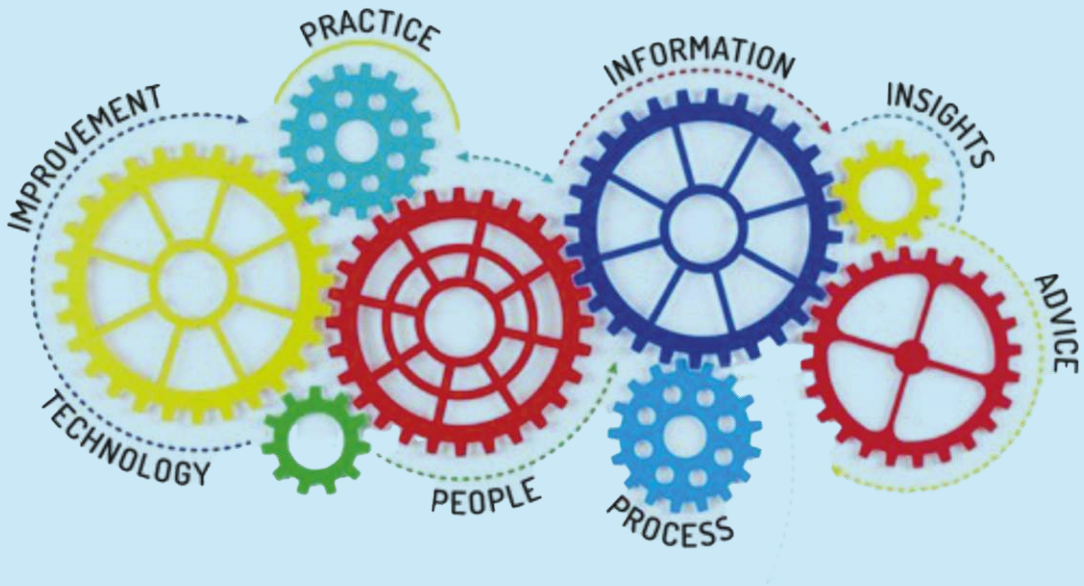


Knowledge Management in Higher Education Institutions

Volume - I



Editors:

Dr. K.S. Shivraj

Dr. Ali Amour Suleiman

Dr. Punit Gupta

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Volume – I

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Dr. K. S. Shivraj
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Volume-I

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PREFACE

Higher Education Institutions (HEI) perform an important role in the knowledge-based economy. As learning organizations, they will be able to extend knowledge skills, produce top-quality graduates, enhance innovation and creativity, and contribute effectively to knowledge production and intellectual property development. The increase of knowledge assets is itself the seeds of higher education and it clearly contributes to the future of economic and social development. In fact, knowledge management (KM) is gaining acceptance in the academic sector in the last few years, once it becomes clear that universities have a major role to play in the knowledge economy, bringing new challenges for HEI.

In the library and information science field, knowledge science has been proposed as a new name for information science. Library and information science disciplines may well remain one of the contributing areas to knowledge science. The term has, in fact, already been used in the knowledge management arena as the set of strategies that bridge knowledge management systems with knowledge practice. Facilitation has also been used quite frequently in library and information science literature to refer to the mediation role of the professions. When linked to knowledge, the idea of facilitating transcends mediating in that it not only emphasizes the position as intervening agents but also adds the sense of getting actively involved in the process of making knowledge creation easier.

This International Conference on Knowledge Management in Higher Education Institutions (ICKHI 2022) will deliberate the profile of library professionals in the present-day context whose main role is to explore, evaluate, promote, and implement various emerging technologies. Innovation, collaboration, strong communication skills, and strong project management skills will be keys to the success of library professionals. The Conference aims to provide a platform to learn and share ideas among librarians, professionals from the public & academia, research scholars, students, archivists, information providers and vendors, e-publishers, and virtual electronic communities.

A total of 150 papers were received from professionals and research scholars of reputed institutions across the world. However, 85 papers have been selected for inclusion in the conference proceeding volumes under the following broad categories.

