

Teaching English Vocabulary: A Case Study of Noun Formation through Compounding in 3ème at Mfilou Secondary School

Robson Perrin **MBERI NGAKALA,**

Faculté des Lettres Arts et Sciences Humaines/Université Marien Ngouabi, Congo

robsonngakala@gmail.com

Abstract

This paper analyzes the possibility to teaching English vocabulary through the noun compounding. It drives data from teachers and learners of CEG Mfilou. To solve the main problem, we resort to classroom observation, interviews and questionnaire to collect data. It results from our investigations that CEG Mfilou teachers of English deal with words vocabulary in a very limited way namely through synonymy and antonymy, word explanation based on a text study and word translation from English into French during the implementation of some other sub-disciplines. This work demonstrates that word vocabulary can also be taught independently from text considering noun compounding. Accordingly, a lesson plan provides a step by step implementation of noun compounding as an instance of English vocabulary teaching.

Keywords: CEG Mfilou, compounding, noun, teaching, vocabulary

Résumé

Cet article traite de la possibilité d'enseigner le vocabulaire du nom en anglais à travers le processus de composition. Les enseignants et des apprenants du CEG Mfilou sont les informateurs desquels les données ont été collectées. Pour collecter ces données, nous avons eu recours à l'observation des classes, aux entretiens et aux questionnaires. Il résulte de nos investigations que les enseignants d'anglais du CEG Mfilou traitent le vocabulaire des mots de manière très limitée notamment par la synonymie et l'antonymie, l'explication des mots basée sur une étude de texte et la traduction des mots de l'anglais vers le français lors de la mise en œuvre de certaines autres sous-disciplines. Ce travail démontre que le vocabulaire des mots peut également être enseigné indépendamment du texte en considérant la composition des noms. En conséquence, un plan de leçon fournit une mise en œuvre étape par étape de la composition des noms comme exemple d'enseignement du vocabulaire anglais.

Mots clés: CEG Mfilou, composition, nom, enseignement, vocabulaire

Introduction

This work deals with the teaching of English word vocabulary at secondary school. It lays emphasis on English noun vocabulary teaching with particular reference compounding process. It drives data from CEG Mfilou learners and teachers. As a matter of fact, linguists have categorized language words into two subsets including functional words (Newson 2006: 3, Radford 2004:40) whose meaning is purely linked to grammatical features such as number, person, gender and case and content words (Newson Op. cit: 11, 3, Radford, Ibid) which are auto-semantically meaningful and can be further created thanks to word formation processes. Verbs, nouns, adjectives, prepositions and adverbs belong to this category because not only are they meaningful by their own, but they are also possible hosts allowing the creation of new other words with independent or related meanings. Accordingly, this work intends to suggest teaching strategies that can help teachers reinforce and enrich learners' noun vocabulary thanks to the compounding process. Indeed, compounding is the process by means of which two or more words are joined together to form new complex words (Flomkin *et al.*, Op. cit:689). Due to its relevance in language teaching and learning, the Congolese official program of the English language teaching (INRAP) has made provision of word formation teaching in both Collège and Lycée. In junior secondary school, this lesson is

inserted in the *G.O.2., Expressing oneself Orally, S.O.2.8. Forming Lexical family words, Learning item: Using affixes (prefixes, suffixes and compound words* for 3ème level. The following are questions that this work addresses:

- 1) How to teach noun vocabulary via the compounding process at CEG Mfilou?
- 2) What are the difficulties encountered by teachers while teaching English word vocabulary?

As it is obviously noticeable, this work is linked to the domain of applied linguistics mainly concerned with “foreign language teaching and learning” (Crystal 2008:31). However, Fromkin *et al.* (Op.cit.13) qualifies this kind of work as part of the “teaching or pedagogical grammars which are used to teach someone a second language”. Accordingly, since this work aims at initiating foreign learners of English to form nouns by their own, I will side with Fromkin *et al.* to identify it as a teaching or a pedagogical grammar research work.

