



## Intrinsic Difficulties in Learning Common Greek-Originated English Words: The Case of Pluralization

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### Abstract

Knowing the origin of a language helps us to determine the historical background of that language. As language itself is such a system of a society that is continuously evolving as that aforementioned society learns and technologically develops along with its roots or origins. Like many other languages, English is also a language that has roots or origins in many different languages. In this sense, the English language, rooted as Anglo-Saxon, is known to derive most of its words from the Latin and Greek languages by whose modern cultures, it is assumed to be affected most. In this study, this derivation of words and the intrinsic difficulties probable to occur for English as a Foreign Language learners (hereafter EFLs) with a special interest upon the case of pluralization are scrutinized. That is why it is enlightened by the author of this paper within the scope of the historical background, the etymology of the English language within a linguistic perspective. As a result, the most common and confusing plural forms of Greek-originated English words, and some curing methods are defined.

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*Keywords:* Intrinsic difficulties, Greek-originated, pluralisation, EFL; etymology

## 1. Introduction

Based on the anonymous quote stating ‘*words are born to be loved, not trapped*’, all languages, without one’s superiority over another, have been created to be explored and give meaning to the manifestations of our lives. To do these, every language has made up a form of new word stock on its own benefitting from different languages. In this sense, English, which was once spoken merely in early medieval England albeit now is a lingua franca (Crystal, 2003; Wardhaugh, 2010), has borrowed a myriad of words from the Greek language. Concordantly, Greek has played a crucial role in shaping modern English.

From that point of view, with a large contribution to English lexicon, the Greek language has paved the way towards creating new English words by means of compounding Greek roots and affixes. Therefore, the historical background defining the origins and development of English, the origins of the effect of the Greek language on English with its subcomponents, linguistic properties of the Greek-originated English words within the boundaries of derivational and inflectional morphology, lexicography and lexicology, semantics and pragmatics are scrutinized. Additionally, in-use Greek-

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originated English words in lieu of most common and confusing ones are probed in order to label the underlying reasons of intrinsic difficulties in learning their plural forms.

### *1.1. A panorama to the English language: The origins and development*

The history of the English language was believed to start with the arrival of three Germanic tribes invading Britain during the 5th century A.D (Brinton & Arnovik, 2006). Crossing the North Sea (today it is Denmark and northern Germany), these tribes, the Angles, the Saxons and the Jutes reached Britain. At that time, the inhabitants were speaking a Celtic language. However, most of those Celtic-speaking inhabitants were pushed west and north (today it is Wales, Scotland and Ireland) by the aforementioned invaders. In this sense, the Angles were assumed to come from ‘*Englaland*’ with their own native language called ‘*Englisc*’, from which the words ‘*England*’ and ‘*English*’ were derived (Toller, 1921).

Within a historicist framework, modern English was reported to begin in the 16th century. Only when clergy lose power and control over learning and studying scholarly, it was allowed by law for everyone to study and learn. The works of Plato, Homer, Cicero, Horace and the like were started to be studied by the philosophers, thinkers and writers of the period. At that point, it was high time to see the traces of Greek and Roman derivations on whose works and mythology were studied. In this sense, the English language borrowed roots and origins of the words while forming and creating their own (Bailey, 1997).

Within a sociolinguistic framework, English was once regarded as the most prestigious spoken dialect by the educated, socially prominent and politically powerful segment of the community. Along with the West Saxon’s dialect survived up to that time, early English became the prestige dialect until the Norman Conquest (Toon, 1992). After 1066, Anglo-Norman<sup>†</sup> became the spoken language from which the English language had derivatives and borrowed words to itself with a noticeable effect of Norman due to the fact that while Norman was preferably used by the elites, the lower classes continued using Anglo-Saxon (Svartvik & Leech, 2006). Close contact with Scandinavians yielded results in a significant change in the English language with a more simplified grammatical structure and lexical enrichment. It did not help South West England by the 9th century A.D., where Old English was developed into an unintelligible literary language, though (Campbell, 1959). After all these changes undergone, the English language blossomed to a fresh new rosebud in the 13th century, based on the speech of London but much closer to the center of Scandinavian settlement. Borrowing technical and cultural vocabulary items still from Old Norman with the effects of the church, courts and government, the English language developed into a new one with a great deal of lexical items derived from other developing European languages of that period like German, Dutch, Latin and Greek with the arrival of the Renaissance (Lass, 1992; Fischer & van der Wurff, 2006).

