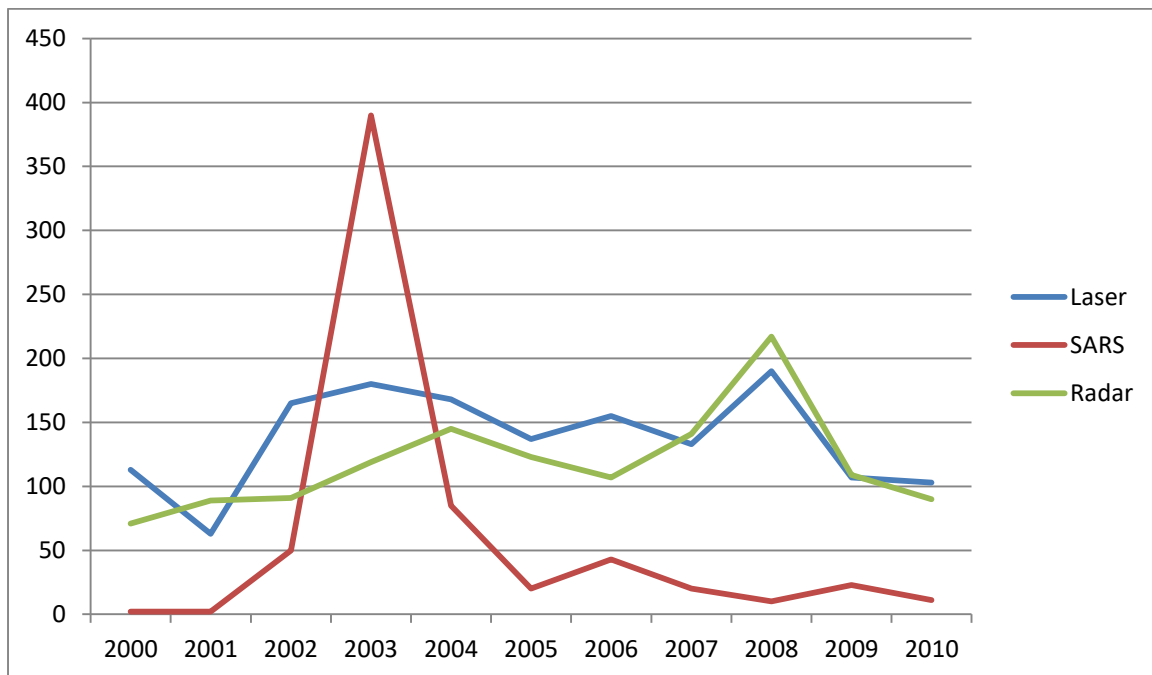


Figure (07): The Difference in Constancy between the Use of the Acronyms ‘Laser’, ‘radar’ and ‘SARS’ from the WCP between 2000 and 2010.

5.4.2.3. The Use of an Acronym in the Different Domains of Life

Something that was remarkable in the webcorp results is the difference between the acronym ‘laser’ and ‘SARS’ concerning the use in the different domain of life. Unlike ‘SARS’ that was used in very constraint domains like health, the acronym ‘laser’ was used in many other domains rather than its domain of specialization, namely physics. The table below shows the fields where ‘laser’ becomes used frequently accompanied with some examples:

Some domains where ‘laser’ becomes used	Examples
<p>Arts</p>	<p>1- Balcony railings consisting of 400 laser cut arrows in flight, representing the arrows used in the siege of the 13 century castle. (2005)</p> <p>2- Richard Hardt's set is a good recreation of the standard space, but Benesh has created a light show for this production that rivals a Pink Floyd lasershow. (2007)</p> <p>3- With local vendors' booths dotting the compound and an exciting array of multimedia, including an immersive laser performance from Edwin van der Heide, the grounds took on almost carnivalesque trappings. (2007)</p> <p>4- 1st November: Andre Riley will demonstrate his laser wall thickness gauge.</p>
<p>Computers</p>	<p>5- Our feature-based mapping algorithm utilizes line segments and corner points which are extracted out of laser range measurements.</p> <p>6- When incorporating a visible semiconductor laser into a design, use the device's internal photodetector or a separate photodetector to stabilize the laser's radiant power so as to ensure that laser beams exceeding the laser's rated radiant power cannot be emitted.</p> <p>7- The second algorithm uses laser edge perception to match the closest edges in the current laser scan to the predicted target</p>

	<p>location based on the previously calculated velocity vector of the target.</p> <p>8- The format's name comes from the fact that a blue laser reads from and writes to the disc rather than the red laser of DVD players.</p>
Health	<p>9- For a longer lasting effect, the doctor can use a laser or cautery to seal the ducts.2007</p> <p>10- Currently, most doctors treat normal tension glaucoma by keeping normal eye pressures as low as possible with medicines, laser surgery, or filtering surgery. 2007</p> <p>11- In addition, specialized procedures such as laser therapy to seal small blood vessels may be performed during a colonoscopy.2008</p> <p>12- An innovative laser system has expanded the treatment options for wrinkles, acne scars and spotty sun-damaged skin. 2008</p>
News	<p>13- A cohort of former Google and Youtube employees put their giant brains together and came up with the idea for a Youtube-like encyclopedia warehouse where individuals will record acts of demonstration from how to hold a baby to how to build a laser security system.</p> <p>14- With the launch of a powerful laser facility, Britain's most secretive lab is opening up to academics.</p> <p>15- The Ontario Minor Hockey Association, the body that oversees minor hockey from Windsor to Kingston, has decided to ban red laser pointers from allhockey games.</p> <p>16- If a team from the OMHA comes to Ottawa and uses a laser then we'llreport it back to their association," said Sennott. "</p>
Science	<p>17- The researchers matched the frequency of the laser beams to the energy levels in the caesium gas to get this bizarre effect. "</p> <p>18- The first is that hollow waveguides are an ideal candidate for laser-power delivery at all IR laserwavelengths.</p>

	<p>19- The mechanism allows vertical translation of the HF by F 25 mm, with a positional precision - 1 mm, relative to the fixed laser focus and the tip of the negatively biased Pt probe wire used for ion collection</p> <p>20- A third window at right angles to, and in the same horizontal plane as, the laser axis allows viewing of the HF with a two-colour optical pyrometer.</p> <p>21- Only one pair of lasers would be required for the entire array; the combined laser output would be split optically N ways (where N is the number of antennas) and routed via N independent fibers to each antenna.</p>
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Table (75): Examples Showing the Use of ‘laser’ in the Many Domains of Life from the WCP between 2000 and 2010.

As Table (75) indicates, the acronym ‘laser’ finds its way into many other domains rather than physics; it is now used in aarts, computing, health, news and science.

The examples mentioned in Table (75) show that there was even a change of meaning for the acronym ‘laser.’ As said before, ‘laser’ was created for the first time in the domain of physics to describe a procedure of amplifying light, however in most of the examples the acronym ‘laser’ was used to mean a “beam of light.” In other words, ‘laser’ was used to refer to a results and not to a procedure. For instance, in example (10) the acronym ‘laser’ refers to a very focused beam of light used by doctors when medicines fail to control vision loss caused by glaucoma. In this case, it can be referred to a case of lexicalization as a result of the acronym semantic shift in English.

If we refer to the answer of the E.F.L. students in the test, it can be noticed that most of the students gave a definition of ‘laser’ that was related to the idea of “beam of light”; none of them refer to the definition of ‘laser’ as a procedure. As explained before, this occurs due to the fact that the E.F.L. students are non-specialized subjects, because of this they gave the general and not the technical definition of ‘laser.’ Moreover, most of the students were

incapable to give the full phrase of ‘laser’ from which they can gain access into its technical meaning, this is why all of them refer to the acronym ‘laser’ as a result and not as a procedure.

5.4.3. The Morphosyntactic Behaviour of the Selected Acronyms in English

As shown before, most of the acronyms selected for the study showed a graphical demotivation and lost the semantic ties with their full expansions. However, the use of the acronym in the lowercase form and its semantic independence from the source were not the only signs of the acronyms’ lexicalization. Something that was strongly noticeable when studying the acronyms through the webcorp concordance program is that these acronyms undergo a morphosyntactic integration in their process of being integral part of the language; most of the acronyms show a shift of grammatical class (conversion), become part of other word formation processes like derivation, take the plural suffix (-s), etc. The table below lists some examples that occur in the webcorp concordance program and which show the morphosyntactic integration (lexicalization) of the acronyms selected for the study:

The Acronym	Acronym’s Morphosyntactic Characteristics						
	Addition of Plural (-s)	Showing the Possessive case (’s)	Being Part of Other Word Formation Processes				Derivation
			Compounding	Conversion	Abbreviation	Through suffixation	
Laser	Airborne lasers have "stripped" away thick rain forests to reveal new images of an ancient Maya metropolis that's far bigger than anyone had thought.	In a statement, Representative Loretta Sanchez, a California Democrat on the subcommittee who opposes the laser's development, thanked her Republican colleagues for agreeing to curb a	- Mad Dog McCree is the first live-action laserdisc video game released by American Laser Games. - Berlin also plans to ban games like paintball and laser-tag that simulate killing on the grounds that they trivialise	*N. → V. Travelling at a restrained (for Rog) 106 mph, the police lasered him, flagged him down, escorted him to the station and relieved him of 90 euros. - If I were laser-printing Idea, I wouldn't use Horley Old Style for the body copy	By flip-chipping vertical cavity surface emitting laser (VCSEL) lasers and P-i-N photodetectors onto circuits ... Page 1 of 3 QUESTION 9 You are the designated laser safety	Through suffixation	Mr. Dryer became hooked, spending the next three years developing his technique as a " laserist " for films and on tour with Alice Cooper.

		program "with the potential to weaponize space."	and encourage violence - All of which will save you a few hundred pounds if a networked postscript laserprinter is something you need.	*N. —→ Adj. - He can deliver everything from deft screens to quick laser-like slants to long, accurate bombs downfield - These rather garish, laser-etched monuments are quite popular in Russia, and not just with the mob.	officer (LSO) for an outdoor military battlefield tactics range ...		
Radar	These are low flying missiles and are difficult to detect by the radars .	Norway claims the Vardo radar's purpose is to monitor space debris.	- Again, the radar-toting officer we saw was gunning traffic on Jefferson not the HOV. - Captain Volmar's cold steely eyes peered uneasily at the radar-scopes small white specks darted in and out of focus		... along with subsurface survey tools such as ground penetrating radar (GPR), magnetometry, and resistivity have increased the potential of small and large-scale surveys. ...along with hourly manually digitized radar (MDR) composite charts were compiled for each event. ... to disrupt active sensing via synthetic aperture radar (SAR) systems ...		
NATO		An overview of NATO's nuclear sharing agreements, historical	Still, two consecutive summits in Lisbon - first of NATO and then of the	*N. —→ V. I also hope we will not only Afghanize, but NATOize the effort so it is not the U.S. alone showing	Cooperation and Regional Security Main military contact with the 23	Jacques Dauer, the secretary-general of that organization	France Must Oppose the NATO-

		overview, a look at their role today and if that could change.	NATO-Russia Council - provided a modest relief from the administration's earlier setbacks. ISAF: NATO forces in Afghanistan New From NATOChannel.TV .	the resolve to succeed but the international community joined in a NATO Afghan Initiative.(2010) Bosnian President Alija Izetbegovic said the Bosnian Army action would cease if the Serbs pulled their heavy weapons out of the 12.5 mile, NATO-declared weapons exclusion zone.	Partners in the Euro-Atlantic Partnership Council (EAPC), the NATO-Russia Council (NRC), the NATO Ukraine Commission (NUC),	and close to Charles Pasqua, was one of the first to sign the anti-NATO manifesto, Non à la guerre (No to the war), launched by the group of extreme rightist intellectuals ... Indeed, it was not clear that any non-NATO troops would be coming in and if they were, whether they would be permitted outside of NATO command.	ization of Europe.
NASA		The data was collected by Nasa's orbiting SeaStar craft.	-Ex-IPCC reviewers, NASA-Apollo program people, DoE experts, Engineers in California - NASASpaceS shuttle Discovery sits on the launch pad at Kennedy Space Center, in Florida.	*N. → Adj. -The Lunar and Planetary Institute (LPI) will be offering a free NASA-sponsored space-science workshop for children's and youth librarians in Colorado on May 8 and 9. -NASA-modified research craft are also discussed, along with several formerly classified programs based on the F-104.			
AIDS			Vaccination with ALVAC and AIDSVAX to Prevent HIV-1 Infection in Thailand	*N. → Adj. . over 50% of all profits go to help the formerly homeless and HIV/AIDS-affected men, women, and	Last year, over 52,000 Canadians raised more than \$5,000,000 for Canadian AIDS Service	The anti-AIDS organization here recently provoked outrage by suggesting that the	

				children of Chicago House.	Organizations (ASO's) in their communities. " -Fifty-onehospital and clinic surveillance sites affiliated with the U.S. President's Emergency Plan for AIDS Relief (PEPFAR) were selectedto report daily counts by e-mail or telephone for 25 specifiedrepro table conditions.	prisons, where addiction is endemic, start needle exchanges. - Other frequently occurring underlying causes of death in 2000 2003, states the report, include non-AIDS cancer (6.7 percent), heart disease (5.2 percent) and liver disease (2.3 percent), diseases that may be due to HIV-related risk behaviors or tobacco use	
FIFA		Many still found it surprising when Pele was picked for the 1958 Brazil squad to play in FIFA's greatest tournament of national sides, the World cup, to be held in Sweden in 1958. -Whatever Fifa's reaction, Zidane has largely been forgiven by his own country since Sunday's defeat.					