This work is based on the following hypotheses. Firstly, at Mfilou junior secondary school, vocabulary teaching would not only be restricted to text study by proving the synonyms and/or antonyms of difficult words to learners or by translating them into French but also taking into word formation. Secondly, teachers should set up effective teaching strategies that could help learners be familiar with forming nouns by themselves and enrich their vocabulary. To do so they should focus on a specific type of compound which would constitute the starting point that learners would follow in order to avoid cacophony in learners’ mind. Finally, initiating learners to create nouns thanks to the compounding process would help learners have their own huge vocabulary and avoid memorization and subordination from the dictionary.

Besides the introduction and the conclusion, this work contains (X) main sections which are as follows: Section 1 sheds light on the term compounding. Section 2 looks at the relevance of teaching vocabulary in secondary school. The data collection procedures and analysis in the main concern of section 3. Section 4 focuses on major finding and section 5 suggests strategies that can be used to cope with the vocabulary teaching through compounding.

1. Compounding

Compounding is a process via which two or more words are joined together to act as one single lexical unit with a distinct meaning. Christianto (2020:32-34) categorizes compounding into three subsets including compound noun category, compound verb category and compound adjective category. To start with, a compound noun category is “a compound noun word which is formed by combining at least two or more words to which the head serves as a noun”. This kind of compound is constituted of a head noun modifying other nouns or adjectives as with the words **chair person, blue pencil, swimming pool, etc.** The compound verb category is defined as “a compound verb word which is formed by combining at least two words to which the head serves as a verb”. In compound verb category, the head word is verby but the resulted compound is nouny. Some examples concerning compound verb category are **dry clean, spoon feed, under estimate, break dance, breast feeding, etc.** These examples show that compound verb category can be made of the structures namely A+V, N+V, P+V, V+N. Finally, compound adjective category “is formed when two or more adjectives are joined to modify the same noun” as illustrated with **deep blue, over ripe, etc.** However, Murthy (2007:344-347) summarizes compounding as follows:

✓ Compound nouns				
Noun + noun		New word	Adj. + noun	New word
sun	light	sunlight	sweet heart	sweetheart
hand	bag	handbag	short hand	shorthand
post	card	postcard	short story	short-story
Verb + noun		New word	Gerund + noun	New word
hang	man	hangman	writing desk	writing-desk
dare	evil	dare-evil	looking glass	looking-glass
trouble	maker	troublemaker	visiting card	visiting-card

prep. + noun	New word	verb + adverb	New word
in side	inside	draw back	drawback
down fall	downfall	lock up	lockup
in mate	inmate	die hard	diehard

✓ **Compound Adjectives**

noun + Adj./participle	New word	Adj+Adj.	New word
bed ridden	bedridden	red hot	red-hot
hand made	handmade	blue black	blue-black

Adverb + /participle	New word
down hearted	downhearted
out spoken	out spoken
well deserved	well-deserved

✓ **Compound verbs**

Noun + verb	New word	Adj. + verb	New word
way lay	waylay	safe guard	safeguard
back bite	backbite	white wash	whitewash
type write	typewrite	ful fil	fulfill

2. The relevance of teaching vocabulary

This section shows the relevance of teaching vocabulary. Referring to Sullivan and Alba (2010), Dakhi (2019:16), argues that “*without grammar very little can be conveyed; without vocabulary nothing can be conveyed*”. This pronouncement witnesses that language learning passes through two fundamental sub-disciplines viz grammar and vocabulary. If grammar provides rules to allow people to communicate and write well, vocabulary however, fits materials for communication to take place effectively because one does not use grammar rules to speak but s/he uses words to communicate though not grammatically sometimes. For instance, a person who says “**me need café**” in a restaurant will be understood by a waiter or a waitress although his structure is not grammatical. Consequently, words put to together in an accepted syntactic structure, though not respecting grammar rules of a language can at least provide acceptable meaningful structures allowing communication to take place. This does not lead to the disregard of grammar rules at all. I just want to emphasize that teaching vocabulary will enable learners to express their emotions, thoughts, ideas, feelings, though not expressed grammatically.

3. Data collection method and analysis

Data collection methods are processes helping a researcher to collect useful information from various sources so as to solve a specific problem. Concerning the current study, we had recourse to three principal tools namely pre-investigation, classroom observation and questionnaires. The upcoming subsection is concerned with pre-investigation.

