ՍԻՐԱՐՓԻ ԿԱՐԱՊԵՏՅԱՆ

Խաչատուր Աբովյանի անվան ՀՊՄՀ

բանասիրական գիտությունների թեկնածու

ՆԱՆԵ ՆԵՐՍԻՍՅԱՆ

Խաչատուր Աբովյանի անվան ՀՊՄՀ

ռոմանագերմանական լեզուների ամբիոնի մագիստրոս

ENGLISH AND ARMENIAN REDUPLICATIVE ANALYTICAL STRUCTURES AND THEIR COMPARATIVE TEACHING

Բանալի բառեր և արտահայտություններ. բառակազմություն, բառակրկնություն, վերլուծական, կառույց, բնաձայնական, ձայնդարձային, հանգավորված, ուսուցում, գոյական, ֆիլմեր:

Ключевые слова и выражения: словообразование, редупликация, аналитический, структура, ономатопоэтический, ритмичный, аблаут, преподавание, существительное, фильмы.

Key words and expressions: word-formation, reduplication, analytical, structure, onomatopoeic, rhyming, ablaut, teaching, noun, films.

Analytical reduplicative structures play an important role in the lexical structure of both the English and Armenian languages. The present article deals with the comparative analysis of reduplicative structures in English and Armenian, investigating them from the synchronic point of view, i. e. taking into consideration the present stage of language development, although in some cases we have also viewed them from diachronic or historical angle. The article also focuses on the various approaches of teaching the mentioned structures in the EFL classroom.

It is no longer a secret that *vocabulary* is of utmost importance in language teaching. Therefore, not only should educators concentrate on the range of vocabulary units, but their task is also to facilitate automatic lexical access.

Reduplication denotes a morphological procedure. Diachronic hypotheses on reduplication are quite rare. We have only very few instances of direct observation of the rise of reduplication, which, in addition, point to somewhat different origins of the procedure.

The question of whether reduplication would be better described in phonological or morphological terms, is controversial and ongoing. There are a number of definitions given to the term *"reduplication"*. One of them is; "*The*

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systematic repetition of phonological material within a word for semantic or grammatical purposes is known as reduplication"[1].

The process of word-building cannot be separated from the analysis of reduplication. Here is the dictionary definition of reduplication; it is "an often grammatically functional repetition of a radical element or a part of it occurring usually at the beginning of a word and often accompanied by change of the radical vowel"[2]. Some scholars bring forward *morphological doubling* and *phonological duplication* as two sources of reduplication[3]. The first one is similar to total reduplication. It can be described as a result of double insertion of a morphological constituent and is realized through compounding or affixation. Unlike *morphological reduplication*, the *phonological one* is purely motivated by the requirements of phonological output, for example, *assimilation*. It makes the output phonologically harmonic [4].

As it has been stated above, reduplication of words both in English and Armenian paves the way for enriching the vocabulary of the languages under study. The process of reduplication has accompanied both languages through all the stages of their development. Reduplicative words are predominant in *child* speech. They are also often used in unofficial, colloquial language. The reduplicatives *hanky-panky* "unacceptable or dishonest behavior" and *itsy-bitsy* "extremely small", for instance, are widely recognized in spite of their colloquial flavor.

Thus, although reduplication in English and Armenian is typical of both literary and colloquial layers of the language, a great number of these structures are found in the colloquial language. The copy reduplicative *blah-blah*, for instance, points out to an intimate relationship between the speakers. The functions of informality and social closeness are equally carried out by the rhyming reduplicative *okey-dokey* or *okily-dokily* (from OK).

Reduplicatives are also used in the names of book titles, mainly in children's literature; e. g. *"Bearum Scarum"* [5] by Vic Parker, *"Bling Blang"* [6] by Woody Guthrie and *"Crunch Munch"* [7] by Jonathan London.

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[1] B. Hurch, Studies on Reduplication, Berlin, 2005, pp. 1-11.

[2] Merriam Webster's dictionary https://www.merriam-webster.com/dictionary/reduplication

[3] See Sh. Inkelas, The Dual Theory of Reduplication, Berkeley, 2008, pp. 351-401.

