

Investigating Difficulties Faced by Iraqi EFL Learners in Identifying the Illocutionary Force of the Reduplicative Words

Mahmood Atiya Farhan

University of Baghdad /College of Education /Ibn Rushd for Human Sciences
Department of English
Email: mood5270@yahoo.com

DOI: <https://doi.org/10.36231/coedw/vol30no4.17>

Received 13/9/2019

Accepted 6/11/2019

Abstract

A reduplicative word is an important phenomenon in all language studies because it reflects many functions in language communication such as plurality, emphasis, contrast, imitation. The various instances of reduplicative words in a particular language reflect the richness and uniqueness of that language. Moreover, such variation gives insights into both culture and thought. A reduplicative word is a linguistic phenomenon found in the syntactic, morphological, phonological and semantic levels. The current study aims at investigating the illocutionary force of English reduplicative words in some selected English colloquial utterances. To achieve this aim, an analytical -pragmatic approach has been used by adopting Searle's (1979) classifications of speech acts in order to identify and analyze the illocutionary force of reduplicative words. The results show that EFL learners face difficulties in identifying the illocutionary forces because of the lack of the cultural background concerning these reduplicative words. The majority of errors committed by the participants are found in production test due to the fact that Iraqi EFL learners are ignorant and unfamiliar with producing such words as well as these words require much more awareness, attention and practice. Finally, they have committed less errors in the recognition test due to the fact that they have somehow pragmatic competence and background knowledge regarding these words.

Keywords: culture, English colloquial utterances, illocutionary force, reduplicative words.

التحقق من الصعوبات التي يواجهها متعلمو اللغة الانكليزية العراقيون في التعرف على القوة الانجازية للكلمات التضعيفية

محمود عطية فرحان

جامعة بغداد /كلية التربية ابن رشد للعلوم الانسانية /قسم اللغة الانكليزية

المخلص

تعد الكلمة التضعيفية ظاهرة مهمة في كل الدراسات اللغوية لأنها تعكس الكثير من الوظائف في توصيل اللغة مثل الجمع والتأكيد والتناقض والتقليد إضافة إلى العديد من الأمثلة التي تعكس غزارة وتفرد اللغات والثقافة والفكر ولذلك الكلمة التضعيفية هي ظاهرة لغوية موجودة على المستوى النحوي والصرفي والصوتي والدلالي ولهذا السبب تسعى الدراسة الحالية للتحقق من القوة الانجازية للكلمات التضعيفية على المستوى التداولي في بعض الألفاظ الشعبية الانكليزية ولقد استخدم الباحث المنهج التحليلي التداولي عن طريق تبني نموذج سيرل (Searle 1979) الذي يهدف إلى تصنيف أفعال الكلام من أجل التعرف وتحديد القوة الانجازية للكلمات التضعيفية. ولقد اظهرت النتائج بان متعلمي اللغة الاجنبية كلغة ثانية يواجهون صعوبات في التعرف على القوة الانجازية لانهم يفتقرون إلى الخلفية الثقافية المتعلقة بالكلمات التضعيفية. وان اغلبية الاخطاء التي ارتكبها متعلمي اللغة الاجنبية كانت في اختبار الانتاج بسبب جهلهم وعدم المامهم باستخدام الكلمات التضعيفية لانها تتطلب معرفة ودراسة وممارسة مكثفة. اما فيما يتعلق باختبار التعرف فقد ارتكب هؤلاء المتعلمين اخطاء قليلة وذلك لانهم يمتلكون نوعا ما كفاءة تداولية بخصوص هذه الكلمات.