3.1. Pre-investigation

Pre-investigation process refers to search for important tools and documents related the work under scrutiny. Put otherwise, this step aims at looking at documents (papers, books and dissertations, syllabus) having a link with the topic under discussion and have an idea on how to cope with it. With regard to research papers on the issue in Congo, the only available document that we came across is Lokoka’s MA dissertation on *The teaching and learning of English noun formation through verbal suffixes*. This is the reason which motivated us to work on this topic knowing that the field is still unexplored because there are almost no works concerning the teaching of vocabulary through the creation of words by learners themselves at our university. In addition, we consulted the INRAP syllabus to check whether the item is mentioned inside. Correspondingly, we found that this item is presented in the **General Objective 2 (G.O. 2 expressing orally) and Specific Objective (S.O. 9 naming objects)** in first form and in the third and fourth forms it mentioned in the **General Objectives 3 (G.O.3 understanding written messages) and 3 (G.O.3 understanding written messages) and Specific Objectives 6 (S.O. 6 using affixes) and 5 (S.O. 5 using affixes for word formation)** respectively.

3.2. Classroom observation

Observation is one of the most helpful tool which helps the researcher to attend his/her informants in their natural environment. It can be defined as the fact of watching and recording people's performance during specific events in their natural setting. Observation can be direct, meaning that the observer is involved in the act of teaching, asking questions during the course or indirect where the beholder is not involved in the act of teaching but passively watch main protagonist involved in a given situation. In this case, s/he only takes notes related about what s/he needs. In our case, we used indirect classroom observation. It emerges at CEG Mfilou, the notion of vocabulary taught but not in the way of helping learners to create words by their own. Indeed, teachers do not go deeper while dealing with the issue of vocabulary through word formation. For instance, when dealing with text studied, teachers only introduced new words to learners by giving synonyms or giving the French meaning. This approach is to be revisited in order to help our learners be capable of being imaginative and productive.

3.3. Questionnaires designed to teachers

A series of eleven questions has been issued to teachers in order to find out basic information their vocabulary teaching strategies, difficulties they meet during the implementation of the vocabulary lesson, their interest in teaching vocabulary among others.

Question n°1: How do you often teach vocabulary?

This question intends to check the strategies used by teachers to implement the vocabulary lesson.

Table n°1: Teachers' ways to implement vocabulary

Expected answers	Number of respondents	Percentage
Through word formation	01	25%
Antonymy vs synonymy	03	75%
Total	04	100%

This table informs us that a high rate of teachers (75%) implement vocabulary through the antonymy-synonymy dichotomy i.e. teachers provide learners with words having the same and/or opposite meaning with those s/he selects from a given text. However, only 25% of teachers teach vocabulary through word formation processes i.e., by means of affixation and compounding processes for example. In fact, in addition to the teaching of vocabulary via synonymy antonymy, teachers should encourage learners to be able to create words by their own thanks to derivational processes. By so doing, they will likely hope to enrich learners' vocabulary and make them be able to use language in everyday situations.

Question n°2: Do you usually teach word formation?

This question is asked to know whether teachers teach the issue vocabulary on the basis of this derivational processes.

Table n°2 investigation the teaching of word formation

Expected answers	Number of respondents	Percentage
Yes	04	100%
No	00	00%
Total	04	100%

In term of percentage, this table shows that 100% of teachers teach word formation i.e. they show learners the mechanism of creating words in order to help them to reinforce their vocabulary. Accordingly, we can confirm that learners of CEG Mfilou junior secondary school are able to create and decipher words by their own. Yet, it is worth highlighting that the learners' understanding of word formation is due to the fact that teachers only select some well-known affixes like *re-*, *-ly*, *-ion* and *un-* generally in bimorphemic words like **redo**, **sadly**, **operation**, **undo**. However, when it comes to such trimorphemic words like **redoing**, **undoable**, **hopelessness**, **disorganize**, learners find difficulties to decode and provide their different components.

Question n°3: How do you teach word formation?

This question is asked to find out the different methods used by teachers to carry out the word formation teaching.