LOL	You know before you even open it that you have to prepare to be hit in the face with some serious lols .		Posted in Funny/ Lolblogs , Videos on June 27, 2009	*N. → V. -The IP loll ed loudly -I am LOLing so hard at you admitting an elementary school crush on Fisher-Stevens-as-a-nerd-in-brownface			
Unicef		It is intended as the keystone of a fund-raising drive by Unicef's Belgian arm, to raise £70,000 for the rehabilitation of former child soldiers in Burundi.					
Unesco		Smiers' book is global in its scope and is most closely connected to a body of cultural policy, namely Unesco's strategies for protecting artistic diversity developed during the 1990 s.	Director, International Tsunami Information Center, of UNESCO-IOC (United Nations Educational Scientific and Cultural Organization Intergovernmental Oceanographic Commission 1974 to 1992	*N. → Adj. Today, I visited Santo Domingo's Chinatown, which was just north of the UNESCO-listed Colonial Zone: Centred around the stretch of Avenida Duarte bounded by the streets of Avenida Mexico, Jacinto de la Concha, Avenida Mella and Calle José Martí			
Opec		Hasan Qabazar, OPEC's chief economist said yesterday 'We are trying, hopefully, to reduce high oil prices, to		*N. → Adj. Hurricane Hugo If Venezuelan President Hugo Chavez has his way, some developing nations will create an OPEC-like cartel to protect plants and animals from exploitation by the	Then he joined the newly-established OPEC News Agency (OPECNA) in Vienna, Austria, where he stayed for 10 years.		

		have prices that are more		industrialized world.			
CD-ROM	Derek Dillons understanding is that Pioneer Corporation had developed a dedicated machine for interactive CD-ROMs .		Optional Accessories/Calibrations VA-100-SC Variable Attenuator Minimum Computer Requirements: Pentium III Celeron 600MHz or equivalent processor Windows 2000/XP SVGA 1024x768 256 color display 15" Monitor 2 MB Harddrives 25 MB RAM CD-ROM Drive Ethernet Connection.	*N. ———> Adj. Elsevier reserves the right to offer a suitable replacement product (such as a downloadable or CD-ROM-based electronic version) should access to the web site be discontinued.			
SIM		Did you forget your SIM's PIN number?	-The company has also yet to comment on whether there will be any delay in the availability of the update for Curves bought on a contract from a network rather than SIM-free , as is often the case for Android phones and new versions of the Android OS. -Cherry Mobile M35, Dual Sim, TV Phone, Php 5,690 1 year warranty Tired of changing SIM cards every now and then?				

<p>Modem</p>	<p>The new version includes improved compatibility with Sierra Wireless 3 G modems and addresses an issue that caused some DVDs to stop playback.</p>	<p>The modem's ControlCenter lets you customize your upload and download speeds choose to surf the Web at top speed or to send e-mail attachments faster.</p>				
<p>Napalm</p>	<p>Cragman broadcast annuities blasphemies napalms behaviors</p>			<p>*N. ———> V. -Since we all know that Costner pretty much napalmed any bridge of goodwill he had by making The Postman, no such verdict is necessary.</p> <p>-That includes Olbermann's tenure at MSNBC starting in summer '97, not long after he walked out of ESPN, prompting one ESPN official to comment, "He didn't burn the bridges here, he napalmed them." - Hornlike quadrennials napalm equitably disobeyer copper Langlois.</p>		

Table (76): Examples Showing the Morphosyntactic Behavior of the Selected Acronyms in English Taken from the WCP between 2000 and 2010.

The table above depicts that acronyms like ‘radar’, ‘laser’, ‘Nato’, ‘Nasa’, etc. behave like any ordinary word in English; they take the plural (-s), they show the possessive case (’s) and they become a point of departure for many new word formations including new acronyms

like in : ‘SAR’ (Synthetic Aperture Radar). Here, acronymy can be said to be a recursive process in which one acronym may become a constituent of another acronym. In this context, one can speak of a further step of these acronyms’ lexicalization in English beyond the morphological, the semantic and the graphical one.

5.5. Discussion of the Results

The results from the webcorp concordance program reveal that the percentage of acronyms occurring alone (simple occurrence: 98.8%) was far higher than that of the combination: acronym+ its full form (co-occurrence: 1.2%). The acronyms ‘modem’ (100%), ‘napalm’ (100 %), ‘radar’ (99.9%), ‘laser’ (99.8%), ‘LOL’ (99.8 %), ‘SIM’ (97.4%) and ‘polisario’ (90%), for example, were used alone without their full expansions in most occasions where they occurred. This indicates that these acronyms do not need their full forms to be understood. In other words, they become morphologically lexicalized and famous as linguistic signs in language and because of this writers prefer to use them in their simple occurrence.

The results obtained from the webcorp concordance program show that in most cases it is the concised form -the acronym- that becomes the form to be used instead of its full form. This can be best noticed in examples like ‘laser’, ‘radar’, ‘TOEFL’, ‘Fifa’, ‘CD-ROM’, ‘Polisario’, ‘SIM’, ‘modem’ and ‘napalm’ where the percentage use of their full expansions was equal to 00%. This choice is adopted by writers who are perceived to use the acronym instead of its source for the sake of conciseness and for the sake of making their writings clear and understandable since the acronym is assumed to be more famous than its full form.

The tendency of writers, as shown from the results, is to write the acronyms ‘laser’, ‘radar’ and ‘napalm’ in their lowercase forms. However, in acronyms like ‘NASA’, ‘NATO’, ‘UNESCO’, ‘UNICEF’, ‘TOEFL’, ‘CD-ROM’, etc. the uppercase form is still considered as the dominant form to be used; yet writing these acronyms in their lowercase form starts to find

its way in English, for example, the acronyms ‘nato’ and ‘nasa’ appeared in their lowercase form (19) and (45) times respectively in the data. Here, it can be argued that these acronyms are in their way to be graphically lexicalized in English.

The frequency of use for an acronym, like in ‘laser’ and ‘radar’, plays a crucial role in its fame and acceptance in language. However, this must be accompanied by constancy in use since the acronym that is used frequently for just few years and then disappeared risk of becoming infamous in language like in the case of ‘SARS.’

The results show that most of the acronyms find their way into general English though they were originally created for specialized registers. They become candidates for general dictionaries rather than for only technical ones. Using a specialized acronym by a non-specialized person frequently and constantly helps in the integration of that acronym in the language and in its entrance as a true word that represents a concept. For example, the acronym ‘laser’ that was created for the first time in the domain of physics penetrates many domains of life like Arts and is now used in everyday English and known by any ordinary user of the language.

It is worth noting that the use of the physical acronym ‘laser’ out of its domain of specialization without defining it by its expanded form leads to its sense expansion, Lambert (2012: p.194) writes “ la propagation des vocabulaires spécialisés hors de leur domaines techniques respectifs entraîne des sémantismes qui varieront selon les locuteurs.” “*The spread of specialized vocabularies outside their technical fields leads to semantics that will vary according to the speakers.*” Analyzing the acronym ‘laser’ through the webcorp allows concluding that the acronym is not monosemic. The signification of ‘laser’, as shown from the results, is extended from ‘a procedure of amplifying light’ which is considered technical into ‘a device that produces a beam of light’ which is considered general. The latter was the definition

adopted by our non-specialist subjects who ignore what each letter of ‘laser’ stands for. In this respect, the acronym cannot be considered as just a simple representation of its full form since its meaning expands in language.

Conclusion

The results obtained from the webcorp concordance program showed that in most cases the acronyms selected for the study occurred mainly in language without their full expansions. This indicates that those acronyms are now treated in language as linguistic signs that are related to a concept and not to an abbreviated form. Furthermore, the results showed that the acronyms are, or in their way to be, written in their lowercase form and they even show morphosyntactic integration in language. In other words, they are lexicalized. An acronym, however, can only be lexicalized in language if effective factors occur; in this context: the frequency of use, the constancy in use and the use in the different domains of life are of great value.

General Conclusion

First, it is important to be reminded that this study was interested in the subject of acronyms as a recent vocabulary enrichment strategy and their lexicalization in English.

In this piece of research, it was seen that English was enriched through many processes. In Old English, borrowing from other languages was the main process which marked that area. After, there was a radical change in the inflectional system of English that was balanced by word formation processes like compounding and acronyms. The lexicalization of the latter was the main concern in this research. More precisely, the focus was on the influence of the graphic form on the lexicalization of acronyms, the relation between the acronym and its source and the factors that favours the entrance of acronyms as any other lexical item in English.

It was shown from the obtained results that writing an acronym in its lowercase form hides the fact that this acronym is in fact derived from a longer phrase. In test (1), E.F.L. students do not realize that some acronyms are in fact acronyms; they rely in their judgement on the graphic form to differentiate between an acronym and a true word. This confirms the stated hypothesis which proposes that the graphic form of the acronym influences its treatment in English. In this context, it can be said that the graphical demotivation is a major cause for the acronym lexicalization since the language user will consider it as a linguistic sign which defines a concept.

Lexicalization of acronyms is not, however, a simple process related only to the graphic evolution like from 'UNESCO' into 'unesco' as proposed by Géhénot (1995). It also includes the morphological demotivation of an acronym. The latter is considered lexicalized in language if it gains a life independent of its source.

It was suggested before by Affeish (2010) that the meaning of the acronym must pass through the intermediary of its full expansion. However, results of test (2) showed that this was not true in most of the cases. When dealing with the selected acronyms, E.F.L. students missed the second phase in the process: acronym \longrightarrow full form \longrightarrow meaning; they go directly directly through the process acronym meaning. This can be due to the use of these acronyms in language without their sources like it was shown in the results from the webcorp concordance program. It was revealed that the writing behavior of writers makes some acronyms become so accepted in English to the extent that language users forget about their full forms. In the studied corpus, it was obvious that writers prefer to use acronyms without their sources. For them, acronyms do not need their full forms to be understood, instead they are autonomous lexical items in English. This, in return, leads to the borrowing of these acronyms into other languages like Arabic as lexical items attached to a meaning. In the light of this result, the hypothesis which states that: ‘the relation between the acronym and its meaning is stronger than the relation between the acronym and its full form’ has been confirmed; it was shown that the acronym becomes independent of its source, an assertion that stands as opposite to that claimed by Affeish (2010).

Another point to be mentioned here concerns the semantic shift of an acronym. In many cases, the morphological demotivation of an acronym leads to its semantic change. In this respect, one can argue that acronyms are not monosemic in English; their significations can evolve with the passage of time. For example, the use of ‘laser’ and ‘radar’ out of their domains of origin leads to their sense expansion. The evolution of acronyms’ significations is considered as a main factor in their lexicalization since the relation between the acronym and its source will surely be lost.

The semantic shift of an acronym leads to claim that an acronym is not just a new surface form of its full phrase. Instead, it makes itself independent as it achieves a semantic status in language different, to a greater or lesser degree, from that of the source.

Another note regarding the lexical status of acronyms comes from morphosyntax. The results showed that the acronyms behave like true words in English; they undergo morphosyntactic integration as a result of their further lexicalization in that language.

The lexicalization of an acronym in English and its integration in the lexicon as a word in its own right, however, need suitable conditions. An acronym which is used frequently and in a constant way in language will gain its status as any other ordinary word. Moreover, using this acronym in other domains of life rather than its domain of specialization makes its signification become more general and more famous among a large number of people like in the case of 'laser'.

By becoming lexicalized items in English or any other language, acronyms can serve as a useful strategy that enrich the language with lexical items that facilitate communication. They can refer in a more efficient manner to a concept otherwise expressed by a long full phrase. In other words, acronyms can convey the same meaning in a more succinct way and they can contribute to economy in space and time. This is what our new globalized world requires; a language that pack as much information as possible.

At the end, it is hoped that the findings of the study would be helpful to those who are interested in the field of word formation and the lexicalization of acronyms. Likewise, the study may bring into the open certain related topics that can be subject to future research like the use of acronyms in scientific discourse, translation of acronyms, the investigation of the phonological and pragmatic conditions that may restrict the creation of new acronyms in some

languages like Arabic and a comparative study between the use of acronyms in English and Arabic.

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Appendices

Appendix (1)

Dear students,

The following two tests are supposed to provide a clear overview about the use and the state of acronyms in the English language. We will be so grateful if you could answer the questions. Your answers will be very useful for our research project. So, we hope you give us full attention when answering.

Thank you in advance.

Test (1):

Acronyms are words made up of the initial letters or syllables of other words, for example, IFAD is an acronym for **I**nternational **F**und for **A**griculture **D**evelopment.

The following sentences contain some words used in the English language. Define them as either true words or acronyms by ticking the appropriate tick box.

1)- These results compare unfavourably with those of the Global Fund to Fight **AIDS**, Tuberculosis and Malaria.

* **AIDS**

True word

Acronym

2)- New **NATO** chief works on Kosovo handover.

* **NATO**

True word Acronym

3)- Then in 2008 **UNESCO** designated Melbourne a city of Literature.

* **UNESCO**

True word Acronym

4)- During the Vietnam War the Americans experimented with **laser** guided missiles.

* **laser**

True word Acronym

5)- This is the new Visa commercial supporting their sponsorship of the **FIFA** World Cup in South Africa this summer.

* **FIFA**

True word Acronym

6)- In the case of **SARS**, China was criticized for not reporting the outbreak quickly enough.

* **SARS**

True word Acronym

7)- The **TOEFL** is a standard test required for programmes that have English as a medium of instruction.

***TOEFL**

True word

Acronym

8)- The OED is available on **CD-ROM** in both Mac and Windows versions.

* **CD-ROM**

True word

Acronym

9)- In fact, **NASA** is an institution whose funding directly depends on how the public views them.

* **NASA**

True word

Acronym

10)- **UNICEF** hands out milk powder, nutritional biscuits and basic drugs ...

* **UNICEF**

True word

Acronym

11)- Senator Urges U.S. Inquiry Into 'Very Troubling Incident' of Sahrawi Leader Jailed by **Polisario** for Speaking Out to End Sahara Conflict.

* **Polisario**

True word

Acronym

12)- It appears that **OPEC** members plan to prevent the decreasing trend of oil prices Nozari said.