الكلمات المفتاحية: الثقافة، الالفاظ الشعبية الانكليزية، القوة الانجازية، الكلمات التضعيفية

1. Introduction

Language is the most significant method of communication and interaction created by human beings to maintain social relationships. Reduplicative words are used for achieving many purposes: syntactically speaking , a reduplicative word has a number of structural properties (i.e., in the reduplicative compound , the two parts can be nouns , verbs , adjectives , pronouns , etc. Phonologically speaking , a reduplicative word can be described in terms of the sequences of consonants and vowels , or prosodic units .Morphologically speaking , a reduplicative word is a phenomenon in that a new word is formed when it is used in lexical derivation . Finally , semantically speaking a reduplicative word involves a meaning in order to be expressed (Dineen, 1997: p. 228). Reduplicative words involve various forms, types and functions. The present paper is pragmatically concerned with identifying and analyzing reduplicative words in some colloquial utterances. Thus, the term reduplicative words indicate the recurrence of a morpheme completely similar (such as goody-goody) or partially similar (such as teeny –weeny) (Crystal , 2003, p. 391). The paper aims to survey and investigate reduplicative words with particular attention to their definitions, forms, functions and types. Besides, the paper intends to investigate the illocutionary force of reduplicative words in some English colloquial conversational utterances because they are widespread and the most commonly used utterances in everyday English language.

An analytical - pragmatic study is adopted by describing reduplicative words in English showing their related phonological, syntactic, morphological and semantic aspects in English selected colloquial utterances. The data are analyzed pragmatically by investigating the illocutionary force of some reduplicative words by adopting Searle's (1979) model of speech act theory. The data are twenty reduplicative colloquial conversational utterances that are downloaded from the internet in order to elicit the illocutionary force.

2. Definitions of Reduplicative Words

Reduplicative words are defined as the process of forming a new word by doubling a morpheme usually with a change of vowels or initial consonants as in pooh-pooh, tip tip and hanky-pancky (Stageberg ,1981, p.127). Furthermore, reduplicative words are a morphological process in which the root, stem of a word or a part of it is repeated (Tannen, 1987, 231). Similarly, Carl Rubino (2005,p.169) defines reduplicative words as “the repetition of phonological material within a word for semantic or grammatical purposes”. Moreover, Katamba (1993 and 2006) regards reduplicative words as an affixation process that includes the addition of a free morpheme to the beginning, the end or within the base. Accordingly, reduplicative words represent a word-formation process in which some part of a base is repeated, either to the left, or to the right of the word, or within the middle of the word (Chomeshi et al., 2004,p.89)

3. Types of Reduplicative Words

The English language has several types of reduplicative words. These types include exact, rhyming, ablaut, multiple partial reduplicative words, depreciative and intensive (Crystal, 2003, p. 237).

3.1 Exact Reduplicative Words

The exact reduplicative words are produced from the same morpheme. It is an example of total reduplicative words. For example,wee-wee, bye-bye (Finch, 2004, p.232).

3.2 Rhyming Reduplicative Words

Rhyming reduplicative words are formed by linking two words with the same vocalic sound but different consonants. For example, willy -nilly, easy-peasy (Trask, 1999, p. 342).

3.3 Ablaut Reduplicative Words

Ablaut reduplicative words are formed by changing the vowels and keeping the consonants. For example, zig-zag, tip-top (Stageberg, 1981, p. 127).

3.4 Multiple Partial Reduplicative Words

Multiple partial reduplicative words are formed by the repetition of only part of the morphological base. For example, lo – lo –love, hap-hap-happy (Farrokhpey, 1999, p. 162).

3.5 Depreciative Reduplicative Words

This type is used for diminishing the morphological base, or used in irony. For example, sale-schmale, baby- schmaby (Fromkin & Rodman, 1983, p. 384).

3.6 Intensive Reduplicative Words

This type is an example of the total repetition of a lexeme. It is used for intensifying the meaning impact on adjective. For example, you are dumb dumb dumb, let's get out there and win win win. (Ibid, p. 238)

4 . Forms of Reduplicative Words

According to Finch (2000, p. 20), reduplicative words can be divided into two forms .The first is full and the second is partial.

4.1 Full Reduplicative Words

This form involves the exact repetition of a sound or a word. For example, goody -goody, yum - yum, din - din.

4.2 Partial Reduplicative Words

This form may come in a variety of forms, from simple consonants gemination or vowel lengthening to a nearly complete copy of a base .For example, Tittle –Tattle, criss- cross, flip – flop.