Table n°3: Teachers' procedures on teaching word formation

Expected answers	Number of respondents	Percentage
Prefix-root-suffix	04	100%
Word+word	00	00%
Words meaning	00	00%
Total	04	100%

This chart witnesses that 100% of CEG Mfilou junior secondary school teachers teach word formation through prefix-root-suffix i.e. by the attachment of affixes to the root. Instead, the word+word formation does not interest CEG Mfilou junior secondary school teachers. In order words, compound words like **green+house, power-cut, goal-keeper** is out of their execution plan. Also, teachers of CEG Mfilou do not give the affixed words meaning to learners. They just describe without meaning each component making up the affixed word. They do not for instance explain that the prefixes *re-* and *un-* respectively mean repetition (again) and negation (not).

Question n°4: What are your main difficulties when teaching word formation?

This question inquires to discover teachers' main difficulties on the teaching of word formation.

Table n° 4: Teachers' main difficulties on word formation teaching

Expected answers	Number of respondents	Percentage
Lack of pedagogical aids	02	50%
Selection of affixes to be taught	02	50%
None of all	00	00%
Total	04	100%

This table shows that 50% of teachers lack pedagogical aids to implement vocabulary based on word formation. Likewise, 50% of them assert that their hindrances issue from the selection the affixes to be taught i.e. they do not know the types of affixes to teach at different levels of CEG. Accordingly, the INRAP syllabus specialists should supply teachers with some pedagogical aids and provide them with clues related to (functions of) affixes fitting such or such level of College.

Question n°5: What do you aim at while teaching word formation?

This question searches for knowing teachers' main goal while teaching word formation.

Table n°5: Teachers' objectives on word formation

Expected answers	Number of respondents	Percentage
Text understanding	01	25%
Writing tasks	00	00%
Word nature	00	00%
Word affixes	02	50%
All mixed	01	25%
Total	04	100%

According to this table, 50% of teachers aim at teaching word affixes i.e. showing the different dependent parts (prefixes and suffixes) of a root word. Accordingly, CEG Mfilou learners are capable of identifying different components of a complex word by showing its prefix, root and suffix. Also, 25% of teachers teach word formation to help learners understand texts whereas another 25% teach altogether without a specific goal.

Question n°6: How do you proceed to teach vocabulary?

This question is asked to know about teachers' strategies of vocabulary teaching.

Table n°6: Teachers' strategies of vocabulary teaching

Expected answers	Number of respondents	Percentage
Antonymy	02	50%
Synonymy	01	25%
French translation	01	25%
Word forms	00	00%
Total	04	100%

This chart highlights that teachers utilize different strategies to teach vocabulary. A significant number of them (50%) teach vocabulary based on the antonymy or oppositeness process of meaning words. Others (25%) resort to the synonymy or sameness of word meaning. Some others (25%) refer to the French translation of the English words that seem difficult to learners.

4. Major findings

This section provides detailed outcomes from the principal research tools of data collection namely pre-investigation, observation and questionnaires. To start with, the teaching of vocabulary is well mentioned in the INRAP syllabus. However what is deplorable is that this programme does not situate teachers on how to deal with it i.e., on different aspects related to vocabulary including word meaning, word form and word etymology. Indeed, these three aspects should be part of the teaching of vocabulary for its effectiveness and its easiness to be taught to learners and to be grasped by them. Also, teachers lack some pedagogical aids on the implementation of this lesson. Consequently, teachers do not show learners how words are created in English and/or guess their meaning. As a result, learners only focus on or trust the dictionary to enrich their vocabulary while teachers could help them avoid that subordination by providing them with tools to shape words based on derivational processes like affixation, compounding etc. Actually, observation has shown that many learners at CEG Mfilou are unable to create words by themselves from existing ones. In this regard, some teaching strategies are provided below to help teachers implement noun formation through compounding.

5. Practical suggestions related to teaching strategies

This section aims at suggesting teachers with some solutions about the teaching of English noun formation through the compounding process based on the 3Ps or PPP model (Presentation, Practice and Production) summarised by Ndongo Ibara and Ondze Otouba (2015 & 2016). It highlights the strategies and provides teachers with some pedagogical resources. As such, a series of exercises with answers is suggested in order to help teachers to implement the taught item in classes. Finally, a sample of a teaching card is provided at the end to help teachers have a view on how the lesson on noun formation compounding should be dealt with.