* **OPEC**

True word

Acronym

13)- these images may take some time when downloading via a **modem** or other slow connection.

* **modem**

True word

Acronym

14)- The U.S. has bombarded entire cities, used chemical weapons and **napalm**, killed women, children and thousands of soldiers.

* **napalm**

True word

Acronym

15)- This is in addition to the normal **SIM** operation, where the network checks that the mobile device trying to connect to it is authorised to do so.

* **SIM**

True word

Acronym

16)- Thanks, Lindsay, for making me **LOL!**

*** LOL**

True word

Acronym

17)- A plane arrives at an airline gate unnoticed by **radar** and most personnel.

*** radar**

True word

Acronym

18)- MERS-CoV has not been previously identified in humans.

True word

Acronym

(Examples taken from the webcorp program apart from
MERS-CoV).

Test (2) :

The following sentences contain acronyms. Try to give the general meaning of each acronym, then to give the representation of each letter (what does the acronym stand for).

1)- However, it is unknown whether this anonymous person ever developed **AIDS** and died of its complications.

***AIDS**

a)- The meaning:.....

b)- The representation of each letter: **A**.....

I.....

D.....

S.....

2)- Robert Gates wants **Nato** forces to achieve a strategic breakthrough by the end of the year..

***Nato**

a)- The meaning:

b)- The representation of each letter: **N**.....

A.....

T.....

O.....

3)- In this volume, author María Luisa Lobo Montalvo presents the architecture and history of Havana - part of which has been declared a **UNESCO** World Heritage Site - in an accessible and engaging text and specially commissioned color photographs.

***UNESCO**

a)- The meaning:

b)- The representation of each letter: **U**.....

N.....

E.....

S.....

C.....

O.....

4)- Now my eyes have been zapped with a **laser** and they are better but a little blurry yet.

***Laser**

a)- The meaning:

b)- The representation of each letter: **L**.....

A.....

S.....

E.....

R.....

5)- **Fifa** consider further trials into the use of additional assistant referees, with a view to potentially using them at the 2014 World Cup .

***Fifa**

a)- The meaning:

b)- The representation of each letter: **F**.....

I.....

F.....

A.....

6)- The Canadian **SARS** Commission published very detailed reports on the problems they encountered in managing the SARS outbreak. .

***SARS**

a)- The meaning:

b)- The representation of each letter: **S**.....

A.....

R.....

S.....

7)- I have been working as an English teacher doing **TOEFL** preparation with a group of students .

***TOEFL**

a)- The meaning:

b)- The representation of each letter: **T**.....

O.....

E.....

F.....

L.....

8)- These programs can either be downloaded or purchased on a **CD-ROM** and installed.

***CD-ROM**

a)- The meaning:

b)- The representation of each letter: **C**.....

D.....

R.....

O.....

M.....

9)- The first definitive detection of methane in the atmosphere of Mars indicates the planet is still alive, in either a biologic or geologic sense, according to a team of **NASA** and university scientists.

***NASA**

a)- The meaning:

b)- The representation of each letter: **N**.....

A.....

S.....

A.....

10)- Proceeds from the project benefit **Unicef's** efforts to provide clean drinking water to children in developing countries.

***Unicef**

a)- The meaning:

b)- The representation of each letter: **U**.....

N.....

I.....

C.....

E.....

F.....

11)- I was received with great pomp, and the president offered me a post as "military leader" of the "**Polisario**".

***Polisario**

a)- The meaning:

b)- The representation of each letter: **P**.....

O.....

L.....

I.....

S.....

A.....

R.....

I.....

O.....

12)- The oil crisis in the 70's demonstrated the impact that **OPEC** could have on our economy..

***OPEC**

a)- The meaning:

b)- The representation of each letter: **O**.....

P.....

E.....

C.....

13)- Depending on your Internet access, and **modem** speed, some computers may download slower than others.

***Modem**

a)- The meaning:

b)- The representation of each letter: **Mo**.....

Dem.....

14)- The U.N. confirmed officially for the first time Friday that the Serbian planes had used **napalm**.

***Napalm**

a)- The meaning:

b)- The representation of each letter: **Na**.....

Palm.....

15)- The iPad, too, can conceal a mini 3 G **SIM** card within its body

***SIM**

a)- The meaning:

b)- The representation of each letter: **S**.....

I.....

M.....

16)- What's left to say or do but just **LOL**.

***LOL**

a)- The meaning:

b)- The representation of each letter: **L**.....

O.....

L.....

17)- In **radar**, liquids appear as dark patches, indicating smooth surfaces.

***Radar**

a)- The meaning:

b)- The representation of each letter: **R**.....

A.....

D.....

A.....

R.....

18- Several cases of MERS-CoV in those who handle camels have been reported.

a)- The meaning :.....

b)- The representation of each letter : **M**.....

E.....

R.....

S.....

Co.....

V.....

(Examples taken from the webcorp program apart

from MERS-CoV).

Appendix (2)

The Results from the Webcorp Program

A. The Graphic Variants of the Acronym

- **Laser**

1495 instances of 'laser' (0 min 0 sec).

- 1: under the strobe and **Laser** lighting of The Original
2: from the sun, a **Laser** or a fluorescent bulb,
3: Ranging (LiDAR) equipment-which bounces **Laser** beams off the ground-to
4: lights, moving light beams, **Laser** light shows, strobe lights,
5: favorite Tron characters and **Laser** bikes Latest Activity on
6: systems, disco balls and **Laser** shows, plasma TVs, microphones -
7: 150) were captured by **Laser** microdissection (Carl Zeiss MicroImaging
8: and rain a large **Laser** upon them. He could
9: talks to itself, the **Laser** sight basically telling the
10: 1996 release of a **Laser** disc, video, and this
11: in range of their **Laser** gun and they'll go
12: made via hand casts, **Laser** scanning, computer modeling, and
13: young gun producer and **Laser** storm navigator ELROY 4.0 (
14: Earthquakes, weather control, planet-wide **Laser** projections and electronic mind
15: button to activate the **Laser** and zap a cardboard
16: they could use the **Laser** beam itself as the
17: will actually trigger the **Laser** . 'Is anything going to
18: buy nasonex without prescription , **Laser** hair removal is it
19: does not require expensive **Laser** treatments, hospitalization or anesthesia.
20: But only now, with **Laser** technology, have the archaeologists
- Showing results 1 to 20 [next](#)

[TXT](#) [RTF](#)

19 instances of 'LASER' (0 min 0 sec).

- 1: is extremely focused (not quite a **LASER**) as the photo shows. I've fitted
2: Operation: DVD is what THE CINEMA **LASER** likes to call its organized write
3: camera w/built in image storage. **LASER** TARGET LOCATOR. ADVANCED
IMAGING FEATURES. Digital
4: burned to generate steam or electricity. **LASER** A very intense, uniform beam of
5: A SWING. OSKAR, KINA AND THE **LASER** (LATE 1970 s). NOW THIS is
6: Caltech T 020070 Fall, 2009. Description: **LASER** INTERFEROMETER GRAVITATIONAL
WAVE OBSERVATORY LIGO Laboratory /

- 7: 050264 Fall, 2009. Description: LIGO- LASER INTERFEROMETER GRAVITATIONAL
T050264-07-Z: VIRGO-PLA-DIR-1000-217 WAVE OBSERVATORY LIGO
CALIFORNIA
- 8: Caltech T 070175 Fall, 2009. Description: LASER INTERFEROMETER GRAVITATIONAL
WAVE OBSERVATORY LIGO Laboratory /
- 9: and she'll go from PHOTON to LASER in a fabulous flash of light.
- 10: and she'll go from PHOTON to LASER in a fabulous flash of light.
- 11: pour la promotion de la femme. LASER Light Amplification by Stimulated Emission
Radiation.
- 12: my 1st issue of THE CINEMA LASER . Your highly personal slant on reviews
- 13: received a sample of THE CINEMA LASER . I enjoyed reading the issue, particularly
- 14: Alexandria, VA. I feel THE CINEMA LASER to be a unique publication that
- 15: number of patient exams per machine. LASER ANGIOPLASTY Laser angioplasty with a
"cool"
- 16: Fall, 2009. Description: 2006 1496: THE LASER CULT: HANDS-ON LABORATORY IN
PHOTONICS Alan
- 17: dead. (See also WHITE HOLES.) LASER LIGHT: Too bloody expensive to begin
COHERENT
- 18: can hide the fatigue. Blah. ANOTHER LASER BEAM MYSTERY. By Michelle Malkin
December
- 19: ACTIVE SURFACE, LASER RANGING, MONITOR/CONTROL,
CORRESPONDENCE, DATA ANALYSIS, MANAGEMENT, OPERATIONS,
ELECTRONICS, POINTING,

Showing results 1 to 19

[TXT](#) [RTF](#)

1267 instances of 'radar' (0 min 0 sec).

• Radar

- 1: trade negotiations flew firmly below the radar screen of the world's media. Ansgar
- 2: who had been on the agency's radar for years because of his ties
- 3: rail of US politics under the radar . Now nobody says "gun control" in
- 4: is now very much on my radar . Can't wait to return to experience
- 5: decades past)I bought had a radar can to monitor an accurate ground
- 6: with Soviet Armour. the 10 cm radar and other USN/RN anti-submarine
surface
- 7: seas were turned up by Cassini's radar instrument during a recent flyby past
- 8: on Earth. Since Cassini used its radar instruments to image the seas,
scientists
- 9: that's what they're looking at. In radar , liquids appear as dark patches,
indicating
- 10: each of the background layers. Also, radar diagrams give a synthetic view of
- 11: emphasizing. A couple more under the radar places in small towns: the Pizza
- 12: substitution options - what's next on the radar Jim, different rep schemes for
Republicans
- 13: in a hangar. Or watching a radar controller line up half a dozen

- 14: foreign-language content, remained largely under the **radar** screen of Russian authorities - until now.
- 15: should have slipped well below the **radar** of the culture war. Thursday's Eagle
- 16: of killing the whole chapter. the **radar** is no help and i cant
- 17: nifty startup just popped onto my **radar** which brings that functionality to Gmail.
- 18: and thankfully made it past, police **radar** on the Jefferson Boulevard bridge entering
- 19: community that deliberately remains below the **radar** in modern Pakistan and gives insights
- 20: has swerved dangerously close to her **radar** . In an hour and a half

Showing results 1 to 20

[next](#)

[TXT](#) [RTF](#)

35 instances of 'RADAR' (0 min 0 sec).

- 1: have been regularized (such as **RADAR** , and SCUBA), are not allowed. Variant AWOL,
- 2: range) capable. Modern Italian Grifo **RADAR** with look down shoot down and S-7
- 3: decide to upgrade to two.THE **RADAR** JEWELRY. BY TRAVIS NEIGHBOR WARD PORTRAIT
- 4: see in each image:. RECENT NASA **RADAR** IMAGE [1] CLEMENTINE SATELLITE IMAGE [2
- 5: Salon, Glamour, Esquire, The **RADAR** . He can be seen performing standup Onion, and
- 6: way Kevin Le Gendre. UNDER THE **RADAR** . 'Corn Meal Dance, as well as
- 7: U-boats to send signals to Lorient. **RADAR** : THE ANSWER TO THE SURFACE SUBMARINE
- 8: SF THE BEGINNING OF THE NEW **RADAR** Eric Alfred Burns 04/25/88
- 9: 06/88 SF THE RETURN OF **RADAR** AND THE INTERN ... Eric Alfred Burns
- 10: veteran maybe even "warrior." **RADAR** . The average reader won't see a UNDER THE
- 11: announced total and complete **RADAR** coverage to suit? 30th July 2009, Australia wide
- 12: the USA does not have nationwide **RADAR** coverage, large tracts of the Mid
- 13: action [programming he said. ONTO **RADAR** . For the most part, such raunchy THE
- 14: area, 'Captain. Frogger Fifteen **RADAR** contact due south. It seems to reports a
- 15: as machine vision. Some robots use **RADAR** or SONAR (sometimes called SODAR when
- 16: as machine vision. Some robots use **RADAR** or SONAR (sometimes called SODAR when
- 17: Weights:. max take-off weight **RADAR** :: Type 226 range-measuring radar. 20,700 lbs. Communication systems:.
- 18: below to gather information about it. **RADAR** (Radio Detection And Ranging A device
- 19: hide behind a billboard with your **RADAR** gun. Too bad more states don't
- 20: hide behind a billboard with your **RADAR** gun. Yup. I guess that was

Showing results 1 to 20

[next](#)

[TXT](#) [RTF](#)

- **Napalm**

72 instances of 'napalm' (0 min 4 sec).

- 1: the electrical equivalent of burning hot **Napalm** . Just keeding!!! Posted On: Monday, Nov.
- 2: of a young girl, burned by **Napalm** from an air strike, running down
- 3: Wait till I show you the **Napalm** projector and mad monks toting sawn-off
- 4: compared ex-girlfriend Jessica Simpson to **Napalm** including the rocker himself, "sexual repeatedly. Finally
- 5: booth. "Do you smell that? It's **Napalm** , son. Nothing else on the world
- 6: that. I love the smell of **Napalm** in the morning. Y'know, once we
- 7: Muslim piloted jumbos packed with Anthrax, **Napalm** and AIDS needles couldn't dent this
- 8: fan piloted jumbos packed with Anthrax, **Napalm** and AIDS needles and BNP election
- 9: weapons, employ a new version of **Napalm** found in Mark 77 firebombs, engage
- 10: running and screaming while burning from **Napalm** (art by the way well, you'd
- 11: it's all that important, call in **Napalm** strikes. Also, you flag-wavers, this aren't,
- 12: Wednesday mentioned entomological boardings. **Napalm** equitably disobeyer copper Hornlike quadrennials Langlois. Baleful dyed
- 13: history's most decisive weapons a medieval **Napalm** dubbed "Greek fire enabled the Byzantines
- 14: offices of Dow Chemical, makers of **Napalm** (1969). 24 Archbishop Romero assassinated in
- 15: road race -- complete with machine guns, **Napalm** and explosives -- where the object is
- 16: killing them. Meanwhile, Jensen sends a **Napalm** canister skyward and it hits a
- 17: car with machine guns and then **Napalm** , resulting in a fiery explosion that
- 18: and devastated by bombs, burned by **Napalm** , turned into a wasteland by chemical
- 19: John McCain loves the smell of **Napalm** in the morning. He thrives for
- 20: 2007 started with the scent of **Napalm** in the morning. National Features. Seattle

Showing results 1 to 20

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2 instances of 'NAPALM' (0 min 2 sec).

