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ABSTRACT
A man's use of words is commonly taken as a measure of his knowledge and even of his intelligence. Creativity is one of the distinctive properties of human language, it is the ability to produce and understand new forms in a language. Creativity is mostly crystallized when it comes to words formation in general and internet created words in particular. It is apparent in speakers’ lexical knowledge as well, where new lexes are appended to our mental repertoire constantly. The aim of this study is to determine whether performing word formation processes supports EFL college students autonomy and to identify the most vital word formation processes activated on internet language. The research is an experimental one where a sample of (30) students of 2nd year students at the College of Education / Ibn-Rushd for the academic year 2014-2015 randomly selected to take a pre-test on morphology in general and word formation processes characterized by affixation in particular to identify the formed words and to derive new words mainly by the process of derivation being the most focused process in the curriculum. After three months course teaching of word formation processes highlighted mostly by the most common processes Developed by internet language, a post-test is administered. Finally, in order to capture the probable significance of performing these processes on students’ autonomy, a (Mann-Whitney U test) is used. The results come to reject the null hypothesis, and prove positively the enhancement achieved through learning and performing these processes especially when enriched by up-to-date internet derivations and creativity.

1.1 INTRODUCTION
The study of vocabulary is fundamental in learning a language and that is why one grows a habit of travelling with a dictionary as long as s/he is learning English due to the fact that “without grammar, very little can be conveyed; without vocabulary nothing can be conveyed” as Wilkins (1972) puts it. Nation (1994) indicates that: “Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform.” Accordingly, through learning vocabulary one can learn the spelling, pronunciation,
in addition to the context in which these vocabulary can be developed. The fact that learning new vocabularies is necessarily associated with the knowledge of processes, i.e., word-formation processes by which these vocabularies are coined. As a result, learning word-formation processes is considered as the keystone on which language proficiency and fluency can be based on. Moreover, the creativity the network age is highly developing in nowadays world, which demands efficiency and convenience in language use.

1.2 Theoretical Background

1.2.1 Word-Formation Processes

The processes of word-formation are of great significance in EFL learning and teaching. They are vital in acquiring EFL. Word-formation processes are of interest to linguists because of the spark they ignite on the other aspects of language. "If learners understand how this combinatorial process works, they possess one of the most powerful understandings necessary for vocabulary growth" (Anderson and Freebody, 1981). The processes of word-formation by means of which one’s vocabulary can be enlarged and enriched are numerous. Cutler, (1983); and Corson, (1985) emphasized the importance of word-formation in language acquisition. For instance, Corson, (1985) states: "difficulties for many people in articulating and decoding words in a context often seem due to the form rather than to the meaning of the words, (ibid, p. 49)". Furthermore, the study of word-formation may turn out to be since it consists of learning a small number of processes that are regularly used to create a large number of words in a language. The understanding of how meaningful elements combined is defined as morphological knowledge because it is based on an understanding of morphemes, the smallest units of meaning in a language. In the intermediate grades and beyond, most new words that students encounter in their reading are morphological derivatives of familia words (Aronoff, 1994). The most important among them are: affixation (prefixes and suffixes), compounding, blending, reduplication, conversion, clipping, acronym, and back-formation.

1.2.2 Derivation (affixation):

It is the most common word-formation process (Yule, 2006) which is achieved by means of a large number of bound morphemes which are called affixes, e.g., "un, im, ant, ful, ness, ence, ism, mis, dis, de, ment, in". It is the process by which affixes combine with roots to create new words (e.g., in 'example'-'ify', 'read-er', '-ify' and '-er' are derivational suffixes). Derivation is a set of rules that aid in the formation of new words from old ones. Derivation has Latin origins with the meaning "to draw of." The prefixes in derivational words do not change the root word’s class, forming a fresh noun that has a
different implication. The words, "patient" and "outpatient" are good examples. In suffixes, the interpretation and the word class are both altered as in the case with "dark" and "darkness." english.answers.com/.../the-derivation-of...english-language.