5. Functions of Reduplicative Words

Katamba (2006, p. 180) points out that reduplicative words perform many functions in language. These functions include the following:

5.1 Intensity

Reduplicative words might show the intensity of certain actions in language. For instance:

- a. Have you paid the whole-whole money?
- b. Yes, I did

5.2 Plurality

Reduplicative words may exhibit a plurality of certain events in language. For example:

- a. Why are you unmarried?
- b. I have pooh-poohs feeling towards marriage

5.3 Emphasis

Reduplicative words are sometimes used to signify emphatic actions . For example:

- a. Is your person good guy ?
- b. Yes, he is goody-goody

5.4 Contrast

Reduplicative words are usually employed to reinforce contrast in communication. For example:

- a. Is that apple cheese or carrot cake –cake ?
- b. It is a carrot cake –cake (Quirk, 1973, p. 143).

6. The Phonology of Reduplicative Words

According to Matthews (2007, p. 300), phonology is the study of the sound system of individual languages and of the nature of such systems generally. Phonologically speaking, reduplicative words can be described in terms of the sequence of consonants and vowels or prosodic units which are reduplicated. For instance, guys –guys.

7. The Morphology of Reduplicative Words

Morphology is the study of the grammatical structure of words and the categories realized by them (Ibid, p. 252). Morphologically speaking, reduplicative words can be described in terms of linguistic constituents (words, stems or roots) which are repeated. For example, tick –tick, dilly –dilly.

8. The Syntax of Reduplicative Words

Syntax is the study of the grammatical relations between words and other units within the sentence (Trask, 2006, p. 233). Syntactically speaking, reduplicative words have a number of structural properties. In the reduplicative compound, the two parts can be nouns, verbs, adjectives, verb particles, pronouns and lexicalized expressions. For example, I make the tuna salad, and you make the salad-salad.

9. The Semantic of Reduplicative Words

Semantics is the study of the conventional meaning of words, phrases and sentences in language (Finch, 2000, p. 131). Semantically speaking, reduplicative words are used for expressing many meanings across linguistics. In other words, reduplicative words involve a meaning in order to be expressed in that a new word is formed by either with or without a clear meaning. For instance, (salad -salad) denotes (green salad) specifically in contrast with salad in general; (Auckland-Auckland) refers to “a city in New Zealand as opposite to other cities which may have this name”.

10 Related Pragmatic Literature

Pragmatics is the branch of linguistics which studies how utterances communicate meaning in context. It is the study of meaning in a situation or in context. It is a medium where we examine how people convey different illocutionary forces with the use of language. In Pragmatics, people focus on a spoken language, conversation or how they speak or express their desires when they communicate with others (Crystal, 2003, p. 374).

10.1 Speech Acts Theory

According to speech act theory, words do not merely say something, but they do something. An action is performed by means of language .Different types of action are performed by means of language .Thus , the performance and the type of speech act depend on the intention and attitude of the speaker as well as the effect that it has on the hearer (Fromkin et al., 2006, p. 233).

10.2 The Classification of Speech Acts Theory

Cutting (2008, p. 213) states that “the speech acts theory is basically concerned with how interlocutors (speakers and listeners) understand one another in spite of the possibility of their saying what they do not mean, and meaning what they do not say”. On the other hand, Austin

(1926), as cited in Finch (2002, p. 113), holds that this theory falls into three classes: the locutionary act is the basic act of utterance, or producing a meaningful expression, the illocutionary act is the real action which is performed by the utterance and the perlocutionary act is the effect of the communicative force of the utterance on the hearer. According to Searle (1979, p. 29), speaking a language is engaging in a form of behaviour that is governed by rules. In a normal utterance a speaker performs acts of four different kinds. He performs an utterance act by uttering words, morphemes, or sentences. He performs an illocutionary act by stating, questioning, commanding, promising and so forth; and performs a perlocutionary act by achieving some effect on the actions, thoughts and so forth.