In terms of an etymological perspective, as a member of Germanic family of languages, the English language comes from a branch of Indo-European language family (Skeat, 2005) as seen in the figure below:

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<sup>†</sup> The language that was created by the Normans that spoke Old Norman, blended with an English variety.



(Figure 1: The Origins of the English Language)

(Adapted from: <https://www.englishclub.com/english-language-history.htm>)

Moreover, the English language is not that much homogenous consisting of two subcomponents as the native stock of words and the borrowed stock of words. Accordingly, the borrowed stock of words takes up a much longer space than the native stock of words as latter comprises of only 30% of the total number of words in the English lexicon (Correli, n.d.). The native stock of words has a larger scale of lexical and grammatical valency with considerably high poly-semantic and productive feature, though. On the other hand, the borrowed stock of words is the one that is taken from another language and modified as to the standards of the receiving language. In that sense, the most effective way of borrowing words is the one between two interacting languages in one single structure to penetrate into one another in a much easier way.

### 1.2. The origins of the effect of the Greek language on English

Initially, it is crucial to understand the origins of the English language, in that it shows us how Britain history has influenced modern English language. It also explains why literature in the past seems frozen with terms that we rarely or no longer use. Accordingly, the effects of some languages that are extant with their ongoing influence on modern English cannot be underestimated. As many of the words borrowed into English from Latin were previously taken from Greek in essence, the Greek language is accepted as one of those influential languages with its unique culture and history on forming vocabulary items mostly related to the field of science, philosophy and mathematics (Romaine, 1999). In the light of these, the origins of the effect of the Greek language on the English language are explained in detail below within the aspects of the effect of mythology, Modern Greek culture and philhellenism.

#### 1.2.1. The effects of the Greek mythology

The Greek mythology is stipulated to be one of the footprints left to European history shedding light on culture, religion and people's life styles. As a basis to explain daily or natural facts via myths, the Greek mythology has served as a fundamental gimmick as an indicator of the Greek history, life and beliefs regarding mostly Bible (Alms, 2007). Although many few people can speak ancient Greek on a regular basis today, the effect of Greek on English is the gospel truth as many people know that a 'Herculean task' refers to the duty that requires great effort based upon a myth about the 'Twelve Labors of Hercules' (Frazer, 1921; Norlin, 1980).

The impact of the Greek mythology on language is not limited to just individual or compound words. In accordance with this, many expressions and common proverbs directly stand for ancient Greek myths (Hard, 2008) as exemplified below:

- *an Achilles heel* (a fatal vulnerability),
- *having the Midas touch* (turning everything into gold),
- *lying in the arms of Morpheus* (sleeping),
- *opening Pandora 's Box* (unlocking a world of trouble),
- *being rich as Croesus* (Croesus was known for his wealth).

### 1.2.2. The effect of modern Greek culture

Encompassing a peninsula that separated the Aegean and Ionian seas, the Greek society has had a deep cultural impact on many European countries as being the birthplace of Western culture (Mazlish, 2004). Accepted as intelligent, energetic and sensible, the Greek society accomplished great feats in many fields like architecture, philosophy, fine arts, history (Myres, 1953) and the like. Besides cherishing the concepts of democracy, human rights, freedom of speech and religious beliefs, the Greek language had also influenced numerous languages and scientific areas like physics and mathematics whose symbols were derived from the Greek alphabet. On the other hand, the foundations, churches, schools that were built on the Greek territories heavily influenced the western European architecture (Honour, 1968). All in all, most of the European countries were shaped by the systems that the Greek society operated on education, literature, politics, religion, science and social affairs. In that sense, it can be concluded that the Greek society is the big part of the olive oil considering the effects of the language on modern English. Even more, with the arousal of internet services, a distinct form of Greek, namely *Greeklis* has recently mushroomed to be used within Greece and Cyprus, where there is the majority of Greek population.