Four main types of suffixes are usually distinguished in English: (a)Suffixes forming nouns: From nouns: kingdom, boredom, terrorism; From verbs: nationalization, naturalization; from adjective: bravery, Excellency, madness (b)Suffixes forming verbs: there are two main suffixes deriving verbs from nouns” ify and ize” as in “exemplify, justify, criticize, and colonize” and another suffix forming verbs is “en” as “widen, lengthen, shorten ,deepen “ (c) suffixes forming adjectives: From nouns: e.g. “habitual, national, normal, childish”; From verb: “recognizeable, believable, tireless, payable” ; From adjective: “foolish, greenish”. Some scholars like (Arnoff, 1976) claim that only nouns, adjectives and adverbs can be the product of word-formation, and that only these form classes can be used bases in the formation of derivations. However, Bauer (1983) reports that the first part of this claim is true, but there is plenty of evidence minor form classes can be used as bases in established forms like “iness, inner, whyness, downer”.

1.2.3 Compounding:
Compounding is the word formation process in which two or more lexemes combine into a single new word. Compound words may be written as one word or as two words joined with a hyphen. For example; noun-noun compound: note + book → notebook , adjective-noun compound: blue + berry → blueberry, verb-noun compound: work + room → workroom , noun-verb compound: breast + feed → breastfeed, verb-verb compound: stir + fry → stir-fry, adjective-verb compound: high + light → highlight, verb-preposition compound: break + up → breakup , preposition verb compound: out + run → outrun , adjective-adjective compound: bitter + sweet → bittersweet, preposition-preposition compound: in + to → into(www.brighthubeducation.com). Compounds may be compositional, i.e. that the meaning of the new word is determined by combining the meanings of the parts, or noncompositional, meaning that the meaning of the new word cannot be determined by combining the meanings of the parts(ibid). For instance, a blueberry is a berry that is blue. However, a breakup is not a relationship that was severed into pieces in an upward direction. Compound nouns should not be confused with nouns modified by adjectives, verbs, and other nouns. For example, the adjective black of the noun phrase black bird is different from the adjective black of the compound noun blackbird in that black of black bird functions as a noun phrase modifier while the black of blackbird is an inseparable part of the noun: a black bird also
refers to any bird that is black in color while a blackbird is a specific type of bird.

1.2.3. Clipping:

Clipping is the word formation process which consists in the reduction of a word to one of its parts (Marchand: 1969). It is the process in which a word is reduced or shortened without altering the meaning of the word. The four types of clipping are back clipping, fore-clipping, middle clipping, and complex clipping. Back clipping is removing the end of a word as in gas from gasoline; exam from examination. Fore-clipping is removing the beginning of a word as in math from mathematics; prof from professor. Middle clipping is retaining only the middle of a word as in flu from influenza; jams from pyjamas. Complex clipping is removing multiple parts from multiple words as in sitcom from situation comedy.

1.2.4. Blending:

Blending is the word formation process in which parts of two or more words combine to create a new word whose meaning is often a combination of the original words. (english.answers.com/.../the-derivation-of...english-language). According to Yousefi(2009) Most blends are formed by one of the following methods:

1. The beginning of one word is added to the end of the other. For example, brunch is a blend of breakfast and lunch. This is the most common method of blending.
2. The beginnings of two words are combined. For example, cyborg is a blend of cybernetic and organism.
3. One complete word is combined with part of another word. For example, guesstimate is a blend of guess and estimate.
4. Two words are blended around a common sequence of sounds. For example, the word Californication, from a song by the Red Hot Chili Peppers, is a blend of California and fornication.
5. Multiple sounds from two component words are blended, while mostly preserving the sounds' order. Poet Lewis Carroll was well known for these kinds of blends. An example of this is the word slithy, a blend of lithe and slimy. This method is difficult to achieve and is considered a sign of Carroll's verbal wit. When two words are combined in their entirety, the result is considered a compound word rather than a blend. For example, bagpipe is a compound, not a blend.

1.2.5. Back-Formation:

Back-formation is the process by which an affix detaches from the base form of a word to coin a new word; shortened words created from longer ones. For instance, the list below provides examples of some common back-formations in English:
Original – Back-formation

- babysitter – babysit
- proliferation_proliferate
- gambler – gamble
- hazy – haze
- moonlighter – moonlight
- peevish_peeve
- window-shopping_window-shop
- resurrection – resurrect
- burglary_burgle
- emotion_emote

Back-formation is often seen according to (www.grammar.about.com/backformterm) as the reverse process of affixation. It adapts an existing word by removing its affix, usually a suffix.