1. Knowledge Management in Information Centers (KM)
2. ICT Enabled Library Services (IT)
3. Open-Source Software & Resources in Higher Education (OS)
4. Digital / Virtual Libraries in Academic Institutions (DL)
5. Mobile and Semantic Web Technologies in Libraries (MS)
6. Copy Right Issues and Total Quality Management (CR)
7. E- Learning / Virtual Learning (EL)
8. LIS Education & Best Practices in Libraries (LS)

We express our sincere gratitude to Dr. Gopalakrishna Prabhu, President, Manipal University Jaipur, and Dr.Niti Nipun Sharma, Pro President, Manipal University Jaipur for having given us this opportunity to organize the online Conference.

Our special thanks to Dr. Eesa Mohammed Bastaki, President of the University of Dubai for their support to conduct this conference jointly.

We would also like to place on record our sincere thanks to the member of the International Advisory Committee, National Advisory Committee, the Organizing Committee, staff of MUJ, India, and the University of Dubai for their valuable support and assistance. We express our most sincere gratitude and appreciation to all the authors for contributing research papers for the conference volumes.

Dr.K.S.Shivraj
Dr.Ali Amour Suleiman
Dr.Punit Gupta

Jaipur
6 July 2022

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Basic Concepts and Definitions of Word Formation

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Abstract - *The language is dynamic and constantly changing. One of the characteristic properties in human language is productivity. It implies the ability to create and for understanding new forms of language by the speaker. In this paper will be presented the most common word-formation processes in English through which they are regularly form new words. The more new words used, the more they are more productive. The more new word-formation processes are applied in one language the more productive that language is. The corpus analysis is expected to show that the morphological productivity of the formation of complex words increases in students who are fluent in English.*

Keywords: *Language, Words, Formation.*

Introduction

Because of new innovations and changes, every language needs new words (which may be complex, borrowed, derivative or otherwise formed), simply because there is a need for new words to name new things.

It is a common case with the speaker, who for direct communication about certain facts or ideas, uses some words in a way that has never been used previously. When new inventions and changes come into our lives, there is need to name them, of course to talk about them. The key word here is received. If a new word is used by many speakers of the language, it is likely to survive and the same word one day becomes everyday word and enters the vocabulary of a language.

According to Finegan (Finegan, 2007: 321), very complex in recent centuries words appeared in the language community. Under the term education complex words in this paper is meant a process in which two or more lexemes are combined in a new word. When a word is formed by merging two or more words, of which each can be used separately, it is called a compound word. The term "Word formation" has no universally accepted use. Word formation is sometimes defined as a process associated with changing the form of a word.

Theoretical Basements

Morphology as a linguistic discipline, which deals with the internal structure of word forms can be divided into two main branches, namely: lexical morphology (word formation) and inflectional morphology (grammar, conjugations / declensions (Bauer) (Bauer, 1983: 33).

From this we can see that word formation is one of its branches. According to Bauer, word formation is deals with the formation of new lexemes, while Yule (Yule, G., 2006: 64) defines them the processes (mechanisms) of word formation as “the study of the processes in which they are create new words in the language.” Such words enrich the vocabulary and so on new lexemes are created.

According to Koneski (2003: 9), the vocabulary of the language (lexicon) is subject to constant changes. This means that some words become obsolete and even disappear from use, because the objects and phenomena they marked disappear.

Then, others are formed to mark with them the new objects and phenomena that they have brings modern life. The vocabulary is renewed mainly in two ways:

1. By forming new words based on the existing ones in the language according to norms of word formation;
2. By receiving other people's words and adapting them to the Macedonian language.

The study as well as the description of the word-formation motivated words in one language, ie. of words that are by form (voice) and by content (meaning) conditioned by the other East Korean words that exist in the language, are the subject of the study of word formation as a scientific discipline.

Word formation is a living process through which new words are formed in language, and word formation as part of the science of language has a purpose the study of that process of language formation and enrichment.