### 1.2.3. The effect of Philhellenism

Philhellenism refers to the love of Greek culture, which was accepted as an intellectual fashion movement at the turn of the 19<sup>th</sup> century with a great contribution to some Europeans like Lord Byron, who was also an advocator of Greek independence from the Ottoman Empire (Pécout, 2004). After the 19<sup>th</sup> century, new archaeological and anthropological studies offered a number of Greek art and architecture designs and sculpture of ancient Greece evoking admiration in European countries (Marchand, 1992). To add more, the fall of Napoleon promoted the idea of recreating a New Greek state inspired European sympathy by offering idealistic and revolutionary flow of thoughts and expectations for revitalizing ancient Greek nation. A great deal of literary works were affected by these circumstances, as well. The Philhellenic movement, as a whole, led to the introduction of classical studies as a prominent element in education which later created interest in another artistic movement, known as *Neoclassicism* which was actually fed upon Classical Greek art and architecture (Irwin, 1997).

## 2. Linguistic properties of the Greek-originated English words

Language, itself, is more than just grouping or sequencing of words. It is of great value as we use it in our daily lives to communicate. Even more, it is a common belief that the more words a person knows, the better qualified, equipped or knowledgeable he/she is assumed to talk and learn about any subject and succeed in any field of career. As today's society is a global-economic one with a great deal of technological developments and innovations, a proper grasp of language along with the size and scope of one's vocabulary knowledge is ascertained to have a direct correlation with one's way of communication and language that one uses. Alongside the significance of languages in our daily lives, they are the crucial points for societies both semantically and pragmatically. Here, by the way,

semantic information is encoded in what is uttered while pragmatic information is generated by, or at least made relevant by, the act of uttering it (Bach, 2001: 154).

To be able to describe the changes in a particular language, develop general theories on those changes and analyze the history of speech communities and words, we –first- need to capitalize on historical (diachronic) linguistics as an initiator (Bynon, 1977). That is why today it is possible to find descriptions and analyses of the history and development of the English language from virtually and linguistic perspective: external, internal, generative, functional, sociolinguistic, pragmatic, comparative, phonological, morphological, syntactic, lexical and semantic (Bergs & Brinton, 2012: 11). In this sense, as a branch of linguistics, lexicology is to be taken into account to describe the etymology of the words. It concerns with the various means of expressing grammatical relations between words and with the patterns after which words are combined into word-groups and sentences (Davletbaeva, 2010). As a language with great contribution to the English language, the Greek language is analyzed with its linguistic properties mentioned briefly below in terms of derivational and inflectional morphology, lexicography and lexicology, and semantics and pragmatics as three significant tenets.

### *2.1. The aspect of derivational and inflectional morphology*

Etymology and the role of morphology in learning a language are closely bound to each other. Relatedly, a study of etymology of English (Roberts, 1965) reveals that around 44 percent of the most frequent 1,000 words of English are borrowings from French, Latin or Greek. In that sense, word-building devices used in these languages either for complex forms or word-building procedures are all to be taken into consideration as they affect language learning process deeply. Corson (1985) considers that the Graeco-Latin vocabulary of English acts as a barrier of ‘*lexical bar*’ to the vocabulary growth and to success in education. That is why morphology plays an important role in language learning.

Considering the researches conducted in the field to explore children acquisition of morphology (Berko, 1958; Condry, 1979; Critten et al., 2014; Derwing & Baker, 1979; Freyd & Baron, 1982; Kirby et al., 2012; Lawrence, 2008; McBride-Chang et al., 2005; Nielsen et al., 2011; Selby, 1972; Shepherd, 1973; Sternberg & Powell, 1983; Tyler & Nagy, 1989; Windsor, 1994; Wysocki & Jenkins, 1987), it can be stipulated that children have awareness of derivational and inflectional morphology from as young as the age of 2 years. Knowledge of derivational morphology includes at least three aspects –recognizing that a word is complex and it contains parts that occur in other words, understanding the syntactic role of suffixes, and mastering the restrictions governing the attachment of affixes to bases (Tyler & Nagy, 1989). In characteristics, derivational morphology changes the meaning of words forming a new word such as *happy-happiness*, *sad-sadness* etc. In that sense, derivational morphology is effective in interfering in the meanings of words from one context to another. Breaking an unknown word into parts or segments seems to avoid misinterpretations, though. Henceforth, by focusing on frequent and regular prefixes and suffixes, vocabulary learning process can be made easier and much more manageable for further attempts.