[4] See at the same place, pp. 351-359.

[5] See goodreads.com, Bearum Scarum, https://www.goodreads.com/book/show/2431957.Bearum_Scarum

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Reduplicatives are often defined as *original words,* renewing the English lexicon[8]. Structurally, reduplication is a separate type of *juxtaposition*[9]. Usually monosyllabic or two-syllable words are repeated[10]. As *opposed* to Armenian, which is rather rich in both analytical and synthetic/closed reduplicative structures, analytical reduplicative structures prevail in English [11].

As far as the main varieties of reduplication are concerned, they can be classified into the following types:

1. *Reduplication in baby-talk*

In the process of acquiring a language, children become the main users of *reduplication*. They make use of reduplication until an age when they are able to pronounce words clearly and fully, e.g. *bye-bye*, *choo-choo, ma-ma, pa-pa, Pops-pops, quick-quack,* etc.

2. *Rhyming Reduplication*

These structures are composed of *rhyming* components. English is quite rich in this kind of expressions; e.g. *handy-dandy, hocus-pocus, popsy-wopsy*, etc. We can compare the mentioned structures with the Armenian examples *բան-ման, զրոց-բրոց, լոթի-փոթի,* etc.

3. *Ablaut Reduplication*

This is the process of vowel-change in the reduplicant (which is the duplicated segment of a word) of the reduplicative constructions. The vowels are modified and produce near-rhyming outcomes, such as; *dilly-dally, ding-dong, pitter-patter, դեղ ու դուղ, ժանգ ու ժենգ, ցախ-ցուխ*, etc.

4. *Onomatopoeic Reduplication*

Onomatopoeia has become typical of human beings since they developed the innate ability for language, e. g. *bow-wow, murmur*, *ping-pong, tick-tock, թը՛խկ-թը՛խկ, թը՛փ-թը՛փ, կրլլթ-կրլլթ, հա՛ֆ-հա՛ֆ,* etc.

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[6] See goodreads.com , Bling Blang,
https://www.goodreads.com/book/show/392627.Bling_Blang
[7] See
https://books.google.am/books/about/Crunch_Munch.html?id=hh7KVg8w3c0C&redir_esc=y
[8] See E. Matiello, Extra-Grammatical Morphology in English, Berlin, 2013, pp. 238-243.
[9] Տե՛ս Լ. Հովսեփյան, Գրաբարի բառակազմության վերլուծական տիպը, Եր., 2016, էջ 23:
[10] Տե՛ս Մ. Աբեղյան, Երկեր, հ. Զ., Եր., 1974, էջ 146:
[11] Տե՛ս Ս. Կարապետյան, Գ+Գ կաղապարով կրկնավոր վերլուծական բաղադրությունները հայերենում և անգլերենում, Եր., 2016, էջ 47:

5. *Name Doubling/Reduplication*

It is used for showing close, relationships, an endearing quality, familiarity, e.g. *Jay-Jay, Jo Jo, John-John, Mo-Mo.*

6. *Depreciative or Shm/schm-Reduplication*

In these structures the reduplicant begins with the letter-combinations *shm-* or *schm-*. This type of reduplication indicates *irony, sarcasm* and *skepticism.* The construction originated in Hebrew and was transferred to English, e. g. *child-schmild, crisis-shmisis, help-shmelp, money-shmoney, sale-shmale, table-shmable*, etc[12]. A similar case may be the use of the letter *մ-* in Armenian, e. g. *թուք ու մուք, լույս-մույս, հաց-մաց, հուր ու մուր, տուն-մուն, փող-մող,* etc.

According to the part of speech meaning of the constituents of reduplicative analytical structures, in Armenian reduplicated **nouns** make qualitative adjectives, like *զորբ-զորբ, խումբ-խումբ, մաս-մաս, տեղ-տեղ,* etc., which can also be used as **adverbs**, e. g. *խումբ-խումբ աղջիկներ (adj.), խումբ-խումբ շարվել (adv.).* There are also examples formed with nouns and the Old Armenian preposition *առ,* e. g. *ժամանակ առ ժամանակ, լեզուն առ լեզուն, խավ առ խավ[13], մեկ առ մեկ, տող առ տող, քայլ առ քայլ,* etc. In English we have, e. g. *bumper-to-bumper, day-to-day, heart-to-heart,* etc.