5.1. Presentation

Also known as the teacher's talkative part, presentation is the stage of the lesson wherein the teacher presents the new lesson which is in this case compound nouns. In this respect s/he defines compound noun as the fact of joining two or more words together in order to have a new meaning. The teacher provides an illustration of compound nouns such as the following: *classwork*, *schoolbook*, *school bus*, etc.

Afterwards, s/he gives an explanation of these compound nouns to learners:

Explanation

In a compound noun, the meaning depends on the two words and can express a species, a type, a kind of, a category of the lesson: *compound nouns meaning*.

Classwork "a category of work done at school"

School book: "a category of book used at school"

School bus: "a category of bus used for school"

5.2. Practice

Practice is the learners' talkative time or learners' centered moment. This stage aims at developing learners' listening skill based on the teacher's reading of the examples provided during the presentation stage. Next, they develop their speaking skill by providing their own examples and their meanings like: **Schoolgirl**: "a kind of a girl who goes to school", **School meal**: "a kind of the meal given to school", etc. In this stage, the teacher appears as a guide.

5.3. Production

Production is the stage of the lesson where learners produce their own newly examples related to the learnt item. In this phase, learners first provide oral examples before writing them on the board. The teacher does not intervene during this stage, but s/he intervenes only where learners make mistakes.

5.4. Evaluation

Evaluation is the stage of the lesson where the teacher assigns exercises to his/her learners in order to check how well they have understood the taught item. Moreover, evaluation can help the teacher look back in retrospect and decide whether the lesson was or not effective. Here is an applied exercise with four (4) questions based on multiple choice:

5.4.1. Applied exercise

Exercise 1: Multiple choice

Choose the correct meaning among **a**, **b**, and **c** corresponding to the following compound nouns:

1. School fees:

- a- a kind of money for parents,
- b- a kind of fees for school,
- c- a kind of amount of coins.

2. Bookmaker:

- a- a kind of young black,
- b- a kind of policeman,
- c- a kind of persons who makes books.

3. School lunch:

- a- a kind of lunch taken at school,
- b- a kind of rich person,
- c- a kind of salad.

4. Exercise book:

- a- a kind of book for exercise,
- b- a kind of novel,
- c- a kind of pencil case.

5.4.2. Homework: Blank filling

Fill in the blanks with the following compound nouns: **school bus**, **classwork**, **classmate**, **bookseller**, **schoolgirl**,
My uncle Ken sells books in the local market. He is a well-known ...1... of the market. His sister has a daughter who studies at CEG Mfilou. That means that she a ...2... She always takes ...3... to go to school with her ...4...
At school, they do their ...5...

Answers

Answer 1

- 1- b
- 2- c
- 3- a
- 4- a

Homework' answers

- 1- bookseller
- 2- schoolgirl
- 3- school bus
- 4- classmate
- 5- classwork

5.2. A sample of teaching card on the teaching of English vocabulary through compound nouns

School: CEG Mfilou
 Discipline: English
 Sub-discipline: vocabulary
 Theme: Education
 G.O4: expressing by writing
 S.O4-1: using the appropriate vocabulary
 L.I: compound noun meanings
 Teacher: Ulrich Grâce **NGOUNDA**

Lesson Plan N° 1
 Attendance
 Girls: Boys

Date: Wednesday, October 4th 2023
 Duration: 55minutes
 Documents: Merriam-Webster online Dictionary, Grammaire anglaise
 INRAP (2009), *PROGRAMMES et GUIDE PEDAGOGIQUES ANGLAIS*

Performance Objective	Teaching strategies	Learning activities	Evaluation	Timing	Observation
By the end of this lesson, learners of	I. Beginning I.1. Warming up The teacher greets pupils The teacher asks learners to tell and write the date	Good morning Sir! We are doing great. Today is Wednesday, October 4th 2023	Good morning class! How are you doing today? What is the date today?	5 min.	
	I.2. Pre-requisites checking The teacher asks learners to provide the types of compound they know in English. The teacher asks learners to exemplify different types of compound words.	Learners' Answers: The types of compound words are compound verbs, compound nouns and compound adjectives Answers: Compound verbs: <i>typewrite, browbeat, safeguard</i> Compound nouns: <i>classmate, headmaster, classrank</i> Compound adjectives: <i>homesick, handmade, everlasting</i>	Task 1: What are the types of compound words that you know in English? Task 2: Illustrate each type of the compound.	5 min.	