On the other side, inflections are only learned when the learners are ready to learn. Thus, in order for teaching or conscious learning to affect the learning of inflections, it is necessary to discover the learners’ developmental stages and language levels. Thorndike (1941) recommends that the teaching of word parts should not begin until learners already know several words containing the parts. In this context, inflectional morphology is concerned with the process of combining the inflectional bound morphemes to show the grammatical process or functions of a word just like singular-plural forms, present or past tense forms etc (Kemmer, 2003). According to Thornbury (2005: 18), it is, for

example, found that learners pass through a stage when they tend to attach the ending *-ing* to action verbs, irrespective of tense. They seem to be using *-ing* simply to mark the presence of a verb: “*I going work by bus; I eating every day Burger King.*” etc. It, however, marks a significant pace as learners transmit the pure lexical mean that they load on words into more grammatical structures. At first, the *-ing* ending is applied indiscriminately to all verbs. But over time, the learners in the study started to restrict the use of *-ing* to certain contexts, and mainly as a marker of ‘pastness’: “*Yesterday I no working.*”

As a result of direct and indirect borrowing from other languages, the English language is a hybrid language lots of whose words are derived from Greek with inflectional endings. In the case of Greek endings, the plurals sometimes follow the Greek rules (e.g. *phenomenon-phenomena*) whereas mixed in some cases (e.g. *schema-schemata* or *schemas*) bounding both English and Greek forms together. In some situations, Greek roots are borrowed and formed within the rules of the English language, though. That is why some cases may give a result to problematic situations within the scope of morphology.

## 2.2. The aspect of lexicology and lexicography

*Lexico* is also a word that derives from the Greek language. While *lexicography* deals with the writing of words, *lexicology* composes the science of words (Doroszewski, 1973). Lexicology studies a word in phonological, semantic, grammatical and contextual aspects of a language. As words have undergone a constant change in their forms and meanings, lexicology studies the vocabulary of a language in terms of its origin, development and current use by means of comparative and contrastive studies between aforementioned languages (Ginzburg et al., 1979). Thus, lexicology is closely related with phonetics and grammar. On the other hand, lexicography studies the writing or compiling of a lexicon or dictionary that is defined as the art or practice of writing dictionaries or the science of methods of compiling dictionaries (Dash, n.d.). In lexicography, a word is studied as an individual unit regarding its meaning and practical use of that word by the reader of the dictionary. In that sense, correct spelling and pronunciation occur as crucial points via transcriptions. In essence, it can be concluded that “whereas lexicology concentrates more on general properties and features that can be viewed as systematic, lexicography typically has the so to say individuality of each lexical unit in the focus of its interest.” (Zgusta, 1973: 14).

As both are related to the area of lexicon, the borrowing of words from other languages with their etymological background consists of an important part of both lexicology and lexicography. Clumsy as this may seem, knowing the etymological background of the words facilitates the teaching and/or learning of them in the classroom practices. In the light of these, the change in words either in form or meaning is to be enlightened via lexicology concerning the borrowed ones from other languages. Thus, the writing systems are better learnt with the help of lexicography as offered.

## 2.3. The aspect of semantics and pragmatics

Both semantics and pragmatics link languages to the world dealing with their meanings. In the most general sense, *semantics* (Bréal, 1990), which is also of Greek origin, refers to the study of linguistic meaning whereas *pragmatics* refers to the study of the meaning of language in context (Mey, 1993). For both cases, the term ‘lexeme’ or word origins are significant with their inflected variants. As societies are indulged with languages to survive and communicate, semantics and pragmatics are to be taken into account to mention them. In this sense, starting from the observation that people use language to accomplish many kinds of acts (i.e. speech acts), pragmatics delves into the details of meaning and daily life use of a language (Shaozhong, 2005).