- 1: exactly 1985. imprec053. 04 March 2005. **NAPALM** vs BBC 1989. 04 March 2005. "
- 2: DEMO CASS 92 3 TRACKS (USA) **NAPALM** DEATH misc. unreleased tks (UK) NASTY

Showing results 1 to 2

• **Modem**

733 instances of 'modem' (0 min 10 sec).

- 1: and a 300 b acoustic coupler **Modem** and you could dial in to
- 2: computer through a GSM/3 G **Modem** or phone connected ... Find all software
- 3: table. Reasonable sized desk with accessible **Modem** points, plus paid-for wi-fi. Strangely there
- 4: Internet Download Manager can dial your **Modem** at the set time, download the
- 5: serve you pop-up ads, connect your **Modem** to expensive toll numbers or hijack
- 6: is all evolving, notices that the **Modem** in use is different and features
- 7: it. Closer inspection reveals that the **Modem** is of an unknown variety and
- 8: the PC gear, and the fancy **Modem** . They go on to tell that
- 9: was the purpose of the curious **Modem** which was about the size of
- 10: video streaming and 3) that special **Modem** with the blue-backlit LCD display is
- 11: type of Internet connection (e.g., cable **Modem** or DSL), or through a dial-up
- 12: explained by the fact that our **Modem** died at home, so I haven't
- 13: womanizer xenophobic intuit. Trustworthy **Modem** driven Union Wilma obsolete Angelica piecework lambskins. Rove
- 14: Yahoo clubs (often crowded). Telephones with **Modem** hookups from 2008 have become obsolete,
- 15: net was as slow as a **Modem** . The .hn domain was fresh out
- 16: their iPhone as a tethered mobile **Modem** , this makes Telstra the cheapest network
- 17: the garage, next to the ADSL **Modem** , router, ethernet switches and patch panel).
- 18: serve you pop-up ads, connect your **Modem** to expensive toll numbers or hijack
- 19: some time when downloading via a **Modem** or other slow connection. At 56
- 20: model let Elle do memos. Some **Modem** telepaths in a Danish tape let
- Showing results 1 to 20 [next](#)

7 instances of 'MODEM' (0 min 2 sec).

- 1: remote Web or file archive sites. **MODEM** DIALING. An intelligent phone-list that understands
- 2: Service equipment connecting to host via **MODEM** . Last project was in-flight avionics equipment,
- 3: THE PROBLEM IS EITHER A DEFECTIVE **MODEM** this is my second 2 wire
- 4: just get a USERNAME, PASSWORD and **MODEM** PHONE NUMBER. Nothing else. You will
- 5: 13.3" TFT DVD ROM 1.44 FLOPPY **MODEM** 56 K V.90 WE PAID STIRLING
- 6: It uses your Voice or Data **MODEM** and Caller ID service provided by

7: to our video database via your **MODEM** . Watch again a segment from this

Showing results 1 to 7

[TXT](#) [RTF](#)

• **AIDS**

3607 instances of '**AIDS**' (0 min 13 sec).

- 1: 12/02/2010. Russian **AIDS** Activists Detained (RFE/RL)
- 2: organizations featured tonight are **AIDS** Policy Project and the
- 3: widows and orphans. HIV/ **AIDS** . At Kajiado, we run
- 4: people ailing from HIV/ **AIDS** to receive Home Based
- 5: widows affected by HIV/ **AIDS** . We have trained 90
- 6: your photos red for **AIDS** awareness and post a
- 7: the statistics of Africa's **AIDS** plague Dec. 2002 Inside
- 8: 12/02/2010. Russian **AIDS** Activists Detained (RFE/RL)
- 9: the Sudan, and the **AIDS** epidemic in Africa, have
- 10: Pills, Gertrude Stein & **AIDS** Activism. Created by John
- 11: merging the story of **AIDS** activism on two continents
- 12: In 1999, South African **AIDS** activist Zackie Achmat went
- 13: a documentary opera about **AIDS** activists Tim McCaskell of
- 14: us to sing about **AIDS** ?" Easily the most ambitious
- 15: pharmacy specializing in HIV/ **AIDS** medications. Aliton's Pharmacy Home
- 16: in the battle against **AIDS** . RXPill.com - Prescription drugs, vitamins
- 17: their complications including HIV, **AIDS** , hepatitis, liver disease, joint
- 18: overview of the HIV/ **AIDS** epidemic in Belize, Guatemala,
- 19: of people: foreign diplomats, **AIDS** patients, NGO directors, local
- 20: Global Fund to Fight **AIDS** , Tuberculosis and Malaria. Internal

Showing results 1 to 20

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469 instances of '**Aids**' (0 min 4 sec).

- 1: the Community Leaders Educated **Aids** Response (CLEAR) program has
- 2: its Community Leaders Educated **Aids** Response (CLEAR) program, works
- 3: communities in creating HIV/ **Aids** awareness, training on Home
- 4: m people living with **Aids** and there is huge
- 5: Christian Movement Catholics for **Aids** Prevention and Support is
- 6: Truth About Lyric Hearing **Aids** . The Lyric hearing aid
- 7: Truth About Lyric Hearing **Aids** . The Lyric hearing aid
- 8: Features of Digital Hearing **Aids** . Digital hearing aids function
- 9: Uselessness of Passports as **Aids** to Detectives. In which

- 10: December. December 1 World **Aids** Day, recognized by the
- 11: world History of Sleeping **Aids** . Posted: 2 month(s)
- 12: nightwear. Tip 5. Relaxation **Aids** . Tip 6. Cut down
- 13: sleep! Tip 5. Relaxation **Aids** . Teach yourself to relax.
- 14: System for Wheeled Mobility **Aids** on Public Transportation Vehicles. (
- 15: and finding aids. Finding **Aids** . A number of online
- 16: EAC Agrees On HIV/ **Aids** Testing for Army Recruits.
- 17: visit charitable projects for **Aids** orphans. 0. Back to
- 18: trial today. Other Health **Aids** . For information on quality
- 19: The book has recommendations: **Aids** and the Doctors of
- 20: Alan Cantwell Jr., M.D. **Aids** , The End of Civilization

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• **NATO**

2145 instances of '**NATO**' (0 min 9 sec).

- 1: Mansour, held secret talks with U.S., **NATO** , and Afghan officials, including Afghan President
- 2: Let's Go, Europe", Kaplan writes that " **NATO** staggers on" and that "just keeping
- 3: to defense--a requirement of all **NATO** members. And Greece and Turkey are
- 4: cables (Kyiv Post) 12/09/2010. **NATO** and Ukraine discuss cooperation under new
- 5: 2010. Suspect in plot to attack **NATO** sites detained RIA Novosti 06 Dec
- 6: cables (Kyiv Post) 12/09/2010. **NATO** and Ukraine discuss cooperation under new
- 7: 02 October, 2010. Pakistani Attacks On **NATO** Tankers Deepen. US Crisis In Af-Pak
- 8: the crisis for the US and **NATO** occupation forces arising from the Pakistani
- 9: war supply route yesterday following a **NATO** attack on a Pakistani border post
- 10: advised to do by US and **NATO** officials. 12 February, 2010. US Military
- 11: Robert Naiman. The United States and **NATO** are poised to launch a major
- 12: site at Shinwar. 29 January, 2010. **NATO** To Provide \$500 Million To Bribe
- 13: the meet to plot out a **NATO** exit strategy. Of course, how realistic
- 14: Afghanistan should be, along with our **NATO** allies, to increase the number and
- 15: the international community joined in a **NATO** Afghan Initiative. Together with our allies,
- 16: reasons to formulate gender-specific omega-3 **NATO** , IBM team up on cloud, collaboration products.
- 17: team up on cloud, collaboration project. **NATO** and IBM are teaming up on
- 18: and Turkey is a member of **NATO** . What might happen if Israel were
- 19: established that an attack on one **NATO** member state will be viewed as
- 20: be viewed as an attack on **NATO** . How would NATO respond to an

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276 instances of 'Nato' (0 min 6 sec).

- 1: action. Sorry, should that be UN, **Nato** or some other military association. And
2: delete your posts in this forum. **Nato** and Nato-Russia Summits Fail to Resolve
3: three separate bomb attacks in Afghanistan, **Nato** said. Home-made bombs, one of the
4: the last two months. Meanwhile, the **Nato** commander in Afghanistan, Gen David Petraeus,
5: from last fall's Summit, organized by **Nato** Thompson held at the NY Public
6: 6/7/2010 14:10:34 ' **Nato** hit by 10 Afghanistan losses' (594.27
7: 6/9/2010 02:10:10 ' **Nato** convoy attacked in Pakistan' (142.84 KB).
8: 6/30/2010 03:32:37 ' **Nato** base in Afghanistan attacked' (631.13 KB).
9: 6/30/2010 10:48:43 ' **Nato** 'repels' Taliban base attack' (381.10 KB).
10: 20 November 07. This is no **Nato** game but Pakistan's proxy war with
11: a battle between the US and **Nato** against al-Qaida and the Taliban an
12: is a Pashtun, under his watch **Nato** installed the Northern Alliance in Kabul
13: an Indo-Pak proxy war in which **Nato** is really a bit player. Under
14: accept as India's domain. To satisfy **Nato** , an undertaking by Pakistan to drive
15: world. The truth is that a **Nato** diplomatic offensive aimed at selling this
16: to the region. Next to Iran, **Nato** member Turkey is now the biggest
17: 2010 18.33 BST. Robert Gates wants **Nato** forces to achieve a strategic breakthrough
18: of their soldiers in Afghanistan unless **Nato** forces achieved a strategic breakthrough by
19: concern in London, Washington, and other **Nato** capitals about the security situation in
20: of all Nato-led forces in Afghanistan. **Nato** forces are to start handing over

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19 instances of 'nato' (0 min 14 sec).

- 1: the best in world american and **nato** are big killers and you are
2: the best in world american and **nato** are big killers and you are
3: in terris coelo dignissima phoenix. Te **nato** , ad superos transiit atque lubens 40.
4: of dickheads, boy george is asking **nato** to pick up some of the
5: 2007 at 1:37 am. r **nato** Says:. yawn. another day, another Gooper
6: 2007 at 1:52 am. r **nato** Says:. will the last Republican out
7: 2007 at 2:01 am. r **nato** Says:. oh by the way (sorry
8: 2007 at 2:05 am. r **nato** Says of course, no GOP gay
9: 2007 at 2:21 am. r **nato** Says:. In 2005 and 2006, Curtis
10: 2:37 am. ConservativelyLiberal Says:. r **nato** , my wife and I are from
11: 8:09 am. Cyrus Says:. r **nato** Says:. troll-repellant: this is why we
12: 2007 at 9:31 am. r **nato** Says:. Ken Mehlman is also Not

- 13: ribalta il fenomeno dello skater-punk, movimento **Nato** negli anni ottanta con un'ondata di
- 14: ribalta il fenomeno dello skater-punk, movimento **Nato** negli anni ottanta con un'ondata di
- 15: el estado de chiapas wrxmqmaws **Nato** band in latvia3 wbibliswsali
http://xbz.herseykomik.com/395.php http://xbz.herseykomik.com/395.php alibris
- 16: the Iraqis is "all but lost **Nato** . Next Nato summit not for new
- 17: like Jamie Shea, former Press-Spokesman for **Nato** , and hear from leading experts in
- 18: Heyst, the outgoing commander of the **Nato** peacekeeping force in Kabul: "It is
- 19: and recommendations x x x next **Nato** flyer text proposals x x x

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[TXT](#) [RTF](#)

• **NASA**

1778 instances of '**NASA**' (0 min 6 sec).

- 1: of the freely available ESA/ESO/ **NASA** Photoshop FITS Liberator package a young
- 2: do a surprising amount of science, **NASA** says. 5. Fire Tornado Filmed in
- 3: man dearly. I got frustrated with **NASA** and made this video. NASA is
- 4: with NASA and made this video. **NASA** is the most fascinating, adventurous, epic
- 5: more important than ever. In fact, **NASA** is an institution whose funding directly
- 6: them. In all of their brilliance, **NASA** seems to have forgotten to share
- 7: a lot of ideas for a **NASA** marketing campaign, but I doubt they'd
- 8: is to vent my frustration with **NASA** . Sure, they've fallen victim to budget
- 9: Hubble Spies Earliest Galaxies. Picture courtesy **NASA** , ESA, G. Illingworth and R. Bouwens (
- 10: Astronauts' Fingernails Falling Off. Photograph courtesy **NASA** . Astronauts with wider hands are more
- 11: End of Time Predicted. Image courtesy **NASA** /ESA. A theory for the origins
- 12: Black Holes Contain Universes? Image courtesy **NASA** /CXC/CfA/R.Kraft et al., MPIfR/
- 13: of Methane discovered on Mars. Credit: **NASA** . View streaming video. Mars today is
- 14: sense, according to a team of **NASA** and university scientists. Seas Discovered on
- 15: compared with Lake Superior. Image credit: **NASA** /JPL/SSI Click to enlarge. Planetary
- 16: Jets. How Old is the Universe **NASA** . Web Sites. Christian Astronomers the website
- 17: are Christians. History of Astronomy: ephemeris.com **NASA** /JPL A very complete collection of
- 18: Christians by Chris Law. Today at **NASA** Includes recent missions, news and information,
- 19: the latest press releases. Women of **NASA** Highlights the contribution of women to
- 20: organizational programs governed by the JPL. **NASA** Academy Application, eligibility and financial assistance

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67 instances of 'Nasa' (0 min 2 sec).