In English the structures formed with reduplicated **nouns** can be used as *nouns, adjectives, verbs* or even *adverbs*; e. g. *arm-in-arm, criss-cross, door-to-door, head-to-head,* etc.

In both languages there are reduplicatives formed with **pronouns**; e.g. *ինչ-ինչ, իրեն-իրեն, մենք ու մենք, ո՞վ ու ո՞վ, ո՞վ-ո՞վ, one on one, one-one, so and so, such and such,* etc.

The repetition of **adjectives** and **adverbs** intensifies the meaning expressed by them, e. g. *անջատ-անջատ, երբեմն-երբեմն, ծանր-ծանր, մեծ-մեծ, շտապ-շտապ, սև-սև,* etc. The English examples are *airy-fairy, easy-peasy, too-too,* etc. The same intensifying feature is evident in the repetition of **interjections** , e. g. *հա՜յ-հա՜յ, հե՜յ-հե՜յ, վա՜խ-վա՜խ, վի՜շ-վի՜շ,* and also **onomatopoeic** words like *blah-blah, ding-dong, hush-hush, թը՜ռ-թը՜ռ, թըռ՛իկ հա թըռ՛իկ, ճըռ՛իկ հա ճըռ՛իկ,* etc.

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[12] See Ch. Kauffman, Reduplication Reflects Uniqueness and Innovation in Language; Thought and Culture, Omniglot- Online Encyclopedia of Writing Systems and Languages, UK, 2015, pp. 1-7, E. Matiello, Extra-Grammatical Morphology in English, Berlin, 2013, p. 153.
[13] Տե՛ս Դ. Գյուրջինյան, Նախդիրները հայերենի կրկնավորներում, Լրաբեր հասարակական գիտությունների N 2, Եր., 1988, էջ 40-47:

Numerals may also be repeated, e.g. *մեկ-մեկ, մի-մի, քանի-քանի, six-o-six, six-on-six, six-over-six, etc.*[14].

Analytical reduplicative structures can be *hyphenated, syndetic* or *just juxtaposed*. In Armenian there are also a number of synthetic reduplicative structures, i. e. structures the constituents of which are written jointly, e. g. *զույգզույն, դեմառդեմ, մեջառմեջ, մերթընդմերթ, վառվռուն, փոխառփոխ,* etc. It should be mentioned, however, that the components of some of the mentioned words can also be juxtaposed, e. g. *դեմ առ դեմ, մեջ առ մեջ, մերթ ընդ մերթ, փոխ առ փոխ,* etc.

Armenian conjunctive reduplications are formed by means of the conjunction *ու* and seldom with the conjunction *և*, e. g. *դեղ ու դուղ, թութ և բութ, խաղ ու մաղ, ծալ ու ծալ,* etc. In English the conjunction *and* participates in the formation of such structures, e. g. *half and half, neck and neck, out and out,* etc. There are also many hyphenated reduplicatives, e. g. *hodge-podge, niddle-noddle, tag-rag, շահել- շուհու, փասա-փուսա, ֆլան-ֆստան,* etc.

The word-building structures of Armenian and English have a lot of similarities, but at the same time they have many differences, so Armenian students come across certain obstacles connected with the *perception* of the reduplicative structures in the EFL classroom. For instance, when encountering words like *nitty-gritty, yada-yada,* students try to figure out their meaning leaning upon the given context. This can very often be an intricate process, especially when students are not able to return to the point of conversation. Students can handle this problem by means of a number of effective assignments.

For instance, *picture-based examples* and *assignments* may be used to *distinguish the meanings* of certain reduplicative structures[15].