At the very same, the English language is a hybrid one with origins from different kinds of languages. Additionally, the overgeneralization of the grammatical rules, as a special case, makes it hard for language learners. The essential semantic challenge for language learners here is that overgeneralization becomes a habit on which grammatical devices and rules are stored and developed for specific semantic functions. Here, semantic concepts include lexical items with their current semantic representations in daily life usage like time, space, modality, quality, conditions, causes, specificity etc. Once the learners' semantic fields are filled with something, even a petty amount of change may become very hard to change the shape in mind. Concordantly, it becomes much harder to conceptualize knowledge within. Herein, knowing the origins and/or root of the lexical items softens the way for learners to better internalize the rules and schematic expressions of languages.

### 3. In-use Greek originated English words

As mentioned above many times, the English language has roots and origins derived from many different languages, and Greek is the one of them. Wondering about the Greek-originated words that are still in use in our daily lives, the author of this paper has listed the ones which are in use today from the field of science to literature. While some words are borrowed as a whole, some are just borrowed as a prefix or suffix to create new ones for English lexicon. In this section, the most common Greek-originated English words in sections from prefixes to suffixes, and their possible intrinsic difficulties met in the setting of educational linguistics related to the confusing plural forms are also touched upon.

#### 3.1. Most common Greek originated English words

As the Greek language is accepted as an old key for English lexicon, now we are to delve into the words we use daily that are derived from Greek roots. The table given below is composed of some common word list with ancient roots of the Greek language:

**Table 1.** Some English words with Greek origins

Greek root	Meaning	English word
<b>Anti</b>	Old	Antique
<b>Athl</b>	Prize	Athlete
<b>Auto</b>	Self	Autonomous
<b>Bibl</b>	Book	Bibliography
<b>Cid</b>	Fall	Accident
<b>Doc</b>	Teach	Doctorate
<b>Id/Ido</b>	Shape	Idol
<b>Log</b>	Word; Speech	Logical
<b>Sacchar</b>	Sugar	Saccharin
<b>Tele</b>	Far, End	Telephone

(Adapted from [http://www.enhancemyvocabulary.com/word-roots\\_greek.html](http://www.enhancemyvocabulary.com/word-roots_greek.html))

Borrowed through as a case of literary tradition, many Greek words are recognizable at the first glance due to the way of their spelling (Krill, 1990). Herein, words for science compose the bigger part of the

pie as many of the scientific words are of Greek origin. Below given is the list of some which are mostly met in daily life although they just scratch the surface:

**Table 2.** Scientific English word list with Greek origins

Greek root	Meaning	English word
<b>Acro</b>	Height; Summit	Acrophobia
<b>Aesthet</b>	Feeling; Sensation	Aesthetics
<b>Archaeo</b>	Ancient	Archaeology
<b>Baro</b>	Weight; Pressure	Barometer
<b>Bio</b>	Life	Biology
<b>Chrom</b>	Colour	Chromatic
<b>Dino</b>	Terrible; Fearful	Dinosaur
<b>Eco</b>	House	Economics
<b>Geo</b>	Earth	Geology
<b>Kine</b>	Movement	Kinetic
<b>Lip, Lipo</b>	Fat	Liposuction
<b>Paed</b>	Child	Paediatric
<b>Tech</b>	Art; Skill	Technology
<b>Xen</b>	Foreign	Xenophobia
<b>Zo</b>	Animal	Zoo

(Adapted from [http://www.enhancemyvocabulary.com/word-roots\\_greek.html](http://www.enhancemyvocabulary.com/word-roots_greek.html))

In addition to being the root to create a word, Greek words can also be found in the prefixes and suffixes used in daily language as listed shortly below:

**Table 3.** A short list of prefixes

Greek root	Meaning	English word
<b>-a; -an</b>	without	Atypical
<b>anti</b>	opposite	Anticlimax
<b>hyper-</b>	excessive	Hyperbole
<b>mono-</b>	single	Monologue
<b>neo-</b>	new	Neoclassic
<b>pan-</b>	all	Panorama