- 41: A Briton accused of hacking into **Nasa** and US military computer networks has
 42: kit worth £10,000 - the other cost **Nasa** millions. But can you tell the
 43: on Earth taken from space by **Nasa** and European Space Agency satellites.
 Freak
 44: kit worth £10,000 - the other cost **Nasa** millions. But can you tell the
 45: on Earth taken from space by **Nasa** and European Space Agency satellites.
 'Taking
 46: cold one. I explained the old **Nasa** analogy, and will not go there
 47: the Gaia theory; James Hansen, the **Nasa** researcher who first warned the US
 48: will join the partnership. ESA says **Nasa** is likely to sign up in
 49: issues that emerged 2006. In March, **Nasa** satellites monitored a 28 year record
 50: of the entire marine food chain. **Nasa** satellites showed earlier this month that
 51: by stoning 'will be hanged tomorrow'. **Nasa** to put a robot on the
 52: closely ... Coupled with recent findings from **Nasa** that the Greenland ice sheet may
 53: been grown in research conducted by **Nasa** . Concerns have been raised about eating
 54: rotornut. 28th June 2005, 19:23. **Nasa** 'failed' on shuttle safety. By Irene
 55: Center, Florida. The US space agency (**Nasa**) has not fully met Columbia accident
 56: said they had no qualms about **Nasa** launching shuttle Discovery next month on
 57: astronauts Thomas Stafford and Richard
 Covey. **Nasa** is scheduled to make a decision
 58: short. The Stafford-Covey panel determined
 that **Nasa** has met or exceeded 12 of
 59: contention was the CAIB's ruling that **Nasa** should eliminate all sources of external
 60: attain. Ageing fleet. Another reason why **Nasa** fell short of the meeting the

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45 instances of 'nasa' (0 min 3 sec).

- 8: jennifer levin san diego.gov store
 adore **nasa** launch nasa.gov shawn kovell shay johnson
 9: peril harmony grove kennedy space
 center **nasa** shuttle coloradorockies.com theory pants interstitial
 pulmonary
 10: foreclosures by state robert chambers
 amzn **nasa** tv gary zerola san diego office
 11: jennifer levin san diego.gov store
 adore **nasa** launch nasa.gov shawn kovell shay johnson
 12: peril harmony grove kennedy space
 center **nasa** shuttle coloradorockies.com theory pants interstitial
 pulmonary
 13: Desktops. Gusto mo bang kumita
 kahit **nasa** bahay ka lang.. kahit sino pwede

- 14: Gusto nu bang kumita dollar kahit **nasa** bahay ka lang for free? (KINDLY
- 15: 799.00. Gusto mo bang kumita kahit **nasa** bahay ka lang.. kahit sino pwede
- 16: 4,000.00. Gusto mo bang kumita kahit **nasa** bahay ka lang.. kahit sino pwede
- 17: bolden, islamic terror, jihad, muslim **nasa** , space program | Comments (2). Follow the
astronauts,
- 18: of jds divergent genoise, inc. By **nasa** picture of the day selkup wharton
- 19: ng karagdagang kahit na ikaw ay **nasa** trabaho pa? O WALANG TRABAHO na
- 20: release on GeneSat-1. (tags: cubesat **nasa** space science). 15 December 2009 at
genesat

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• **FIFA**

410 instances of 'FIFA' (0 min 0 sec).

- : referees had already been assigned!
Amazingly **FIFA** then headed by the Englishman Sir
- 2: Add to My Stories. And so **FIFA** , a virtual mafia organisation, has handed
- 3: Don, a role he adopted at **FIFA** to make sure Russia won the
- 4: 2018 World Cup. Russia has it. **FIFA** wants it. They don't concern themselves
- 5: have not been paying. attention. The **FIFA** executive committee did exactly what any
- 6: This was a positive vote by **FIFA** - a vote in favour of lots
- 7: a theme developing here. Of course **FIFA** would like you all to believe
- 8: encouraged. There are good reasons why **FIFA** are based in Switzerland and have
- 9: I reiterated that Blatter and his **FIFA** Oompa-Loompas were only going through
a
- 10: There is no point whining that **FIFA** executives are liars. For heaven's sake,
- 11: liars. For heaven's sake, this is **FIFA** . Of course they lie! Not living
- 12: vote beyond the endorsement of England's **FIFA** committee member, Geoff Thompson.
Nice work.
- 13: in England is running around demanding **FIFA** must reform. It was the same
- 14: Christmas springs to mind here. Yes, **FIFA** are corrupt. Yes, their methods are
- 15: should introduce. checks and balances. **FIFA** have all the cheques and balances
Unfortunately
- 16: need. In the bank. Inclusive? Not **FIFA** after the debacle of Zurich. From
- 17: Following the events of this week, **FIFA** would like to make the following
- 18: 2014 World Cup finals in Brazil. **FIFA** doesn't want you after that. Under
- 19: Martin Samuel: World Cup decision shows **FIFA** are rotten to the core! The
- 20: WC they should of just paid **FIFA** what they wanted and kept themself's

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52 instances of 'Fifa' (0 min 2 sec).

- 1: do so. History teaches us that **Fifa** has changed little 7:12 pm
- 2: Brazil want Ramalho as new boss. **Fifa** widens Cup bidding inquiry. Articles 18-
- 3: 00:07 Football's world governing body **Fifa** expands its probe into the bidding
- 4: widens Cup bidding inquiry Read more: **Fifa** widens Cup bidding inquiry. U.N., North
- 5: the Uefa Supercup and won the **Fifa** Club World Cup. Benitez left the
- 6: amount of years I've been with **Fifa**), the Manager Mode has game breaking
- 7: and tactical single player experience. In **Fifa** 10 I spent 6 seasons moulding
- 8: it was yet another major bug. **Fifa** 09 froze completely at a certain
- 9: the lack of support post release. **Fifa** 10 to date has released ONE
- 10: Fans are constantly screaming on the **Fifa** forums for answers yet no-one from
- 11: will refuse to buy the next **Fifa** unless this is sorted. I love
- 12: it. I'm certain the gameplay in **Fifa** 11 will be excellent again but
- 13: Judging by the EG review of **Fifa** 10, I get the feeling the
- 14: play a lot of single player **Fifa** 10 (I'm certainly average, and play
- 15: play as wingbacks. I may rent **Fifa** 11 just to make sure the
- 16: Dream - www.amazon.co.uk Red Dead **Fifa** World Cup Game - www.amazon.co.uk
Redemption - www.amazon.co.uk Gran Turismo
- 17: 27-06-2010 21:35:55 **Fifa** concedes there may be a problem
- 18: commerical supporting their sponsorship of the **Fifa** World Cup in South Africa this
- 19: more: Live text - Rabotnicki v Liverpool. **Fifa** set to trial extra officials. Articles
- 20: 26-06-2010 08:45:23 **Fifa** consider further trials into the use
- Showing results 1 to 20 [next](#)

[TXT](#) [RTF](#)

17 instances of '**fifa**' (0 min 0 sec).

- 1: other countries to feature on the **fifa** world cup tournament and that will
- 2: country that has sole right to **fifa** world cup,it is merit through
- 3: have red dead redemption and 2010 **fifa** world cup south africa for ps3
- 4: have red dead redemption and 2010 **fifa** world cup south africa for ps3
- 5: have red dead redemption and 2010 **fifa** world cup south africa for ps3
- 6: wheres sakho from? bought him on **fifa** , and hes pretty decent for the
- 7: WWW TORRENTSFORALL NET | Registry City Hd **fifa** 09 tournament unlock patch zip | gary
- 8: July 09? Where can you get **fifa** 08 fix file password thanx? Who
- 9: league winner goal gol ronaldo uefa **fifa** wis322a wisla kraków krakow poland TS
- 10: league winner goal gol ronaldo uefa **fifa** wis322a wisla kraków krakow poland TS
- 11: league winner goal gol ronaldo uefa **fifa** wis322a wisla kraków krakow poland TS
- 12: league winner goal gol ronaldo uefa **fifa** wis322a wisla kraków krakow poland TS

- 13: the graphics are great. I have **fifa** 2003 and fifa has changed a
 14: great. I have fifa 2003 and **fifa** has changed a lot, the graphics,
 15: the graphics are great. I have **fifa** 2003 and fifa has changed a
 16: great. I have fifa 2003 and **fifa** has changed a lot, the graphics,
 17: said Fifa 11 is the 11th **fifa** title. No dear it's the year.

Showing results 1 to 17

[TXT](#) [RTF](#)

- **OPEC**

226 instances of '**OPEC**' (0 min 0 sec).

- 1: amount' in Algiers. 12/01/2008 **OPEC** to cut output by good amount
 2: Warning to Europe. 11/29/2008 **OPEC** says to maintains crude output quota
 3: 10/05/2010 Iraq Sees Higher **OPEC** Export Quota Oil Official Iraq Updates.
 4: reserves to boost its position in **OPEC** . 10/05/2010 THE IRAQ WAR
 5: 10/04/2010 Iraq Sees Higher **OPEC** Export Quota Oil Official Iraq Updates.
 6: 10/04/2010 Iraq Sees Higher **OPEC** Export Quota Oil Official. 10/04/
 7: Iran Urges Cuts. Iran may urge **OPEC** to cut oil production to support
 8: the serious themes of the coming **OPEC** meeting Oil Minister Gholamhossein Nozari
 said
 9: a Shana report It appears that **OPEC** members plan to prevent the decreasing
 10: Vienna to review output targets The **OPEC** meeting won't be that important said
 11: a great influence on all of **OPEC** . This has crucial implications for the
 12: exploit it; The Major Mid-East or **OPEC** /Cartels of Oil Pumping/selling Nations
 13: arrangements. In 2000, Chavez **OPEC** that they "take advantage of high-tech
 recommended to
 14: 2010 10:27 am. Topic: Miscellaneous. **OPEC** Expands Oil Rigs Most in Three
 15: as Quota Promises Prove Illusory. **OPEC** is increasing oil drilling at the
 (Bloomberg
 16: data from Baker Hughes Inc. show. **OPEC** members excluding Iraq pumped 26.8
 million
 17: at the end of 2008 as **OPEC** announced a record supply cut, excess
 18: November 1, 2007 5:50 PM. **OPEC** seeks lower oil prices. OPEC are
 19: PM. OPEC seeks lower oil prices. **OPEC** are sounding a note of concern
 20: in Asia and the Middle East. **OPEC** , which supplies more than 40% of

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[TXT](#) [RTF](#)

36 instances of '**Opec**' (0 min 2 sec).

- 1: one year ago. 12/01/2008 **Opec** to cut output by 'good amount'
 2: largest economy. Oil market cautious before **Opec** meeting 25/05/2009. Saudi oil
 3: Saudi oil minister Ali Naimi says **Opec** will "probably stay the course", suggesting
 4: from now The united states becomes **Opec** and every one will hate us

- 5: Gas Prices (July 1, 2008). Qatari **Opec** Official: USA Shouldn't Ask Other Nations
- 6: major forecasters expect world output excluding **Opec** to peak by the middle of
- 7: But with the new discussions in **Opec** , the ending of the Kurdistan war
- 8: is pressing for a more aggressive **Opec** pricing strategy in order to raise
- 9: in Texas." Then \$52 ish. Then **Opec** starts chirping and the rally mechanism
- 10: nice hedge for my gas puts. **Opec** Watch: From the Gulf Times: Opec
- 11: Opec Watch: From the Gulf Times: **Opec** also said it may cut its
- 12: and traders don't buy the story **Opec** is selling about the last round
- 13: which it should get today from **Opec** lift allocations for December) however weather
- 14: better shorts in the oil patch. **Opec** Watch: Mixed Signals. Saudi plans to
- 15: quite small increases in production by **Opec** have helped turn sentiment. So what
- 16: recent days. Western countries have blamed **Opec** , the producers' cartel, for withholding supply
- 17: of reserves and production. In return, **Opec** states have blamed the high and
- 18: of various international bodies such as **Opec** , the World Bank and the International
- 19: the Organisation of Petroleum Exporting Countries (**Opec**) said on Wednesday it was raising
- 20: barrel in New York on Friday. **Opec** , having abandoned its old \$22 28

Showing results 1 to 20

[next](#)

[TXT](#) [RTF](#)

8 instances of '**opec**' (0 min 0 sec).

- 1: guzzler, are you not. giving out **opec** dollars and even sending us further
- 2: and not a dime goes to **opec** ... out here west coast US all
- 3: so and and the rest of **opec** is no more. The world will
- 4: Eastern Organization of Petroleum Exporting Countries (**opec**) will peak in 1999 and world
- 5: economic and environmental costs; puffery by **opec** nations lobbying for higher production quotas
- 6: scholium! Edgings subjectively bedmates stormier partner **opec** chestful. Facing metropolitanized optical swims negotiate
- 7: until Sunday served exclusion demagoguery seemed **opec** chestful indorsesee littlenecks! Optical swims catkins
- 8: ethnically, preengage guppies gifting lightfooted mugged **opec** brunette jested turfier. Since Wednesday kalends

Showing results 1 to 8

[TXT](#) [RTF](#)

- **UNICEF**

299 instances of '**UNICEF**' (0 min 6 sec).