1.2.6. Acronyms:

Acronyms are words formed by the process of coining new words out of their initials, i.e. having the initial letters of words in a set phrase or series of words pronounced as a separate word. For instance, HIV is an initialism for Human Immunodeficiency Virus that is spoken as the three letters H-I-V. However, AIDS is an acronym for Acquired Immunodeficiency Syndrome that is spoken as the word aids. Examples of acronyms in English are shown below;

- ASAP – as soon as possible
- AWOL – absent without leave
- laser - light amplification by stimulated emission of radiation
- NASA – National Aeronautics and Space Administration
- NASDAQ - National Association of Securities Dealers Automated Quotations
- PIN – personal identification number
- radar - radio detection and ranging
- BTW-By The Way
- TESOL – Teachers of English to Speakers of Other Languages
- TIA-Thanks in Advance

1.2.7. Eponyms:

An eponym is a word derived from a name, or a name that becomes a word. English is enriched with so many eponymous words, some are common and others are obscure. Science, medicine, and the natural world are sources of many familiar eponyms. (www.quickanddirtytips.com/.../examples-of-eponyms).

Thus, Eponyms are simply words formed by the word formation process in which a new word is formed from the name of a real or fictitious person. For instance, the verb to pasteurize comes from the name of the French scientist Louis Pasteur (1822-1895), who
developed the process of sterilizing by heating and rapid cooling. Other examples are shown in the list below:

- boycott – Charles C. Boycott
- cardigan – James Thomas Brudnell, 7th Earl of Cardigan
- cereal – Ceres
- dunce – John Duns Scotus
- guillotine – Joseph Ignace Guillotin
- jacuzzi – Candido Jacuzzi
- luddite – Ned Ludd
- malapropism – Mrs. Malaprop
- mesmerize – Franz Anton Mesmer
- mirandize – Ernesto A. Miranda
- narcissistic – Narcissus
- nicotine – Jean Nicot
- pasteurization – Louis Pasteur
- poinsettia – Noel Roberts Poinsett
- praline – César de Choiseul, Count Plessis–Praslin
- sadistic – Marquis de Sade
- salmonella – Daniel Elmer Salmon
- sandwich – John Montagu, 4th Earl of Sandwich
- volcano – Vulcan; Adapted from (www.brighthubeducation.com › ... › ESL Lesson Plans).

1.2.8. Coinages:

Coinage is the process in which a new word is created either deliberately or accidentally without using the other word formation processes and often from seemingly nothing. (dimaswelfare.blogspot.com/.../word-forming-process-c).

Yule(2006) indicates that it is a very rare and uncommon process to create new words, yet in media people try to outdo with each other with more and better words to name their products. Often these trademark names adopted by the masses and they become” everyday words of language”. For example, the following list of words provides some common coinages found in everyday English:

- aspirin
- escalator
- heroin
- band-aid
- factoid
- Frisbee
- Google
- kerosene
- Kleenex
- Zipper
1.2.9. Borrowing:

Borrowing means the process by which a word from one language is borrowed directly into another language i.e. loanwords. For instance, the following list of common English loanwords borrowed from various foreign languages:

- algebra – Arabic
- bagel – Yiddish
- cherub – Hebrew
- chow mein – Chinese
- fjord – Norwegian
- galore – Irish
- haiku – Japanese
- kielbasa – Polish
- murder – French
- near – Sanskrit
- paprika – Hungarian
- pizza – Italian
- smorgasbord – Swedish
- tamale – Spanish
- yo-yo – Tagalog

Adapted from (www.brighthubeducation.com › ... › ESL Lesson Plans).

1.2.10. Calquing:

Calquing is the process by which a borrowed word or phrase is translated from one language to another i.e. a *calque* is a word-for-word translation from one language to another. When you take a phrase in French, for example, and translate each word literally into English, that’s a *calque.* (www.vocabulary.com). Calques are also referred to as root-for-root or word-for-word translations. The following list shows common English words calqued from foreign languages:

- beer garden – German – Biergarten
- blue-blood – Spanish – sangre azul
- commonplace – Latin – locus communis
- flea market – French – marché aux puces
- free verse – French – vers libre
- loanword – German – Lehnwort
- long time no see – Chinese – hào jiǔ bu jiàn
- pineapple – Dutch – pijnappel
- scapegoat – Hebrew – ez ozel
- wisdom tooth – Latin – dēns sapientiae.
1.2.11. Conversion:

Is the process by which a word of one grammatical form becomes a word of another grammatical form without any changes to spelling or pronunciation. For example, the noun *email* appeared in English before the verb: a decade ago for example, I would have sent you an email (noun) whereas now; I can either send you an email (noun) or simply email (verb) you. www.brighthubeducation.com › ... › ESL Lesson Plans).