(Adapted from [http://www.enhancemyvocabulary.com/word-roots\\_greek.html](http://www.enhancemyvocabulary.com/word-roots_greek.html))



**Table 4.** A short list of suffixes

Greek root	Meaning	English word
<b>-ism</b>	act; theory	Racism
<b>-ize</b>	make	Legalize
<b>-graph</b>	written	Phonograph
<b>-logy</b>	study	Zoology
<b>-phobia</b>	fear	Agoraphobia
<b>-phone</b>	receive	Gramophone

(Adapted from [http://www.enhancemyvocabulary.com/word-roots\\_greek.html](http://www.enhancemyvocabulary.com/word-roots_greek.html))

### 3.2. Confusing Greek originated English words

With respect to the Greek-originated English words, there are some derivations and forms of words that may give a rise to problematic situations in pronunciation due to their plural forms. Of course, the rules are dated back to the Greek language. Herein, the contributions of the Greek language into the English vocabulary can be summarized in five main ways (Konstantinidis, 2006), elaborated as through vernacular borrowings as a result of the transmission between Vulgar Latin and Old English (e.g. *butter*); through learned borrowings from classical Greek (e.g. *physics*); through borrowings from Arabic philosophical and scientific writing (e.g. *alchemy*); through post-classical word coinages from languages using Greek roots (e.g. *television*); through borrowings directly from Modern Greek (e.g. *bouzouki*). As a result of these type of direct and indirect borrowings, the problematic cases occur especially on the pluralization of some words as they are irregular in forming, and their pronunciations become harder for learners as they assume that both singular and plural forms are pronounced in the same way. The table below shows some examples for irregular forming in pluralization, embracing the plural forms following the Greek rules:

**Table 5.** List of confusing plural forms

Singular form	Plural form
<b>Thesis</b>	Theses
<b>Oasis</b>	Oases
<b>Lexicon</b>	Lexica (s)
<b>Stigma</b>	Stigmata (s)
<b>Encyclopaedia</b>	Encyclopaedia (s)
<b>Schema</b>	Schemata
<b>Crisis</b>	Crises
<b>Phenomenon</b>	Phenomena

(Adapted from [http://www.enhancemyvocabulary.com/word-roots\\_greek.html](http://www.enhancemyvocabulary.com/word-roots_greek.html))

As seen above in the table, the most common cases to form singulars into plurals are shaped in four ways: (1) word final '-is' becomes '-es'; (2) word final '-on' becomes '-a'; (3) word final '-ma' becomes '-mata' (it is more common in daily life to use '-s' instead); (4) word final '-a' becomes '-ae' or '-s'. In brief, the use of Greek-originated English words in everyday conversations necessitates the correct usage and pronunciation of these words. Before probing into the ways for correct use of these plural forms, we need to deal with the reasons underlying this problematic situation with intrinsic difficulties that they provoke in language learning environment.

### 3.3. The reasons of intrinsic difficulties in the form of pluralization

As generally depicted, language is a social phenomenon. For this reason, the study of language cannot be separated from the study of social system and the development in society. The development and progress in the political, social, technological and such systems are the manifestations of changes in the vocabulary or word-stock of the languages (Malkiel, 1967). That is why new words are introduced or borrowed when old ones die out or pass away. However, these changes may lead to some problematic situations for language learners. Plural forms of the Greek-originated English words are just one side of the medallion. As a result of overgeneralization, language learners try to add '-s' for making singular words plural such as '*phenomenons*' for the plural form of '*phenomenon*' instead of '*phenomena*'. At the very same, as a result of assimilation, phonetics of a speech segment becomes more like another segment in a word. In this respect, a sound is influenced by a preceding or following sound just like in the case of plural affix '-es' derived from the Greek language. Moreover, such words with different origins seem odd for most of the language learners. Due to the fact that they do not seem English at all, many learners have difficulties in the pronunciation of those words, as well. This situation –somehow- necessitates the study of etymology for the background of borrowed words. For Turkish learners of English, the situation is worse as a result of backsliding effect and neutralization process due to the fact that Turkish language does not have a voiced consonant at the end of the words.