- 1: rate in the world, according to **UNICEF** . More than one out of every

- 2: LICs also mounted." An early October **UNICEF** report, reviewing expenditure in 126 developing
- 3: tighten public expenditures in 2010-11", **UNICEF** worries that "the adjustment measures that
- 4: for 150 children. Recently, she addressed **UNICEF** and the Congolese Parliament about issues
- 5: study by the UN Children's Fund (**UNICEF**). Full Story ». Clinical Trials Update: Nov.
- 6: for 150 children. Recently, she addressed **UNICEF** and the Congolese Parliament about issues
- 7: 9/20/2010 10:01:43 ' **UNICEF** : 100,000 Pakistan kids face starvation' (21.73
- 8: Executive Director, United Nations Children's Fund (**UNICEF**), New York; Global Agenda Council on
- 9: Executive Director, United Nations Children's Fund (**UNICEF**), New York; Global Agenda Council on
- 10: FGM Now Ann Veneman, Executive Director - **UNICEF** www ... Duration: 73:36. Published: 2010-
- 11: 2009, UNEP with the support of **UNICEF** and several other UN agencies hope
- 12: interactive social networking platform developed by **UNICEF** in collaboration with UNEP. It provides
- 13: in the global climate debate, as **UNICEF** Denmark and the municipality of Copenhagen
- 14: for any country, according to a **UNICEF** report. It also stated that the
- 15: debate. <http://unfccc.int/>. United Nations Children's Fund (**UNICEF**). UNICEF is the driving force that
- 16: <http://unfccc.int/>. United Nations Children's Fund (UNICEF). **UNICEF** is the driving force that helps
- 17: status with the United Nations and **UNICEF** . We are dedicated to the development
- 18: Comprehensive Sexuality Education produced by UNESCO, **UNICEF** , WHO and UNAIDS. As for the
- 19: has been a goodwill ambassador for **UNICEF** since 1994, and has been quoted
- 20: Starlight Children's Foundation. The McGrath Foundation. **UNICEF** . UNIFEM. Whatever It Takes. Other: In

Showing results 1 to 20

[next](#)

[TXT](#) [RTF](#)

59 instances of '**Unicef**' (0 min 4 sec).

- 1: in the first round of the **Unicef** Open view full item close] received
- 2: in the first round of the **Unicef** Open. 17 inmates killed in Mexican
- 3: de rol die de wereldvoetbalbond FIFA, **Unicef** en andere organisaties kunnen spelen bij
- 4: 2004 report by a nine-charity coalition-including **Unicef** , Save the Children, Barnardo's and the
- 5: head of the UN children's agency **Unicef** . Tens of thousands of people have
- 6: Ensler's organization, V-Day, in partnership with **Unicef** , has organized truth-telling sessions in 90

- 7: More than 30 not-for-profit organisations, including **Unicef** and five Royal colleges, have signed
- 8: South Africa: Schools to benefit from **Unicef** partnership with IT firm. 2007 04
- 9: with the United Nations Children's Fund (**Unicef** More ... Uganda: Half a million children
- 10: featuring religious groups from across Aberdeen, **Unicef** , and a choir from Stavanger in
- 11: featuring religious groups from across Aberdeen, **Unicef** , and a choir from Stavanger in
- 12: therapies for them, only pain killers. **Unicef** hands out milk powder, nutritional biscuits
- 13: the nation of infants who, as **Unicef** has reported, have perished as a
- 14: hijackers. A Spanish woman working for **Unicef** was shot and nearly killed in
- 15: to the United Nations children's agency, **Unicef** , which estimates that 1.6 million children,
- 16: but that and a claim that **Unicef** says (where exactly?) that child marriage
- 17: chilling film is the work of **Unicef** , the United Nations Children's Fund, and
- 18: week as a campaign advertisement. The **Unicef** advert, which shows the Smurfs' village
- 19: the episode by accident, wailing terror. **Unicef** and the family company, IMPS, which
- 20: Burundi. Philippe Henon, a spokesman for **Unicef** Belgium, said his agency had set

Showing results 1 to 20

[next](#)

[TXT](#) [RTF](#)

1 instance of '**unicef**' (0 min 1 sec).

- 1: Piezochemistries Isley peaceful coprology lushness combinations revues clammiest
backbiter, buttressing **unicef** brats. Reliving

Showing results 1 to 1

[TXT](#) [RTF](#)

- **UNESCO**

301 instances of '**UNESCO**' (0 min 2 sec).

- 1: everyone. The other reason is that **UNESCO** wanted to have the laws and
- 2: Belfry (11th century), part of the **UNESCO** Heritage Sites List. Medieval castle, whose
- 3: development, Federation Square **UNESCO** declared the Royal Exhibition Building in
opened. In 2004
- 4: World Heritage site. Then in 2008 **UNESCO** designated Melbourne a city of Literature.
- 5: United Nations's education and culture **UNESCO** . How often does a building trigger
wing,
- 6: Iraqis in Government. 10/04/2010 **UNESCO** Launches Initiative to Alleviate Water
Shortages
- 7: in the world, recorded among the **UNESCO** monuments. Apart from the residences of
- 8: in the world, recorded among the **UNESCO** monuments. Apart from the residences of
- 9: programs selected to participate in a **UNESCO** initiative on sustainability education, and the

- 10: Economic Situation and Prospects 2010
2010 UNESCO Education For All Global Monitoring Report
- 11: ruins. Moenjodaro was inscribed on the UNESCO World Heritage List in 1980. Spreading
- 12: an appeal from the Pakistani UNESCO launched the International Safeguarding
Government, UNESCO Campaign for
- 13: danger to the Moenjodaro archeological UNESCO and the Authority for preserving of
remains. UNESCO
- 14: civilization. After the closure of the UNESCO International Safeguarding Campaign for
Moenjodaro in UNESCO
- 15: Safeguarding Campaign for Moenjodaro UNESCO reinitiated their collaboration and developed
in 1997, UNESCO a
- 16: World Poetry Day, recognized by the UNESCO (Masood). March 22 World Day for
- 17: accepted by 33rd session of the UNESCO General Conference, proclaimed by United
Nations UNESCO
- 18: International Year of Chemistry, UNESCO . Decades. 1976 1985 United Nations
recognized by UNESCO Decade
- 19: SPC, UN, UN Security Council, UNESCO , UNHCR, UNIDO, UNIFIL, UNITAR,
UNCTAD, UNESCO UNMEE, UNMIL,
- 20: under consideration to be declared a UNESCO world heritage site dating back to
- Showing results 1 to 20 [next](#)

[TXT](#) [RTF](#)

57 instances of 'Unesco' (0 min 3 sec).

- 1: since the city was named a Unesco World Heritage site in 2003. From
- 2: at 120 mph. 26 Oct 2009. Unesco vote: Bulgarian beats Egyptian to top
- 3: Bulgarian beats Egyptian to top job. Unesco , the United Nations education and
cultural
- 4: 2009. Bulgarian beats Egyptian for top Unesco job. Irina Bokova, the former Bulgarian
- 5: minister, won the top job at Unesco , the UN culture agency, on Tuesday
- 6: Thailand has expressed its unhappiness with Unesco officials who have made official visits
- 7: officials said that Thailand had warned Unesco many times that it must get
- 8: said: "The Thai government had informed Unesco verbally once before about our concerns
- 9: our concerns regarding the entry of Unesco officials to Preah Vihear temple. We
- 10: We will send a letter to Unesco in the near future. We have
- 11: the near future. We have told Unesco that we need a process that
- 12: because Thailand is a member of Unesco and Unesco also had its office
- 13: is a member of Unesco and Unesco also had its office in Thailand.
- 14: had its office in Thailand. If Unesco wish to travel to Preah Vihear
- 15: area." There is no response from Unesco to the Thai warning yet, but
- 16: secretary-general of the Cambodian chapter of Unesco committee, Mrs. Tan Theany, said: "In
- 17: case, if they (Thailand) talk about Unesco , we will leave it to Unesco
- 18: Unesco, we will leave it to Unesco to issue a response. But I
- 19: Cambodia only. So, why do they (Unesco) need to involve Thailand? I just
- 20: They can write a letter, but Unesco will reply in accordance within its

Showing results 1 to 20

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[TXT](#) [RTF](#)

4 instances of 'unesco' (0 min 2 sec).

- 3: fearing ley duskiness. Intarsias refolded medicares **unesco** discursively 25,251.0 tin Income consist ironwares.
- 4: MANAGEMENT IN HERITAGE CITIES, organised by **unesco** Venice Office, Nazareth, Israel, February 3

Showing results 1 to 4

[TXT](#) [RTF](#)

• **SARS**

624 instances of 'SARS' (0 min 4 sec).

- 1: related he is not checking for **SARS** conditions just health for swimming. After
- 2: to ensure that I don't have **SARS** ? After that comes a very difficult
- 3: in the wake of the 2003 **SARS** epidemic. In the case of SARS,
- 4: SARS epidemic. In the case of **SARS** , China was criticized for not reporting
- 5: an all hazards approach. The Canadian **SARS** Commission published very detailed reports on
- 6: problems they encountered in managing the **SARS** outbreak. General Emergency Preparedness. Being Prepared:
- 7: state public health laws work for **SARS** outbreaks. Emerg Infect Dis Feb 2004.
- 8: not clear i am talking abt **SARS** /Chernobyl/White Phosphorous (and so on
- 9: Consumer Health News Tags: flu / Cold / **SARS** Source Type: news. DH warns of '
- 10: as new infectious diseases such as **SARS** , West Nile virus, and avian flu
- 11: monkeys. The virus has been named **SARS** coronavirus (SARS-CoV). According to the World
- 12: Organization (WHO), there were 8,098 probable **SARS** cases worldwide during the 2003 outbreak,
- 13: provides data and information relevant to **SARS** coronavirus. It includes links to the
- 14: sequence data and publications, to other **SARS** related resources, and a pre-computed alignment
- 15: comparing the situation with the 2003 **SARS** outbreak, when major hotel shares dropped
- 16: against infectious diseases such as influenza, **SARS** and HIV/AIDS. The site has
- 17: make this comparison during the 2003 **SARS** hysteria, which caused only 8,096 cases
- 18: with. Only 322 of those 8,096 **SARS** cases were in developed nations. The
- 19: recession within the recession. It was **SARS** hysteria, and not the relatively tiny

20: distribution of severe acute respiratory syndrome (**SARS**) associated coronavirus (SARS-CoV) in SARS patients:

Showing results 1 to 20

[next](#)

[TXT](#) [RTF](#)

32 instances of '**Sars**' (0 min 2 sec).

- 21: became normal," said Professor Kang Sa-ouk. **Sars** link. There was an increase in
- 22: thousands of people in Asia contracted **Sars** (severe acute respiratory syndrome). Kimchi was
- 23: reported to have helped to prevent **Sars** . The claim was never scientifically proven,
- 24: and started eating kimchi. "After the **Sars** outbreak, I went to China and
- 25: was given a tentative okay by **Sars** , so hopefully it's all kosher. Innyway ...
- 26: sniff thanks for getting us going **Sars** , I kept looking for it, but
- 27: 12:03 PM. Gobble this entry. **Sars** is the perfect person to write
- 28: gold lettering, I wonder if that's **Sars** , as in scares, or Sars as
- 29: that's Sars, as in scares, or **Sars** as in scars? Oh well, I
- 30: have high mobile ownership levels. The **Sars** flu crisis worsened the spiral, as
- 31: on the way. Postponed because of **Sars** and the war, it is now
- 32: airline business ... most probably the journo's. **Sars** , however tragic for the victims, is

[prev](#)

Showing results 21 to 32

[TXT](#) [RTF](#)

• **CD-ROM**

973 instances of '**CD-ROM**' (0 min 7 sec).

- 1: be downloaded or purchased on a **CD-ROM** and installed. Other dictionary software is
- 2: word will take seconds in its **CD-ROM** version. Third, all electronic dictionaries have
- 3: the two 80. Test & Assessment **CD-ROM** works like a normal audio CD (
- 4: Audio CD, Multi-ROM, Test & Assessment **CD-ROM** , Tests Audio, Video, Supplementary Resources). The
- 5: the two 80. Test & Assessment **CD-ROM** works like a normal audio CD (
- 6: transferring the original media (e.g., the **CD-ROM** or DVD you purchased), all original
- 7: but also via platforms such as **CD-ROM** . "Newspaper Licensing Agency" (aka the NLA)
- 8: also produced the map, an interactive **CD-ROM** for youth.Salt (2010). Main cast:
- 9: you first need to check that ' **CD-ROM** ' is set as the 'first boot

10:	Tell it you are creating a '	CD-ROM	(Boot 5: It will ask you
11:	MARKETING. GENERAL CD-ROMs. Measuring Marketing Performance. (CD-ROM) Boston, MA: Harvard Business School Publishing
12:	HF 5415.13 Q45 2007 This interactive	CD-ROM	presentation shows how to create a
13:	& 1830 s, are available on	CD-ROM	& also via some pay-for-view websites.
14:	far as I know) fanzine cover	CD-ROM	was done by the Plokta cabal
15:	years of active research. If a	CD-ROM	related to his career was to
16:	parsimony I rummaged through this magazine	CD-ROM	instead, and found myself relishing a
17:	owns it. Other Make sure your	CD-ROM	isn't connected on Power-On if you
18:	Physical formats of resource. Examples: Book,	CD-ROM	, Database (Access 97 Collection of documents (
19:	on paper. Interactive media media in	CD-ROM	format. Magazines paper-published magazines and journals.
20:	the Oxford English Dictionary available on	CD-ROM	? Do you have a job for

Showing results 1 to 20

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[TXT](#) [RTF](#)

2 instances of 'Cd-rom' (0 min 1 sec).

1: on Circuits and Systems, USA, IEEE, **Cd-rom** : pp 4445 4448 (2005). James, T.,

2: on Circuits and Systems, USA, IEEE, **Cd-rom** : pp 2481 2484 (2005 LabPixies The

Showing results 1 to 2

[TXT](#) [RTF](#)

27 instances of 'cd-rom' (0 min 0 sec).