3ème level should be able guess the meaning compound nouns in the English vocabulary.	II.1. Day's lesson: Compound noun meaning The teacher announces the title of the lesson: II.1. Presentation: Examples: <i>classwork, schoolbook, school bus,</i> Explanation The meaning of the compound noun depends on the two words. This category of compound noun can significate a species, a type, a kind of, a category of. Classwork “ a category of work done at school” School book: “ a category of book used at school” School bus: “a category of bus used for school” II.2. Practice: The teacher asks learners to practice noun formation based on compounding orally. II.3. Production: The teacher asks learners to provide their own compound nouns with their meanings. After writing the examples on the board, the teacher asks learners to copy down the lesson.	Learners carefully follow the teacher's explanation Answers: Learners practice <u>homework</u>: “a kind of a work done at home”, <u>School bag</u>: “a kind of bag used for school” Answers Handbag: “a kind of bag carried with the hand Teacher evaluation: “ a kind of evaluation given by the teacher”	Task 3: Practice English noun compounding orally. Task 4: Provide your own compound noun examples with their meaning on the board.	15min 10 min. 10min	
--	---	---	--	---	--

Conclusion

This research work has tackled the teaching of noun vocabulary via word formation process namely compounding. CEG Mfilou constituted the research place for data collection. To begin with, this study has highlighted the concept of compounding. Withal, the relevance of teaching vocabulary been put forward. In this connection, it has resulted that vocabulary supplies learners with materials that help them communicate in real life situations.

Also, the work has gone through the presentation of different research methods of data collection notably pre-investigation, classroom observation and questionnaires. The first aimed at searching for information at the levels of ENS (to see programs/courses and research dissertations), INRAP (to ensure about the presence of the item inside) and CEG Mfilou teachers and learners (to inquire about the availability of teaching cards on noun formation and the presence of the latter inside learners' copybooks). The second method purported to watch teachers and learners' implementation of the vocabulary lesson. Questionnaires intended to get specific information from the teachers' key informants.

Furthermore, the work has supplied an analysis and interpretation on the basis of collected data. Consequently, it has emerged that teachers at CEG Mfilou tackle the issue of vocabulary only while dealing with other sub-disciplines like grammar and reading comprehension. Additionally, the vocabulary is mainly based on text studies where the teacher selects some difficult words to explain to learners without practicing the use of these new words nor have teachers assessed this vocabulary through an application test. Furthermore, vocabulary teaching is performed by means of the translation of some English difficult words into French. Very few are teachers who teach vocabulary through word formation processes. In this respect, based on strategies, this work has provided a suggestion on how to cope with the vocabulary lesson through word formation by fitting a specimen of a teaching lesson plan based on compound words related to the education theme.