Consequently, such intrinsic difficulties in learning, especially, plural forms of Greek-originated English words may result in problematic situations both in pronunciation and word knowledge. Problems that are to occur in pronunciation may give rise to fossilization, as well. In that sense, language teachers are to handle the situation cautiously and prepare such activities for those problematic situations to prevent or overcome the unexpected results. Creating model lesson plans to rehabilitate aforesaid problems (Demirezen, 2003; 2004) may be a curable for learners. To add more, phonetic exercises may help learners to better identify the sounds, to treat themselves and to act accordingly.

## 4. Conclusions

With a view to the history of the English language, it is touched upon that English has borrowed many roots, prefixes, suffixes and lexical items from different languages. The Greek language is just one of them with its unique grammatical rules and linguistics forms. In this sense, borrowing from another language may necessitate the process of accommodation into one's own native language by many different ways. At the very same, every language has its own system in which morphology, lexicography, lexicology, semantics, pragmatics and the like are all included. That is why some cases may lead to problematic situations as a path to fossilization in pronunciation.

However, this does not mean that the types of problematic situations cannot be cured. Fossilized pronunciations (Acton, 1984) can be rehabilitated. The use of pronunciation healing methods and approaches like Imitation Theory, Reinforcement Theory, Mim-Mem Method, and Analytic-Linguistic Approach will help the learners overcome this problematic situation (Demirezen, 2010). Moreover,

there is no other better way to cure the incorrect articulations than pedagogically designed adequate repetitions of the problem-causing phoneme in communicative contexts within a combination of micro-skill and macro-skill articulation activities. Repetitions should not be overused, though. Otherwise, learners may get bored. The creative use of language is also hindered as an indicator of problem-causing situation against communicative fluency.

In brief, speaking as one of the fundamental skills, is noticed right from the very first stages of language learning. It should not be forgotten that phonetic training is provided for both teachers and learners. For that reason, from the very early stages, it should be taken into account in order not to let them become fossilized for further paces. Training practices for language teachers are to be pampered accordingly, as well.

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## Yaygın Olarak Kullanılan Yunanca Kökenli İngilizce Kelimelerin Öğreniminde Karşılaşılan Yapısal Güçlükler: Çoğullaştırma Sorunsalı

### Öz

Bir dilin kökeni hakkında bilgi sahibi olmak, o dilin tarihi arka planı hakkında saptamalar yapmamıza yardımcı olmaktadır. Toplumsal bir sistem olarak dil, bağlı olduğu toplum, teknolojik değişimlere uğradığı ve öğrendiği sürece, sürekli olarak gelişime açık yapıdadır. Diğer tüm diller gibi, İngilizce de birçok farklı dilden kökensel

olarak etkilenmiştir. Bu bağlamda, kökeni Anglo-Saksonlara dayanan İngilizce'deki çoğu kelimenin kökeninin, modern kültür yapısından oldukça etkilendiği Latin ve Yunan dillerine dayandığı bilinmektedir. Bu çalışmada, bu şekilde türetilen kelimelere ve Yabancı Dil Olarak İngilizce öğrenenlerin bu kelimeleri öğrenmede karşılaşılan yapısal güçlüklerle değinilmiştir. Özel ilgi alanı olarak da, bu kelimelerin çoğullaştırma sorunsalı belirlenmiştir. Bu nedenle, bu makalenin yazarı İngilizce'nin tarihsel gelişim sürecini ve kökenbilimsel temellerini dilbilimsel bakış açısıyla ele almıştır. Sonuç olarak, yaygın olarak kullanımda olan ve çoğullaştırmada sorun teşkil eden Yunanca kökenli kelimeler ve bu kelimelerin çoğul yapılarının öğrenilmesinde yaşanan yapısal güçlüklerle birtakım çözüm önerileri getirilmiştir.

*Anahtar sözcükler:* yapısal güçlükler, Yunanca kökenli, çoğullaştırma, yabancı dil olarak İngilizce, kökenbilim

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