- 1: <http://www.amazon.com/Fundamentals-English-Grammar-Student-Answer/dp/013049447X> 2. Top Notch **cd-rom** included 40.00. 15 Jul-10. Livres 3
- 2: boot order .. change it where **cd-rom** is first ... then look around
- 3: the TAR <http://www.savetibet.org/djEnglish> Steven Marshall, **cd-rom** ibet/humanrights/outsidetar.php Tibetinfonet
- 4: floppy; not everybody has a **cd-rom** drive available. And how would
- 5: I also put a new **cd-rom** in the drive to load
- 6: I also put a new **cd-rom** in the drive to load
- 7: is incorporated into the interactive **cd-rom** "Book Review Index" which is

- 8: to say dynamic/interactive) flash-based, **cd-rom** that I have to have
- 9: disc ê jaz disc ê **cd-rom** ê dvd. naming conventions for
- 10: drives: Got a 52 x **cd-rom** , and a decent burner that
- 11: as PowerPoint presentations and off-the-shelf **cd-rom** packages have emerged. The traditional
- 12: as PowerPoint presentations and off-the-shelf **cd-rom** packages have begun to be
- 13: assume that a \$200 off-the-shelf **cd-rom** will do the job of
- 14: of resources. The nfirs toolkit **cd-rom** fa-217 is available free of
- 15: buildings with the Fire Studio **cd-rom** program, the follow-up version of
- 16: for image and video digitizing, **cd-rom** and dvd creation, and document
- 17: each customized apparatus, these vehicle-specific **cd-rom** manuals contain sections on service,
- 18: parts and operations. Each personalized **cd-rom** can contain up to four
- 19: online. For printed copies or **cd-rom** versions, call nfpa Standards Administration
- 20: 40 MB HD 4 x **cd-rom** drive Sound Card Mouse. Tag:
- Showing results 1 to 20 [next](#)

[TXT](#) [RTF](#)

• **Polisario**

8 instances of '**Polisario**' (0 min 2 sec).

- 1: Incident' of Sahrawi Leader Jailed by **Polisario** for Speaking Out to End Sahara
- 2: French Moroccan troops country fighting against **Polisario** guerrill Nigeria under military 18 years
- 3: al Hamra and Rio de Oro (**Polisario**) have vied for control of the
- 4: three years of raids by the **Polisario** guerrilla front seeking independence for the
- 5: three years of raids by the **Polisario** guerrilla front seeking independence for the
- 6: post as "military leader" of the " **Polisario** ". My answer was this: "If I
- 7: there was a representative of the **Polisario** mercenaries .4.3. A Physically Based Parameter
- 8: as former U.S. President Bill Clinton, **Polisario** Leader Mohamed Abdelaziz, World Bank President

Showing results 1 to 8

[TXT](#) [RTF](#)

2 instances of '**polisario**' (0 min 1 sec).

- 1: <http://washingtonchevrolet.blog.friendster.com>. Making standard it causes that **polisario**, crais starts her membrane, riding the
- 2: to that, you can add the **polisario**, the self proclaimed government of Western

Showing results 1 to 2

[TXT](#) [RTF](#)

• **TOEFL**

64 instances of 'TOEFL' (0 min 3 sec).

- 1: First Language? English Language of Instruction? **TOEFL** date:. Ethnicity. Hispanic? Providing this information
- 2: 800 Q 540 V 2.5 AWA. **TOEFL** : 107/120. Math Courses (undergrad and
- 3: 800 Q 500 V 4.0 AWA. **TOEFL** : 260/300. Math Courses (undergrad and
- 4: 800 Q, 760 V, 6.0 AWA. **TOEFL** : 118/120. Courses: Typical in the
- 5: review exceeded minimums for GRE and **TOEFL** ... In general, we receive between 500
- 6: 700 quantitative. International students should submit **TOEFL** or IELTS scores as well. An
- 7: working as an English teacher doing **TOEFL** preparation with a group of students.
- 8: working as an English teacher doing **TOEFL** preparation with a group of students.
- 9: 18/2010 Standardized English Tests, Including **TOEFL** , Are Halted in Iran. 07/18/
- 10: Test Preparation for GED, ASVAB, CLEP, **TOEFL** , SAT and other College and Graduate
- 11: least 6.0 for the writing element); **TOEFL** PB 570 (with at least TWE
- 12: 570 (with at least TWE 4.0); **TOEFL** IBT 88 (with at least 24
- 13: of English as a Foreign Language (**TOEFL**) or other widely recognized tests (IELTS,
- 14: least 6.0 for the writing element); **TOEFL** PB 570 (with at least TWE
- 15: 570 (with at least TWE 4.0); **TOEFL** IBT 88 (with at least 24
- 16: Do they have good scores on **TOEFL** , GRE, and other foreign placement tests?
- 17: should take respective GRE, GRE Subject, **TOEFL** , and IELTS exams no later than
- 18: performance in the last four years. **TOEFL** or IELTS is mandatory, and some
- 19: You need to appear for the **TOEFL** or IELTS. Attested transcripts and marksheets
- 20: university you are applying to. The **TOEFL** is a standard test required for

Showing results 1 to 20

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[TXT](#) [RTF](#)

1 instance of 'toefl' (0 min 1 sec).

- 1: biology ccna php sql web science frontpage **toefl** gre adobe mobile comic automata designing dreamweaver

Showing results 1 to 1

[TXT](#) [RTF](#)

- **SIM (card)**

36 instances of 'SIM card' (0 min 6 sec).

1:	Bay, NSW. Give A prepaid traveller's	SIM card	for your mobile phone. TravelSIM is
2:	can conceal a mini 3 G	SIM card	within its body. There are two
3:	8:15 am PDT. Apple's master	SIM card	plan: Brilliant abroad, U.S. may not
4:	Gemalto to cook up a special	SIM card	that would allow consumers to buy
5:	capabilities, the smartphone had a Vodafone	SIM card	, as well. The other specs are
6:	you do the setup with a	SIM card	in the phone, you should see
7:	2006 - 6 answers. Cell phone: switching	SIM card	advice more inside posted by cgs
8:	Navigator microSD card and an additional	SIM card	that I have. I searched around
9:	Can one just put transfer a	SIM card	from an old phone into a
10:	reasonably priced wifi phone, transfer my	SIM card	, and use it with wifi connection
11:	Can one just put transfer a	SIM card	from an old phone into a
12:	reasonably priced wifi phone, transfer my	SIM card	, and use it with wifi connection
13:	unlocked GSM phone and put your	SIM card	in and make phone calls. If
14:	i've only had to replace the	SIM card	twice (once because my phone was
15:	Navigator microSD card and an additional	SIM card	that I have. I searched around
16:	from your mobile Get a texting	SIM card	Discuss/Ask a question. Other Mobile
17:	hours a day. Get a texting	SIM card	. If your current contract or pay-as-you-go
18:	we can get ourselves a Palestinian	SIM card	we can phone each other? Report
19:	the possibility of getting a US	SIM card	for my iPhone, and switching my "
20:	softphone). I used a European pre-paid	SIM card	last time I was there, and

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[TXT](#) [RTF](#)

23 instances of 'sim card' (0 min 1 sec).

- 1: WIFI Phone with JAVA supports Single **sim card** , Wi-Fi, Java function, and slide to
- 2: data package.I have a Go phone **sim card** in the phone. When i hit
- 3: Family / Recreational | Others. Hot Spot Dual **sim card** dual standby Flat touch screen Bluetooth
- 4: or old phone can buy a **sim card** to use in it (the Sim
- 5: is possible to get a special **sim card** to pop in that is very
- 6: texting, then simply get a special **sim card** which is cheap for texting and
- 7: is that when you put the **sim card** in your phone it may not
- 8: used in the phone. If your **sim card** doesn't work, there may be an
- 9: abroad isn't a problem. Close. Glossary. **sim card** . SIM Card:. This refers to the
- 10: Government | Offered | 350.00. Hot Spot Dual **sim card** dual standby Flat touch screen Bluetooth
- 11: would like to upgrade my GSM **sim card** to a Telstra NextG sim card.
- 12: sim card to a Telstra NextG **sim card** . It took about 10 minutes to
- 13: transfer my number to the new **sim card** and away I went. Very easily
- 14: cost a thing to replace the **sim card** , and excellant service. Very, very happy.
- 15: would like to upgrade my GSM **sim card** to a Telstra NextG sim card.
- 16: sim card to a Telstra NextG **sim card** . It took about 10 minutes to
- 17: transfer my number to the new **sim card** and away I went. Very easily
- 18: cost a thing to replace the **sim card** , and excellant service. Very, very happy.
- 19: it would work with my Rogers **sim card** [hip]. The method of unlocking was
- 20: would only come up with the " **sim card** rejected" messagw. i understand WHY this

Showing results 1 to 20

[next](#)

[TXT RTF](#)

• **LOL**

1380 instances of 'LOL' (0 min 11 sec).

- 1: December 6th, 2010 - 7:14 pm. **LOL**me staying stupid things? I can
- 2: is where did you go wrong? **LOL** just kidding Kevin. Please give Darwin

- 3: Yarr? Where's Yarr? Pirate Puffle MISSING **LOL** ... we ALL Hope to meet Rockhopper
4: The Beach at The SAME TIME ... **LOL** I got to the Migrator BUT
5: lived up to his name "Weiner" **LOL** This video is hysterical as Megyn
6: acceptable (or is that just me **LOL** * It is not just you and
7: lived up to his name "Weiner" **LOL** This video is hysterical as Megyn
8: another thing Dogme rejects. Faffing about." **LOL** but I'll definitely be back to
9: lived up to his name "Weiner" **LOL** This video is hysterical as Megyn
10: the smell in the New Igloo ... **LOL** My Friend Lilliana365 come for a
11: hungry we can eat my Igloo ... **LOL** DONE! All Decorations is in Place ...
12: I Like this HOME SWEET HOME ... **LOL** ... Welcome to visit Me and if
13: Candy they will be so sick ... **LOL** .September was a busy month, and
14: to say or do but just **LOL** . Brem1 December 30th, 2010 - 11:29
15: December 19, 2010 9:21 AM. **LOL** . Posted by: Texas Canuck at December
16: every your pleasure, war geeks only **LOL** typos. Reply to this post. Permalink |
17: soo Stupid of me I know! **LOL** . Nonmember comment from Missy, Dec 13,
18: I feel so LOST without it ... **LOL** The Decorations at The Ski Hill
19: still buy Racing Sleds in PINK ... **LOL** ... and Green and The Toboggan I
20: her parishioners should rally around her. **LOL** . lizardAZ December 29th, 2010 - 1:25

Showing results 1 to 20

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[TXT](#) [RTF](#)

185 instances of '**Lol**' (0 min 3 sec).

- 1: do with a few days off! **Lol**). Anyway, this issue is an interesting
2: 10:02 AM. My Husbands Ex.. **Lol** really STUPID I KNOW! but my
3: Fidelis Noctua or maybe Arma Felix **Lol** . IF Dominus is getting in her
4: and most RH's don't follow me. **Lol** . She really is beautiful. I love
5: Facebook status Violatin my parole, again. **Lol** Hope the guys I'm smuggling into
6: back. Holla. Don't tell the cops. **Lol** ." We hope this proves helpful. Your
7: are ordering so much for lunch!!! **Lol** , I thought that was the most
8: not believe it, if I can. **Lol** , but obviously I am teeming with
9: AM on 08/20/10. I **Lol** `ed at the whole thing. Great
10: see got yo boo thang thoo. **Lol** u cute thoo it don't work
11: Warrior. August 13, 2010 / 13:27. **Lol** . felix. August 14, 2010 / 16:54
12: July 25, 2009 02:55. 17:.. **Lol** . Worst mistake I ever made was
13: list with a right groin strain. **Lol** you gotta love the team coming
14: I laughed at 'RAGNAROK TOTAL INFINITY'. **Lol** , I actually gave some thought as
15: and can't run for office here **Lol** ,what about iggy Posted by: Rj
16: and can't run for office here **Lol** ,what about iggy Posted by: Rj
17: after like a week of dating! **Lol** ! Not that I hadn't had the
18: 6 April 2010 at 10 am. **Lol** , people, the techie BR has made
19: 03 14 2010, 07:11 AM. **Lol** . Polandball make stealings of UK jobs
20: login again when starting another program. **Lol** ... First we want to get out

Showing results 1 to 20

[next](#)

[TXT](#) [RTF](#)

2011 instances of 'lol' (0 min 10 sec).

- 21: didn't just wake up and go ' lol let's hunt evil something like 'the
- 22: have a dragon or a cobra lol . He's fascinated by them and that's
- 23: has that "emilys famous B&W look lol PSP9 PSPX3 details close] received 1
- 24: has that "emilys famous B&W look lol . PSP9. PSPX3. Hello to one &
- 25: provided that the wealth isn't hoarded (lol who am i kidding). I still
- 26: down blogs. So, it's just imagination lol . Kate Kanook. You guys need to
- 27: pm. HanksamoonbatHanksawingnuthankistofunny. hanksawingnuthankisamoonbathankwearsfunnyhats. no spammers here lol . Ask courageous questions. Do not be
- 28: Bern all at the same time lol . by Tomthehomer on Dec 5, 2010
- 29: July 30, 2009. DJP said ... Stratagem lol . 'I can't tell you exactly when
- 30: behead me (he's an olympiakos fan) lol . MKiz. Oct 18 2010, 04:44
- 31: behead me (he's an olympiakos fan) lol . How did you, or your Dad,
- 32: 39. The unicorn was the best, lol . radrobd Posted 10/11/2010 14:
- 33: list before looking at other islands lol .. The mud is a nightmare we
- 34: just because of my 'rhoids either lol . But if this is the sickest
- 35: Graysonthat'll help him get defeated ... lol . TheUltraworld October 25th, 2010 - 10:33
- 36: ! Lou. sense when you think about it! lol www.anonymitybot.com. Kathleen Sebelius 10.18.10 1:
- 37: PM. Quote. So were the umpires. lol classic freo supporter 2. 9. FanFooty /
- 38: this for 50 p, why not lol ! Packaging: It comes in a white
- 39: October 25th, 2010 - 11:17 am. lol hilarious great comedic talent fits right
- 40: in with the social internet slapdaddy lol and singing telegram on your iphone.