1. Distinguish the meaning of the highlighted reduplicative structures in the sentences.

e. g. *My brother was very busy when I called him. He had no time to* **chit-chat.**

e. g. I *could hear a* **pitter-patter***, but I didn't manage to understand where it came from.*

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[14] Տե´ս Ս. Կարապետյան, Հայերենի և անգլերենի անվանական վերլուծական կրկնավոր բաղադրությունների զուգադրական քննություն, Բանբեր Երևանի համալսարանի, Եր., 2015, էջ 65:

[15] See Yada Yada and Other Examples of Reduplication, https://englishwithjennifer.wordpress.com/2011/08/10/yada-yada-and-other-examples-of-reduplication/

After distinguishing the meaning of the reduplicative structures in the given sentences, students are challenged to create their own examples with pictures and reduplicatives of their choice. These pictures can be demonstrated on a classroom wall or in an online platform.

2. Match the given reduplicative constructions with their meanings.

1. Blah-blah-blah   a. very easy
2. Yada-yada   b. a meaningless chatter
3. Nitty - gritty   c. not clear or practical
4. Airy-fairy   d. the most important details of an issue or a situation
5. Easy-peasy   e. not important, boring or empty talk

Matching exercises[16] can also help students to perceive reduplication. Students are asked to match certain reduplicative structures with their correct definitions.

3. Paraphrase the given sentences and comment on them.

e. g. *Our coach always says that we need to **win-win-win**, but then he goes around **willy-nilly** choosing the worst players*[17].

e.g. *The world and the environment we live in are sometimes perceived as **fingle-fangle** whereas they should be considered as **super-duper**.*

After the paraphrasing activity, the sentences can be written on board or contributed to learners on sheets of paper. Students get divided into small groups, and a discussion is organized on the statements.

1. Paraphrase the statement. 2. Do you agree with the statement? Why/why not?

4. Find the odd word in the list. Such activities as *"The Odd Man Out"*[18] will be very useful. Learners are assigned to select the odd reduplicative out of the list, giving reason for their choice. This activity can be done in pairs.

e. g. arsty-craftsy chit-chat chug-drug hugger-mugger[19] humdrum

As it may become obvious, the odd reduplicative in the list is *chit-chat*, as it differs from the rest of examples by its phonetic peculiarities; four of them are *rhyming combinations*, while *chit-chat* is an *ablaut reduplicative*.

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[16] See J. Scrivener, Learning Teaching; A Guidebook for English Language Teachers, Oxford, 2005, p. 237.

[17] See M. Wales, Reduplicative Construction in Spanish and English: Pedagogical Grammar Approach, Rioja, 2015, p. 33:

[18] See Th. Kral, English Teaching Forum, Washington, D. C., 1995, p. 113.

[19] See E. Matiello, Extra-grammatical Morphology in English, Berlin, 2013, p. 154.

5. A short dictation can be of great assistance to improve students' spelling and pronunciation. A passage full of these structures may be dictated to students, after which they are expected to read it out loud and translate into Armenian with equivalent Armenian reduplicatives. The passage may be excerpted from a selected work from the target language literature, or a teacher may write a passage carefully in advance and include particular vocabulary[20]. An essential reason for reading texts in class is to provide students with new language input. And whenever we ask students to read, listen or translate, we want them to see how words are used[21].

6. Find out at least one common feature between the following reduplicative structures.

e.g. *lovey-dovey* "showing a lot of love or affection", harum-scarum "cheerfully irresponsible", roly-poly "short and plump".

Students are expected to guess that these words have at least one important feature in common; their part of speech meaning is the same, i. e. all of the above mentioned structures are *adjectives.*

7. Comment on your everyday life using as many reduplicative structures as it is possible. It is very important to link the classroom to the world and environment surrounding the learners. It seems hard to connect reduplicatives with the environment, but a useful exercise can become a discussion point on everyday life. Here the *brainstorming* method may be used.

8. Reveal the positive or negative meanings. Students are provided with a list of reduplicative structures and sheets of paper with tables as shown below. Students gather in groups. Their task is to fill in the tables with appropriate reduplicatives according to the meaning shades expressed by them.

argle-bargle, fender-bender, heebie-jeebies, lovey-dovey, namby-pamby, riff-raff, super-duper, tag-rag

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[20] See D. Larsen-Freeman, Techniques and Principles in Language Teaching, Oxford, 200, p. 19.
[21] See J. Harmer, The Practice of Language Teaching, Edinburgh, 2007, p. 229.