References

- A. R. M. Altakhaineh et al (2023), The comprehension of English compound nouns by Arabic-speaking EFL Learners, *cogent Arts & Humanities* pp1-15.
- Afzal Sayed, Munna and Md Abul, Kalam (2021), Teaching and learning process to enhance teaching effectiveness: a literature review, *International Journal of Humanities and Innovation (IJHI)*, Vol.4 No.1. p.1-4
- Andrew, Radford et al (1999), *Linguistics: An Introduction*, London: Cambridge University Press
- Antonietta, Bisetto and Sergio, Scalise (2005), The Classification of Compounds, *Lingue e Linguaggio*, Vol. IV, No.2 pp319-332.
- Crystal, David (2008), *A Dictionary of Linguistics and Phonetics 6th edition*, UK: Blackwell Publishing
- Danin, Christiano (2020), compound words in English, *LLT Journal: A Journal on Language and Language Teaching*, Vol. 23 No. 1, pp. 27-36
- Dr A. H. Sequeira (2012), Introduction to Concepts of Teaching and Learning, *Social sciences education e-journal* p1-6.
- Dr. Rami, Hamdallah (1992), English Word Formation And Its Pedagogical Implications For EFL, *An – Najah J. Res. Vol.2 N.6* pp57-64.
- F. A. ABO, ALTIMEN (2018), Exploring Affixation in English, *European Academic Research*, Vol. VI, Issue8 p.4177-4186.
- Fromkin, Victoria A. et al (2000), *Linguistics: An Introduction Linguistic Theory*, Massachusetts: Blackwell Publishers Inc.
- G. Francesco, Arcodia (2018), Coordinating nominal compounds: Universal vs. areal tendencies, Vol.56 No. 6 p.1197-1243.
- Ismail Firat, ALTAV (2006), Ways of Creating Prefixes and Suffixes and Foreign Language Teaching, *Journal of Language and Linguistic Studies*, Vol.2, No.1. pp.56-70.
- Isola, Rajagopalan (2019), Concept of Teaching, *International Journal of Education*, Vol.7, No.2 pp.5-8
- Leonhard, Lipka (1992), *An Outline of English Lexicology*, Germany: Tübingen
- Lokoka, Roddy Steve (2022), *The teaching and learning of English noun formation through verbal suffixes: A case study of Seconde at A.A. Néto high school*, Mémoire de Master d'Enseignement, ENS, Université Marien Ngouabi, Congo Brazzaville.
- Mberi Ngakala (2020-2021), Syntax and Semantics course, semester 5, Ms
- Mberi Ngakala (2021- 2022), Syntaxe et semantics course, semestre 7, Ms
- Metin, Yurtbasi (2015), Building English vocabulary through roots, prefixes and suffixes, *Global Journal of Foreign Language Teaching*, Vol.5, Issue 1 pp. 44-51
- Miranda, Enesi (2017), The Effect of Teaching Word Formation Theory to English Students, *European Journal of Language and Literature Studies*, Volume 3 Issue1 pp.7-12.
- Mohsine, MAHRAJ (2018), Teaching Technical Vocabulary through Word Formation Rules, *International Arab Journal of English for Specific Purposes*, Vol.1. No.1pp.105-111.

- Murthy, J D (2007), *Contemporary English Grammar*, Lagos: West African Edition
- N. Umera, Okeke (2008), Exploring Affixation in English, *African Research Review* pp.9-34.
- Newson, Mark et al (2006), *Basic English Syntax with Exercises*, Budapest: Bolcsész
- Ndongo-Ibara, Yvon-Pierre (2015) Framing English sound-letter parallelism teaching. *Revue Francophone Liens, Nouvelles séries*, no.20, p.37-47.
- Ndongo-Ibara, Yvon-Pierre (2016) An Empirical Review of English Language Teaching in Congo. *Studies in English Language Teaching*, p.400-415.
- Ndongo Ibara, Yvon-Pierre, (2023). *A Pedagogical Based Approach to Teaching English Pronunciation*, Moldavie: Generis Publishing.
- Ondze Otouba Roland Giscard, 2015, Teaching English sounds in secondary school: A case study of Terminale A at lycée Emery Patrice Lumumba, mémoire de Master, Ecole Normale Supérieure de l'Université Marien N'GOUABI.
- Ondze Otouba Roland Giscard, 2016, L'enseignement de la prononciation des voyelles simples dans les classes de Première au Congo, Mémoire de Master, Chaire UNESCO, Ecole Normale Supérieure de l'Université Marien N'GOUABI
- Paul, Meara (2002), The rediscovery of vocabulary, *Second Language Research*, Vol.18 No.4 pp. 393-407.
- R. Shodiya, Shuxratovna (2020), Attributive Compound Words or 'Bahuvrihi's' in English and Their Morphological and Semantic Features, *EPRA International Journal of Socio-Economic and Environment Outlook*, Vol.7 Issue 5 pp.50-53
- Radford, Andrew (2004), *Minimalist Syntax: Exploring the structure of English*, Cambridge University Press
- Victor Lumbani, Raja (2014), Word Formation: A Morphological Analysis, Vol.14 No.1 pp. 81-86.