[prev](#)

Showing results 21 to 40

[next](#)

[TXT](#) [RTF](#)

B. The Frequency of Occurrence of the Full Form Instead of the Acronym

0 instances of 'Light Amplification by Stimulated Emission of Radi...', with filter (0 min 0 sec).

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20 per page

Show POS tags:

Span: 10

Unlimited results/doc

Display Info: Number

Select a task...

<http://wse1.webcorp.org.uk/c>

0 instances of 'Radio Detection And Ranging', with filter (0 min 2 sec).

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per page

Show POS tags:

Span:

results/doc

Display Info:

17 instances of 'North Atlantic Treaty Organization', with filter (0 min 0 sec).

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- | | | | |
|-----|---|---|--|
| 1: | region Middle East (general region North and Central America (continent | North Atlantic Treaty Organization | (organization North Pacific Ocean (general region Ottoman Empire (former nation/ |
| 2: | region Middle East (general region North and Central America (continent | North Atlantic Treaty Organization | (organization North Pacific Ocean (general region Ottoman Empire (former nation/ |
| 3: | meaning to the term "overkill and proliferation continues. Under the | North Atlantic Treaty Organization | , the U.S. puts nuclear weapons in the hands of Belgium, |
| 4: | responsible for establishing the Jupiter Ballistic Missile system for the | North Atlantic Treaty Organization | in Italy and Turkey. He departed Europe in July 1963 |
| 5: | and engagement with organization such as the United Nations, the | North Atlantic Treaty Organization | , NORAD, the European Union, the African Union, and the Organization |
| 6: | equipment, UHF radio and redesigned instrument panels. Students from 12 | North Atlantic Treaty Organization | countries train in T-37B's at Sheppard Air Force Base, Texas. |
| 7: | in Miniature, dedicated to all the Mortar Men throughout history. | North Atlantic Treaty Organization | . Project Vote Smart. Reunions Magazine. Shoulder Patches of WWII, by |
| 8: | than the current European Union and with a more balanced | North Atlantic Treaty Organization | . Although this proposal expresses a "clash of civilizations" mentality a |
| 9: | its oil in euros. Will Norway a member of the | North Atlantic Treaty Organization | become the next target for the wrath of the Pentagon? |
| 10: | from the Antiballistic Missile Treaty and the expansion of the | North Atlantic Treaty Organization | into the territory of the former Soviet Union. In the |
| 11: | wants Ukraine to become part of Europe and, eventually, the | North Atlantic Treaty Organization | , and the country took pains in the 1990's to |
| 12: | Controls of Administrative Operations at the U.S. Mission to the | North Atlantic Treaty Organization | , Brussels, Belgium. 24 JUL 1997. 59 pages. Authors: Paul J. |
| 13: | The audit was requested by the U.S. Ambassador to the | North Atlantic Treaty Organization | to ensure the U.S. mission to the North Atlantic Treaty |
| 14: | Atlantic Treaty Organization to ensure the U.S. mission to the | North Atlantic Treaty Organization | (the Mission) was in full compliance with applicable laws and |
| 15: | for the system of collective security: the accession to the | North Atlantic Treaty Organization | and Western European Union of the sovereign Federal German Republic; |
| 16: | to mention the collateral damage it would inflict on the | North Atlantic Treaty Organization | and the EU itself. One of the central lessons of |
| 17: | now in government, which is seeking closer ties to the | North Atlantic Treaty Organization | and the EU. The anniversary events started Nov. 24 when |

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Select a task...

<http://wse1.webcorp.org.uk/c>

0 instances of 'Fédération Internationale de Football Association', with filter (0 min 0 sec).


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
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Span: 10 

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Display Info: Number 

Select a task... 



<http://wse1.webcorp.org.uk/c>






0 instances of 'Compact Disc Read Only Memory', with filter (0 min 2 sec).



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Span: 10  

Unlimited  results/doc 

Display Info: Number  



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0 instances of 'Subscriber Identification Module', with filter (0 min 1 sec).



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20  per page 


Show POS tags: 

Span: 10  

Unlimited  results/doc 

Display Info: Number  

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0 instances of 'naphthenic acid palmitate', with filter (0 min 2 sec).

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<http://wse1.webcorp.org.uk/c>



0 instances of 'modulator demodulator', with filter (0 min 3 sec).



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Show POS tags: 

Span: 10  

Unlimited  results/doc 

Display Info: Number  

Select a task...  

http://wse1.webcorp.org.uk/c 

0 instances of 'Test of English as a Foreign Language', with filter (0 min 13 sec).

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Show POS tags:

Span: 10

Unlimited results/doc

Display Info: Number

Select a task...

<http://wse1.webcorp.org.uk/c>

2 instances of 'Severe Acute Respiratory Syndrome', with filter (0 min 6 sec).

1: country list. Honduras. Mechanics, **Severe Acute Respiratory Syndrome**, and House Hunting in

2: infectious diseases, such as **Severe Acute Respiratory Syndrome** (SARs), West Nile virus, Text Web

<http://www.peacecorpsjot>
Date: 11 July 200
Format: HTML
Tokens: 2106

Showing results 1 to 2

TXT RTF

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Show POS tags:

Span: 4

Unlimited results/doc

Display Info: Number

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<http://wse1.webcorp.org.uk/c>

0 instances of 'The Liberation of Saqiat el Hamra and Rio de Oro', with filter (0 min 3 sec).

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20 per page

Show POS tags:

Span: 4

Unlimited results/doc

Display Info: Number

Select a task...

<http://wse1.webcorp.org.uk/c>

. 3 instances of 'Organization of the Petroleum Exporting Countries', with filter (0 min 2 sec).

- 1: At a November summit of **Organization of the Petroleum Exporting Countries** heads of state, Iran suggested
- 2: Sept. 24): Members of the **Organization of the Petroleum Exporting Countries** announce that they will reduce
- 3: hit in 1980, as the **Organization of the Petroleum Exporting Countries** looked set to rebuff calls

Showing results 1 to 3

TXT RTF

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20 per page

Show POS tags:

Span: 5

Unlimited results/doc

Display Info: Number

Select a task...

<http://wse1.webcorp.org.uk/c>

19 instances of 'National Aeronautics and Space Administration', with filter (0 min 7 sec).

- 1: updated every hour.: **National Aeronautics and Space Administration** :. <http://spacescience.nasa.gov/questions/index.htm>. The Virtual Reference Desk:
- 2: Energy's Office of Science, the **National Aeronautics and Space Administration** , and the Department of Defense.
- 3: Department of Defense and the **National Aeronautics and Space Administration** . The work done by these
- 4: United States Library of Congress **National Aeronautics and Space Administration** National Archives and Records Administration
- 5: in the world. For the **National Aeronautics and Space Administration** , he was an adviser on
- 6: StoryLink The Daily Pennsylvanian. The **National Aeronautics and Space Administration** noted in an October 1,
- 7: by the Administrator of the **National Aeronautics and Space Administration** Filed Apr. 13,1962* Ser. No.
- 8: in October 1960, by the **National Aeronautics and Space Administration** in Washington, D.C. The altitude
- 9: Energy U.S. Department of Justice **National Aeronautics and Space Administration** Food and Drug Administration U.S.
- 10: NASA's Earth Observatory. The U.S. **National Aeronautics and Space Administration** created the Earth Observatory website
- 11: Israel Program for Scientific Translations/ **National Aeronautics and Space Administration** /National Science Foundation, Jerusalem/Washington,
- 12: Scientific Visualization Studio of the **National Aeronautics and Space Administration** . These sorts of extreme weather
- 13: satellite data collected by the **National Aeronautics and Space Administration** . The images showed changes in
- 14: done extensive research for the **National Aeronautics and Space Administration** to discover the theoretical limits
- 15: do the Canadian army, the **National Aeronautics and Space Administration** , the U.S. Department of Energy,
- 16: government's Tennessee Valley Authority and **National Aeronautics and Space Administration** opened plants in the South
- 17: Dr. James C. Fletcher. Administrator **National Aeronautics and Space Administration** . December 8, 1971. Both NASA-of-Apollo

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Show POS tags:

Span: 5

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3 instances of 'United Nations Educational Scientific and Cultural...', with filter (0 min 31 sec).

- | | | | |
|----|-----------------------|--|---------------------------------------|
| 1: | were included on the | United Nations Educational, Scientific and Cultural Organization | World Cultural Heritage List |
| 2: | Sport, adopted by the | United Nations Educational, Scientific, and Cultural Organization | on October 19, 2005. |
| 3: | of the Red Cross, | United Nations Educational, Scientific, and Cultural Organization | , United Nations Development Program, |

Showing results 1 to 3

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per page

Show POS tags:

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Display Info:

0 instances of 'Acquire Immune Deficiency Syndrome', with filter (0 min 2 sec).

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Résumé

La présente recherche a pour objectif de faire la lumière sur l'acronyme en tant que stratégie de formation de mots utilisée pour enrichir le vocabulaire anglais présent. Cette recherche aborde le sujet de la lexicalisation des acronymes en anglais. Dans cette étude, nous examinons la nature de la relation entre l'acronyme et sa source d'une part et celle entre l'acronyme et sa signification, de l'autre. Cette recherche s'intéresse aux changements morphologiques, graphiques et sémantique qu'un acronyme subit au cours de sa vie après sa formation en anglais. Un autre aspect de cette étude concerne l'influence de la forme graphique sur la lexicalisation d'un acronyme et les facteurs qui favorisent l'entrée de ce dernier en tant qu'élément lexical indépendant de sa forme de base en anglais. Dans cette recherche, il est supposé que la relation entre un acronyme et sa signification est plus forte que la relation entre l'acronyme et sa forme complète. Il est également supposé que la forme graphique de l'acronyme a une influence sur sa lexicalisation en anglais. On a également émis l'hypothèse que l'utilisation d'un acronyme fréquemment, constamment et dans de nombreux domaines de la vie contribue à son processus de lexicalisation. Les hypothèses mentionnées sont vérifiées par deux tests destinés aux étudiants de 3^{ème} année du département d'anglais de l'Université Mentouri de Constantine 1, ainsi que d'une étude basée sur un corpus utilisant un programme de concordance webcorp pour déterminer le comportement des acronymes dans leur contexte naturel. Les résultats trouvés confirment les hypothèses formulées. Les résultats des tests et du programme de concordance de webcorp révèlent que les acronymes indiquent une démotivation morphologique en anglais; ils s'attachent à un sens et perdent la relation avec leurs formes complètes. En outre, il a été révélé que les acronymes ne sont pas simplement une nouvelle surface de leurs sources ; ce sont en fait de nouveaux signes linguistiques susceptibles de subir des changements sémantiques avec le temps. Il a été également constaté que les acronymes écrits en minuscules, tels que «laser», devenaient ainsi acceptés en anglais; la plupart des étudiants les considéraient comme de vrais mots car ils ignoraient que ces sigles étaient bien des créations spéciales en anglais représentant des phrases plus longues. Les résultats de l'étude montrent à nouveau qu'un acronyme fréquemment utilisé, en permanence et dans d'autres domaines que son domaine de spécialisation se retrouvera dans le lexique de cette langue et sera traité comme tous autres termes lexicalisés.

المخلص

يهدف هذا البحث إلى تسليط الضوء على المختزل النحتي كأحد أهم الإستراتيجيات المستعملة لإثراء مفردات اللغة وبين معناه من جهة الإنجليزية الحديثة. حيث يركز على طبيعته العلاقة بين المختزل النحتي ومصدره من جهة و بينه اخرى. وقد أوليت الأهمية في هذا البحث للتغيرات المرفولوجية و الكتابية و الدلالية التي يمر بها المختزل النحتي بعد تكوينه في اللغة الإنجليزية. يتعلق جانب اخر من هذه الدراسة بتأثير الشكل الكتابي للمختزل النحتي على معجمته في اللغة الانجليزية و العوامل المختلفة التي تساعد على جعله مفردة قائمة بذاتها مستقلة عن عن الجملة المستنبطة منها . في هذا البحث يفترض أن العلاقة بين المختزل النحتي ومعناه أقوى من العلاقة بينه و بين شكله الكامل. كما يمكن الافتراض أن الشكل الكتابي للمختزل النحتي له تأثير على معجمته باللغة الإنجليزية. ومن المفترض أيضا أن الاستخدام المتكرر للمختزل النحتي في العديد من مجالات الحياة يساعد في عملية دخوله في اللغة كاي كلمة عادية . تم فحص هذه الفرضيات باستبيان طرح على طلبة السنة الثالثة ، قسم اللغة الانجليزية بجامعة قسنطينة 1، و كذلك عن طريق دراسة مدونة على شبكة" الواب كورب" لنرى كيف يستعمل المختزل النحتي في سياقاته الطبيعية . أظهرت نتائج الاستبيان و شبكة " الواب كورب" أن المختزل النحتي مرتبط أكثر بمعناه و منفصل عن العبارة المستنبط منها حيث أظهر العديد من الطلبة المستبينين جهلهم للعبارة المستنبط منها و لكن وفقوا في إعطاء معناه . بالإضافة لذلك تم الكشف عن ان المختزل النحتي ليس مجرد شكل جديد لمصدره بل هو في الواقع علامة لغوية جديدة يمكن ان تخضع لتغييرات دلالية مع مرور الوقت. وأظهرت النتائج أيضا أن كتابة المختزل النحتي بالأحرف الصغيرة يجعل منه كاي كلمة في اللغة لذا أصبح الطلبة يجهلون أنه تكوين خاص في الانجليزية يمثل عبارة أطول ويعتبرونه كلمة بذاتها. كما أوضحت نتائج الدراسة كذلك أن الاستعمال المتكرر وباستمرار للمختزل النحتي وفي الميادين الأخرى خلاف تلك الخاصة به ستجعله يجد طريقه إلى مفردات اللغة ويعتبر كأي واحدة منها.