Positive	Negative

Not only will the grouping help students easily identify the meanings of the reduplicatives, but it will also encourage their critical thinking. After the accomplishment of the task, the meanings of the reduplicative constructions are explained to students; *argle-bargle* "to argue", *namby-pamby* "feeble, weak", *heebie-jeebies* "nervousness", *super-duper* "very pleasing", etc.

9. Films and videotapes are highly recommended when working in a content-based EFL classroom. They can be useful additions to the teaching process. The careful selection of films and videos is of utmost importance, as not all videos are suitable for all students. Thus, *pre-viewing, viewing and post-viewin*g activities can be implemented into the lesson. For instance, in case of making use of the video "*Reduplication in the English Language*" [*] as a pre-viewing exercise or an activity, a discussion can be organized on the video title, so as the learners can examine the content of it or make use of the information-gap exercise.

What do I know about the topic?	What am I unsure of about the topic?	What do I hope to learn about the topic?

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[*] https://www.youtube.com/watch?v=5Wvba12d7FQ

The facilitation of the viewing of the video can be done with *directed listening* or *film/video interruptions.* In case of directed listening students may be asked to listen to find out general information (e. g. *Which contemporary writer made use of such reduplicatives as* **namby-pamby**, **wishy-washy** *and* **boo-boo**?). After, they are told the correct answer-*J. K. Rowling used them in her work entitled "Harry Potter and the Prisoner of Azkaban"* (1999)[22.] In case of *film/video interruptions*, a video can be interrupted for clarification of key points and ideas. *Post-viewing* activities can be perceived as effective stimuli for both written and oral use of the target language. After watching students are assigned to prepare *film summaries,* identifying the main points and analyzing what they have already learnt.

To sum up, in order to help learners acquire reduplication, various activities promoting communication and fostering the creativity of learners should be used in the EFL classroom. Creative activities certainly add a lot of idiomatic, poetic, sound symbolic colour to the process of teaching. Teaching English and Armenian reduplication as a means of word-formation both enriches students' vocabulary and provides insight into lexicology of the languages under investigation.

Ս.Կարապետյան, Ն. Ներսիսյան
Անգլերենի և հայերենի կրկնավոր վերլուծական բաղադրությունները և դրանց զուգադիր դասավանդումը
Ամփոփում

Հոդվածում քննվում են անգլերենի և հայերենի կրկնավոր վերլուծական բաղադրությունները՝ ըստ հնչյունական, ձևաբանական և իմաստային առանձնահատկությունների: Հոդվածի նպատակն է զուգադրական վերլուծության ենթարկել անգլերենի և հայերենի կրկնավոր բաղադրությունները՝ պարզելով երկու լեզուներում դրանց միջև եղած ընդհանրությունն ու տարբերությունները: Ներկայացվում են նաև կրկնավոր բաղադրությունների ուսուցման գործընթացը և դրանց դասավանդման առավել արդյունավետ միջոցներն ու մոտեցումները:

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[22] See goodreads.com, Harry Potter and the Prisoner of Azkaban,
https://www.goodreads.com/book/show/5.Harry_Potter_and_the_Prisoner_of_Azkaban.

S. Karapetyan, N. Nersisyan
English and Armenian Reduplicative Analytical Structures and Their Comparative Teaching
Summary

The article analyzes the reduplicative structures in English and Armenian, paying special attention to their phonetic, morphological and semantic peculiarities. The aim of the article is to analyze reduplicative compounds in the English and Armenian languages and to figure out the similarities, differences and changes between the given structures of the mentioned languages. It also deals with the process of teaching reduplicative constructions by introducing the most efficient ways and approaches of their teaching.

С. Карапетян, Н. Нерсисян
Редупликативные аналитические конструкции в английском и армянским и их сопоставительное обучение
Резюме

Статья анализирует редупликативные аналитические конструкции в английском и армянском языках, уделяя особое внимание их фонетическим, морфологическим и семантическим особенностям. Цель статьи – сопоставительное изучение редупликативных конструкций в английском и армянском языках и выяснение сходств, различий и изменений этих конструкций в обоих языках. В ней также рассматриваются процесс обучения редупликативным конструкциям и наиболее эффективные способы и подходы их преподавания.