11.Searle's Classification of Illocutionary Acts

Searle (1979) suggests that speech acts consist of five general classes to classify the functions of illocutionary of speech acts ; these are as follows:

- a. Assertives are speech acts in which the speaker asserts a proposition to be true or false, using such verbs as affirm , believe, conclude, describe , report , deny , classify ,..etc.
e.g. Donald Trump is the president of the United States of America (It is an affirmation)
- b. Commissives are those acts in which the words commit the speakers to a future action, using such verbs as promise, offer, threaten, refuse, undertake , swear , vow , pledge deceive and manipulate .
e.g. I will help you in your job.(It is a promise)
- c. Expressives are those speech acts in which the speaker expresses an attitude to or about a state of affairs, using such verbs as apologize, appreciate , congratulate , regret, thank , welcome , hate , ...etc.
e.g. I apologize for being late .(It is an apology)
- d. Directives are those speech acts in which the speaker tries to make the hearer do something , with verbs such as ask, beg, challenge , command, invite , insist, request , ...etc.
e.g. Could you please pass the salt ?(It is a request)
- e. Declaratives are those speech acts in which the speaker aims to change the world via his/her utterance with verbs such as declare , fire , dismiss, pronounce , make , ...etc.
e.g. The priest pronounced you husband and wife .(It is an act of marriage)

12.Research Methodology and Data Collection

The collected data have been selected from everyday conversations that have been found on the internet websites <http://www.reduplicativewords.com>, <https://www.exampleofreduplicative.com>. The data are related to both reduplicative words and speech act theory by investigating the pragmatic force of these reduplicative words by applying Searle's(1979) speech act classification only.

12.1 Introduction

The current section is dedicated to the practical part of the study which provides research methodology , data analysis and discussion of the study . The study has adopted the analytic - pragmatic approach . Two tools are used in this study; namely, recognition test and production test for Iraqi EFL learners.

12.2.Participants

The study includes (40) Iraqi undergraduate learners of the department of English /college of Education /Ibn Rushd for Human Sciences /University of Baghdad. They are chosen randomly and they are selected from fourth grade (morning and evening study) during the academic year (2018-2019) .The participants' ages range from 20-45 .

12.3 Materials

The materials used for this study consists of twenty reduplicative words which are downloaded from the internet. These words include: *poo-poo* , *nit-wit* , *hurly-burly*, *nitty-gritty*, *okey-dokey*, *handy-dandy*, *tittle-tattle*, *zig-zag*, *wheeler-deeler*, *teeny-weeny*, *hanky-panky*, *hocus-pocus*, *razzle-dazzle*, *flip-flap*, *easy-peasy*, *willy-nilly* , *picky-packy*, *lovey-dovey*, *riff-raff* , *rolly-polly* (Key,2010).

12.4 Procedures

An analytical - pragmatic approach has been adopted in this study , i.e. ,two instruments have been used for collecting data , namely , recognition and production tests to the fourth year students of English /college of Education /Ibn Rushd/department of English .Searl's model (1979) of speech act theory has been applied to investigate the illocutionary force of reduplicative words .

12.5 Tools

The tools used in this study are two tests. The first one is a recognition test which is used to evaluate the students' pragmatic competence or communicative knowledge of investigating illocutionary force of reduplicative words. It consists of (10) items of multiple choice question type .The students are given (20) minutes to respond to this test (See appendix A). The second type of test is a production test. This type is used to measure the students' ability to produce reduplicative words to measure their performance .It consists of (10) items of filling the blanks. The time specified for this test is (20) minutes (See appendix B).

12.6 The Speech Act Analysis

Data (1)

Locutionary act: I am always *poo-pooing* my assistant's ideas.

Illocutionary act: The illocutionary act of the reduplicative word “ *poo-pooing*” is “commissive act” in which the speaker commits himself to a future course of action by using performative verb ‘*refuse*’. The illocutionary force is that the speaker has the intention of dismissing the idea of accepting his assistant's ideas without any consideration or debate.

Perlocutionary effect is that of hopelessness and disappointment.

Data (2)

Locutionary act: Bill is a real *nit-wit* person . He is always arriving late to work.

The illocutionary force of the reduplicative word ‘*nit-wit*’ is an “assertive act” in which the speaker describes Bill as a stupid person who always arrive late to work and the speaker asserts his proposition to be true by using performative verb of description.

Perlocutionary effect is that of hopefulness and great readiness

Date (3)

Locutionary act: I got tired of the *hurly-burly* of city life, for this reason, I moved to the countryside.