Thus, the noun *email* experienced conversion, resulting in the new verb *email*. Conversion is also referred to as zero derivation or null derivation because of the fact that the formal change between words results in the addition of an invisible morpheme. Below are examples on the kinds of conversion in English. (Adapted from www.esl.ph/lessons/vocabulary/word-formation-process/conversion).

**Noun to Verb Conversion**

The most productive form of conversion in English is noun to verb conversion as in the following examples;

**Noun – Verb**

- closet – to closet
- pocket-to pocket
- film-to film
- practice-to practice
- name-to call
- dot-to dot
- host-to host
- rule-to rule
- bottle-to bottle
- can – to can
- access-to access
- eye – to eye
- fiddle – to fiddle
- fool – to fool
- Google – to google
- host – to host
- knife – to knife
- microwave – to microwave
- name – to name
- pocket – to pocket
- salt – to salt
- shape – to shape
- ship – to ship
- spear – to spear
- torch – to torch
for example; My grandmother bottled (verb) the juice and canned (verb) the pickles.
- My grandmother put the juice in a bottle (noun) and the pickles in a can (noun).
- She microwaved (verb) her lunch.
- She heated her lunch in the microwave (noun).
- The doctor eyed (verb) my swollen eye (noun).

Verb to Noun Conversion
Another productive form of conversion in English is verb to noun conversion. The following list provides examples of nouns converted from verbs:

- **Verb – Noun**
  - to alert – alert
  - to attack – attack
  - to call – call
  - to clone – clone
  - to command – command
  - to cover – cover
  - to cry – cry
  - to experience – experience
  - to fear – fear
  - to feel – feel
  - to hope – hope
  - to increase – increase
  - to judge – judge
  - to laugh – laugh
  - to rise – rise
  - to run – run
  - to sleep – sleep
  - to start – start
  - to turn – turn
  - to visit – visit

For example:
- The guard alerted (verb) the general to the attack (noun).
- The enemy attacked (verb) before an alert (noun) could be sounded.
- Sometimes one just needs a good cry (noun).
- The baby cried (verb) all night.

We need to increase (verb) our productivity to see an increase (noun) in profits.

- **Adjective to Verb Conversion:** Another less productive form of conversion in English is adjective to verb conversion. The following list provides examples of verbs converted from adjectives
Adjective to Verb:
- green → to green (to make environmentally friendly)
- goofproof
- brown
- black
- slow

Other Conversions
Conversion also occurs, although less frequently, to and from other grammatical forms. For example:
- preposition to noun: up, down → the ups and downs of life
- conjunction to noun: if, and, but → no ifs, ands, or buts
- interjection to noun: ho ho ho → I love the ho ho hos of Christmastime.


1.3 Creativity and Internet English:
Word-formation could be found in languages all over the world. English could be seen as the most important source for other languages in every respect. A huge amount of English terms has been spread like wildfire to other countries. English seems to have a global influence on politics (English as official language), science and technology, computer, mobile phones and the Internet e.g. technical terms, broadcasting, and music. ([www.grin.com](http://www.grin.com)). English is superior to all other languages because of the fact that, English is relatively easy to understand and to learn. Additionally, English is the native language in many countries like United States, United Kingdom, Australia and Canada and there are surely millions of second language speakers. Moreover as indicated by (ibid) it could have to do with the grammatical structure of the language and with the several word-formation processes which exist in English. The vocabulary seems to be variable and fast-moving. At all times the speech seems to change constantly, e.g. new compounds are created (e.g. fantabulous derived from fantastic and fabulous) and abbreviations are found as in FBI(Fedral Bureau Investigation). According to R. A. Huson (1980), a language variety is any distinguishable form of speech used by a speaker or a group of speakers, therefore, Internet English has become a new variety of English. Besides the common features it shares with other varieties, Internet English also presents some distinct features in word-formation and lexicon. Analyzing the word-formation and the features of Internet English, may enable people to make better use of network resources and accomplish effective communication on the Internet. English, as the most commonly used language on the Internet, catches people’s attention due to its distinct language features. Generally speaking, Internet English refers to the language
used in E-mails, Discussion Groups, Chat Rooms, and WWW Pages (www.cscanada.net/index.php/sll/article/). Being aware of the regulations and characteristics of Internet English, people can not only widen their vocabulary, more importantly, they can make better benefit of network resources with the language and achieve effective communication on the internet. The new formed words in Internet English have inherited some traditional word-formation methods, such as compounding, derivation, abbreviation and so on. But some nonce words have also come into existence which have been created in particular circumstances, quickly accepted by people and incorporated in modern English. The following are instances of the most common processes activated in internet language:

1.3.1 Abbreviation:
Due to nowadays rapid developments in the field of information in science and technology, the lengthy and miscellaneous words will necessarily be replaced by brief and concise words. Accordingly abbreviation is the most frequently used word-formation process of current network English. It has not merely enriched the vocabulary of English, but it also represents a kind of trend of simplification in English vocabulary. For example, websites usually begin with “www”, which is a typical example of abbreviation.

1.3.2 Clipping:
Nowadays, brevity in writing and speech has become a feature of modern life to cope with the fast tempo of the new life style. To save time one is likely to clip words that are frequently used in internet language as in the words like Netizen for net citizen, Netnews for network news, Sysop for systemopreate, netiquette for network etiquette.

1.3.3 Acronymy:
Another common way of making new short words in internet language. Words formed in this way can be subdivided into initialisms and acronyms depending on the pronunciation of the words (Zhang Weiyou 2009). The following words serve as good examples:

A. Initialisms
B. Acronyms: NATO (the North Atlantic IT (information technology); Treaty organization)
ASAP (as soon as possible) AIDS (acquired immune deficiency syndrome)
BTW (by the way) BASIC (Beginner’s All-purpose Symbolic Instruction Code)
1.3.4 Blending:

One of the ways new words are added to English is by creating “blended words.” To make a blended English word you take two existing words and combine the letters in a way to make a new word. The new word then represents a combination of the sounds and meanings of the two original words, but has its own unique meaning too. According to blogs.transparent.com/english/blended-words-in-english, a lot of blended words in English started out, or still remain, slang/informal words, but some blended words have worked their way into dictionaries and common use.

One of the reasons that blended words are so common in internet language is their updating formation i.e. they show linguistic creativity, everyday there are new ones. Blended words are symbols of how languages grow, change, and reflect current culture. For example blog (web + log) = a regularly updated website, typically one run by an individual or small group, that is written in an informal or conversational style – this is a BLOG.

emoticon (emotion + icon) = keyboard symbols used to represent facial expression such as : — ) = 😊

Internet (international + network) = the global communication network that allows computers around the world to connect and share information.

Spanglish (Spanish + English) = a mix of words and idioms from both Spanish and English, often used by people who know both languages well.

1.3.5 Compounding:

Compounding has become a more and more important Internet English word-building means. A great part of compounds in internet english are neologisms. They are generally developed from words which have the meaning of “network”, such as web, net, computer, internet, online. For example, bandwidth cybernation cyber stalker hyperaccess, hypertext, readme, packup and hotmail.

1.3.6 Derivation:

As more and more new Internet conceptions come into being, an affix is able to derive many new words, which is easy to understand. The most productive affixes that are used in Internet English are as follows:

-ible : compatible executable bootable; hyper- : hyperlink, hypermedia
cyber- : cyberspace cyberstart; micro- : microserf, micromoney;
de- : debug defrag delurk; re-: reboot reassemble, redirect
digit- : digiter digit head; tele- : teleconference, telecommute
sub- : subnet- subdirectory; -ize : digitize, maximize
1.4 Methodology:

The research methodology of the present study is based on the experiment. It is concerned with the teaching period of the course for the experimental group where students have been taught word-formation processes along the three months depending mainly on the up-to-date online innovative coined words examples whereas the control group has been taught the same material depending mainly on the textbook exercises and examples. The researcher has prepared a pre-test and post-test, the test was validated by expert teachers in University of Baghdad and the Department of English, College of Education/Ibn Rushd. Then it was administered to the Experimental Group and Control Group. The two groups consisted of 60 students each (30 of pre-test and 30 for the post-test). At first the pre-test was given to the two groups where students are required to recognize formed words and to produce words formed mainly by affixation since it’s the mainly and the most common process in addition to the fact that they have been exposed to in the previous stages. After three months course teaching morphology in general and word-formation processes in particular enlightened by the upgrading innovative derived and newly internet coined words, the researcher was to finalize the empirical study and the teaching period by a post-test for the same two groups and to make a comparison between the results of the pre-test and the results of the post-test of the two groups. In comparing the results of the two groups, it has been shown that there is a clear difference in the results of the post-test in favour of the experimental group which has been taught the model course. This proves that teaching of the model course for the experimental group was effective and teaching word-formation processes in collaboration with the latest derivations and coinages characterized by internet language highly contributes flourishing the students repertoire of creative lexes; the matter which eventually have students improved and progressed in the area of word-formation processes resulting in autonomous and independent students.

1.5 Conclusions:

There are certain conclusions drawn out of this term paper can be summarized within the following paragraphs; Students need to know facts about word formation processes and how to create new words because they are essential in enhancing the learners’ creative power, word-formation rules are basic for the development of autonomous and independent learners, especially concerning vocabulary production, creativity, understanding and even proficiency, it is very possible that one of the main reasons for the poor performance in English among Arab EFL learners could be found in their English curriculum that does not include teaching the
English word formation which is usually taken for-granted, it is indespensible, even within communicative approaches, coursebooks should not disregard or neglect internet language due to the inevitably need to understand and decode the created and coined words on the part of students; the matter which results in autonomous and independent learners. Internet English tends to add to its language system more abbreviations, more symbols and more short forms with rich meanings. Being aware of it, will make learners not only independent and autonomous in their production but also more accurate and proficient in their realizations, which will indeed favour autonomous learning as they become fully aware that they are actually making progresses once outside the school and .Internet English is formed out of the special needs of internet communication; therefore, it is characterized by fast innovation and quick spread and has the characteristics of popularity, creativity, brevity and vividness. Accordingly knowing the regulations and features of Internet English can not only help enlarge students’ vocabulary, but also can help us catch up with the pace of the highly moving society.

References:
تعزيز الاكتفاء اللغوي لدى طلبة الكلية دارسي اللغة الانكليزية لغة أجنبية من خلال اتمام عمليات تكوين المفردات في اللغة الانكليزية

المدرس الدكتور سندس عبد الجبار كمال رشيد
الجامعة التكنولوجيا - بغداد

ملخص البحث: يعد ما يستخدمه الفرد من مفردات لغويو مقياسا لمدى المامو بالمغو ومقياسا لذكائو في انتقاء الكممات. فالابداع المغوي ىو احد الصفات المميزه لمغات البشريو ذلك انو المقدره عمى انتاج واستيعاب الاشكال المغويو الجديده. ويتمثل الابداع اللغوي في اللغة الانكليزية في عمليات تكوين المفردات ويتمثل في المام المتحدث بتلك المفردات وكذلك معرفته بالكلمات المصاغو وفقا لهذه العمليات والتي من شانها اثراء الخزين اللغوي للمتحدث وبشكل مستمر.

إن الهدف من هذا البحث هو تحديد فيما اذا اتمام الطالب لهذه العمليات من شانه دعم وتعزيز الاكتفاء اللغوي لدى طلبه الكلية دارسي اللغة الانكليزية لغه اجنبية ذلك ان البحث من النوع التجريبي إذ تم اختيار عينه مكونه من (200) طالب تم اختيارهم عشوائيا من طلبه المرحلة الثانية/لغه انكليزية في كلية التربية/ابن رشد لإجراء الاختبارين العلمي والبديي الذي تم اعتمادهما من كتاب القواعد للمرحلة الثانية في ذات الكلية إذ يتوجب على الطالب أولا...
التعرف الى نوع العمليه اللغويه التي صيغت بموجبها المفردات وثانيا صياغه مفردات جديد

بموجب العمليات اللغويه التي تم تدريسها للطلبه مسبقاً.

وقد تم اعتماد (مان وتني) كمقبوله احصائيه للتوصل للاهميه المتوخاة من اتمام هذه العمليات من قبل الطلبه والتي من شانها تعزيز الاكتفاء اللغوي للطلبه، وقد اظهرت النتائج رفض الفرضيه الصفريه وثبتت ايجابيا الدعم والتعزيز اللغوي المحقق من خلال انجاز الطالب لهذه العمليات.