Illocutionary act of the reduplicative word “hurly-burly” is “assertive act” in that the speaker describes the nasty disorder of city life. The illocutionary force is the speaker uses performative verb of description to assert his attitude or idea about the city life.

Perlocutionary effect is that of tiredness and exhaustion.

Data (4)

Locutionary act: We have to get down to the *nitty –gritty* .When could we finish the building and how much will it cost?

Illocutionary force of the above reduplicative word is that of the “assertive act” in which the speaker reports that they need the most important details of finishing the building. Thus , the illocutionary force indicates that the speaker uses the performative verb of reporting in which he tries to confirm his belief about these details.

Perlocutionary effect of this reduplicative word is that of determination and resolution.

Data (5)

Locutionary act: I just have to patrol the area to make sure that everything is *okey - dokey*

Illocutionary act is that of “commissive act” in which the speaker vows that everything is going right and the speaker tries to convey the idea of performative verb of vowing to commit himself that a future course of action will be going right .

Perlocutionary effect is that of excitement and hopefulness.

Data (6)

Locutionary act: He always comes up with great ideas for *handy- dandy* new tools.

Illocutionary act is that “commissive act” in that the speaker offers new and useful ideas.

Perlocutionary effect is that of optimism and production.

Data (7)

Locutionary act: Old women always like to *tittle - tattle* .

Illocutionary act is that of “assertive act” in which the oldwoman believes that there is something wrong about others. Therefore , the illocutionary force indicates that the oldwoman tries to back-bite other people.

Perlocutionary effect is that of negative and disgraceful act.

Data (8)

Locutionary act : The company has *zig - zagged* a lot of commercial dealings .

Illocutionary act is that of “commissive act” where the company has manipulated a lot of commercial dealings.

Perlocutionary effect is that of a derogatory act.

Data (9)

Locutionary act: My brother is a really big *wheeler – dealer* .

Illocutionary act is that of a “commissive act” in which the speaker undertakes dishonest things

Perlocutionary effect is that of disappointment and disapproval.

Data (10)

Locutionary act : What a lovely *teeny-weeny* kitten baby that I have ever seen in my life.

Illocutionary act is that of “assertive act” in which the speaker describes the kitten baby as very small.

Perlocutionary effect is that of surprise and exclamation .

Data (11)

Locutionary act: There is a bit of *hanky-panky* going on at the cocktail party

Illocutionary act is that of “assertive act” in which the speaker reports that there is a sexual activity at the cocktail party .

Perlocutionary effect is that of surprise and shocking.

Data (12)

Locutionary act : Some politicians use *hocus –pocus* to convince people.

Illocutionary act is that of “commissive act” in which the speaker tries to deceive people by employing tricks to convince them to do something .

Perlocutionary effect is that of disappointment and deception .

Data (13)

Locutionary act : He lost the election because the voters did not care for his *razzle-dazzle* speech.

Illocutionary act is that of “directive act” in which the speaker challenges people by using noticeable activity to attract others’ attention.

Perlocutionary effect is that of resentment and boredom.

Data (14)

Locutionary act: The football team *flip-flapped* in the end of the match.

Illocutionary act is that of “directive act” in which the football team challenges to make an abrupt reversal of policy .

Perlocutionary effect is that of determination and intention.

Data (15)

Locutionary act: A. Do you know how to bake a cake?

B. Sure, it is *easy –peasy*

Illocutionary act is that of “directive act” in which the speaker insists that baking a cake is very easy and simple matter .

Perlocutionary effect is that of self-confident and approval.

Data (16)

Locutionary act: He was forced *willy –nilly* to accept the company’s proposal.

Illocutionary act is that of “directive act” in which the speaker is commanded to accept the company’s proposal.

Perlocutionary effect is that of extortion and blackmail

Data (17)

Locutionary act: a. Tom apologizes for not able to accept the company’s offer

b.He is a *picky-packy* person

Illocutionary act is that of “expressive act” in which the speaker apologizes that he is not able to accept the company’s offer.

Perlocutionary effect is that of astonishment and exclamation.

Data (18)

Locutionary act: I thank her so much .She is a beautiful *lovey –dovey* sort of mother.

Illocutionary act is that of “expressive act” in which the speaker thanks the mother as being very romantic and the illocutionary force of reduplicative word is that the speaker use the performative verb of thanking .

Perlocutionary effect is that of hopefulness and positive attitude.

Data (19)

Locutionary act: The police are trying to keep away the *riff-raff* out of the city .

Illocutionary act is that of “declarative act” in which the speaker uses the performative verb of expelling and driving away.

Perlocutionary effect is that of coziness and endearment

Data (20)

Locutionary act: a. what does he look like?

b. He is a *roly-poly* little man.

Illocutionary act is that of “assertive act” in which the speaker describes that man as being chubby or stout. The illocutionary force of the reduplicative word is that of assertion that this man is described in such manner .

Perlocutionary effect is that of mockery and satire.

Consequently, in the recognition test it is found that the participants have committed less errors in choosing the correct answers . To put it another way , most participants have chosen the correct responses of the locutionary force of the reduplicative words for items (1, 2 ,5 ,7, 8 ,9) which indicate the fact that those participants have somehow a kind of pragmatic competence .

Table (12.6.1) below illustrates the subjects' responses in the recognition test

Item No.	Correct Responses No.	Incorrect Responses No.
1.	32	8
2.	36	4
3.	3	37
4.	4	36
5.	38	2
6.	5	35
7.	31	9
8.	36	4
9.	37	3
10	5	35
Total	227	173

Concerning the production test, it is observed that most participants could not fill in the blanks with suitable reduplicative words. This can be due to the fact that reduplicative words are culture bound matter that need much more awareness, practice and attention and it is difficult for participants to construct reduplicative words because they are ignorant of the use and meaning of these words. More specifically , participants failed to produce items (2,3,5 ,6,7,8,9,10) except these items (1,4) where participants are able to produce them correctly.

The subjects' responses in the production test are shown in table (12.6.2) below:

Item No.	Correct Responses No.	Incorrect Responses No.
1.	35	5
2.	5	35
3.	7	33
4.	35	5
5.	8	32
6.	5	35
7.	2	38
8.	3	37
9.	8	32
10	4	36
Total	112	288

3. Findings and Discussion

The speech act types identified in the course of the current analysis are meant to investigate the illocutionary force of reduplicative words. It is found that Iraqi EFL learners have identified three out of five categories of Searle's (1979) speech acts. The main reduplicative words that are widely used are assertives with a total percentage of 35%, while 30% of the reduplicative words are commissives, 20% of the reduplicative words are directives, 10% of the reduplicative words are expressives and 5 % of the reduplicatives are declaratives. It is found that the reduplicative words with assertives are used mainly by participants to assert proposition to be true or false . . Table (3.1) shows the speech act types with its frequencies and percentage.

Distribution of Frequencies and Percentage of Speech Acts

SN.	Speech Act Types	Frequencies	Percentages
1.	Assertives	7	35%
2.	Commissives	6	30%
3.	Directives	4	20%
4.	Expressive	2	10%
5.	Declaratives	1	5%
Total No. of speech acts		20	100

Conclusions

In the light of the above findings, the researcher has come up with the following concluding points:

1. Iraqi EFL learners get confused in investigating and using the illocutionary force on the reduplicative words since these words are informal in nature and have cultural bound origin.
2. Iraqi EFL learners face difficulties in figuring out the illocutionary force due to the fact that they are ignorant of the use and meaning of both reduplicative words together with their intended meaning.
3. Identifying the illocutionary forces of reduplicative words requires analyzing five subclasses according to Searle's classification of speech acts namely, assertives, commissives, directives, expressives and declaratives. Therefore, this process needs much more attention, awareness and practice.
4. It is found that assertive acts have been widely used by those learners since they involve the speaker's assertions to be true or false.
5. It is found that the commissive acts have also been widely used through investigating the illocutionary force of reduplicative words since they involve speaker's commitment to a future course of action by using future verbs.
6. It is concluded that investigating the illocutionary force of these words entails background knowledge, awareness, and insight by the researcher due to the colloquial sense of these words.
7. It appears that the participants' responses in both recognition and production tests reinforce the belief that the illocutionary force of the reduplicative words is problematic and difficult to recognize and produce.
8. The majority of errors committed by the participants are found in production test due to the fact that Iraqi EFL learners are not familiar with producing such words.
9. It is observed that Iraqi EFL learners have committed fewer errors in the recognition test due to the fact that they have somehow pragmatic competence and background knowledge regarding these words.

References

- Austin, J.L. (1962) *How to Do Things with Words*. Oxford: Clarendon Press.
- Chomeshi, J. (2004) *Reduplication in English*. Netherlands: Brill-Leiden
- Crystal, D. (2005) *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell Ltd.
- Cutting, J. (2008) *Pragmatics and Discourse*. London: Routledge
- Dada, S.A. (2004) *Introduction to Pragmatics*. London: Routledge .
- Dineen, F.P. (1987) *An Introduction to General Linguistics*. New York: Holt, Rinehart and Winston.
- Farrokhpey, M. (1999) *Language*. Tehran: Al-Zahraa University Press.
- Finch, J. (2000) *Key Concepts in Language and Linguistics*. Oxford: OUP
- Fromkin, V., and Rodman, R. (1983) *Introduction to Language*. New York: Holt Reinhart and Winston
- Katamba, F. (1993) *Morphology*. New York: Pargrave Macmillan .
- Key, H. (2010, January 29) *Examples of Reduplicative Words*. Stanford: Stanford University Press. Retrieved from <https://www.exampleofreduplicative.com>.
- Matthews, P.H. (2007) *Morphology*. Cambridge: Cambridge University Press
- Quirk, R. and Greenbaum, S. (1973) *A University Grammar of English*. London: Longman
- Rubino, C. (2005) *Reduplication, Form, Function and Distribution*. Berlin: Meaten de Gruyter
- Searle, J. (1979) *Speech Acts. An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Stageberg, N. C. (1981) *An Introductory English Grammar*. London: Longman.
- Tannen, D. (1987) *Reduplicative Words in English*. London: Longman.
- Thun, N. (2014, June 8) *Reduplicative Words in English*. Cambridge: Cambridge University Press. Retrieved from <https://www.rediplcativewords.com>
- Trask, R. L. (1996) *Dictionary of Grammtical Terms in Linguistics*. London: Routledge.

Appendix (A)

(Recognition Test)

Choose the correct meaning of the illocutionary force of the reduplicative words (written in italics)

1. Bill is a real *goody-goody* man.
a. Bad b. good c. ugly d. smart
2. I *poo-poo* the idea of marriage in younger age.
a. accept b. reject c. prefer d. hate
3. I got bored of the *hurly-burly* of city life.
a. disorder b. luxury c. tradition d. culture
4. The police told us that everything would be *okey-dokey*.
a. messy b. stable c. alright d. wrong
5. My father always comes up with *handy-dandy* new tools .
a. useful idea b. bad idea c. dangerous d. silly
6. Old grandmothers always love to *tittle –tattle*.
a. backbite b. talk foolishly c. tell jokes d. talk seriously
7. My brother bought a *teeny-weeny* kitten .
a. very big b. very small c. black d. wild
8. Some lawyers use *hocus-pocus* to defend criminals.
a. illegal acts b. legal acts c. tricky ways d. fair means
9. My mother is a *lovey-dovey* sort of women .
a. very tough b. romantic c. old-fashioned d. silly
10. My uncle is a *roly-poly* man .
a. small b. chubby c. thin d. slim

Appendix (B)

(Production Test)

Complete the following sentences with suitable reduplicative words:

(willy-nilly ,teeny-weeny, easy-peasy, hocus-pocus , handy-dandy, zig-zag, nitty-gritty, wheeler-dealer, hurly-burly , roly-poly)

1. My father is a really big -----
2. Some politicians may use ----- to convince people.
3. I do not like the ----- of city life
4. My kitten is a very -----.
5. My father used ----- new tools.
6. The manager needs ----- information.
7. I was obliged ----- to accept the offer.
8. It is ----- to bake a cake .
9. I do not like to drive in ----- roads .
10. .What a chubby man .He is -----.