The immediate subject of the study of word formation is the word, but for unlike grammar, which studies the morphological features of a word and its syntactic functions, word formation studies the structure of the word in relation to another, related word with which it finds itself in terms of motivation.

Word-formation motivation is a relationship usually between two same root words, whereby one, the motivated, the newly formed is brought into relation with the other, the motivating, the basic (teach> teacher, hunt> hunter) (учи > учител, лови >ловец) (Koneski, 1995: 9).

Word Formation is Closely Related to Morphology and Lexicology

It is traditionally included in grammar, ie. in morphology, because of morphology and word formation (especially when it comes to morphology way of word formation) they have in common that they study the structure of the words. However, there is an essential difference in the treatment of morphological and the word-formation structure of the word. They are studied morphologically words as given lexical units in terms of their morpheme structure in general, i.e., their segmentation (divisibility) of the smallest semantic (significant) elements.

Word formation, in turn, studies the structure of words in terms of their education in relation to the words from which they are educated, reveals them their word-formation meanings and the means of their expression. Because of that, word formation goes beyond the framework of morphology and includes and non-morphological (without affixes) ways of word formation.

In the living process of word formation words, formed according to different ways of word formation, they fill the lexicon as new lexical units and become subject of study of lexicology. Word formation, then, takes the middle place between morphology and lexicology, which is why in recent studies of language is distinguished as a separate linguistic discipline (Koneski, 1995: 10-11).

Basic ways of word formation: Depending on what changes have been made, what word-formation procedures or means are used in the formation of one word from another, four basic

ways of word formation are distinguished: lexical-semantic, lexical-syntactic, morphological-syntactic and morphological (affixed) way.

Lexical-semantic way of word formation (or semantic education) is a change in the basic semantics of the word, ie. developing a new meaning in the existing phonetic complex (the word). For example, in modern Macedonian language, the word *kindergarten*- 'претшколска возраст' is imposed faster with the meaning, an institution for 'preschool children' than with the specific meaning of this word form, ie. 'a small kindergarten'.

The lexical-syntactic way of word formation (or merging) is the direct formation of complex words from word combinations. In the modern Macedonian language, for example, they we find the words above, undersigned and others. The morphologically syntactic way of word formation (or syntactic conversion) is formation of new lexical units by passing the word from one to another word group without adding word-forming elements. In doing so, the word takes over the semantic-grammatical properties of the word group into which it passes, for example: мајстор (именка), помајстор (придавка) and etc.

The morphological (or affix) way of word formation means forming new words based on existing ones in language with the help of word-forming morphemes (affixes), for example: млеко>млек-ар >млекар; есен > есен-ски>есенски and others. (Koneski, 1995: 11–12).

It is important to note that word formation is divided into two main groups, according to Bauer, Kirk *et al.*, (Bauer, 1983; Quirk *et al.*, 1985). The first group covers fixation (derivation), formation of complexes and conversion, which are considered predictable forms, while the second group includes formations that Bauer (1983) calls unpredictable, such as shortening words, connecting words, acronyms etc.

Affixes (prefixes, suffixes, and infixes) are bound, dependent morphemes that are connect to some base (root or stem). The prefixes stand at the beginning of the basis. English prefixes represent a small group of morphemes and their meaning is often the same as that of propositions and adverbs. Examples of prefixes are: re- in the word recall, or mal- in the word malnutrition. Suffixes are followed at the end of the base, such as: -al in the word national, -y in the word noisy (noisy); infixes stand inside of root, and are not common in English.

A morpheme is the smallest unit of meaning in a language (any part of a word that does not can be divided into smaller semantic parts, including complete words). The word girls can be divided into two meaningful parts: girl and suffix for forming the plural of nouns -s; and none of these parts can further to be divided into smaller parts that carry some meaning. Therefore, both girl and -s are morphemes, ie one free morpheme (girl) and one dependent morpheme (-s) which is an extension.

It is easy to say that every affix is a morpheme, but it is not any morpheme affix. In other words, any dependent morpheme (inflectional or derivation) is an affix. Dependent morphemes are those that cannot exist as independent words, but must be related to another morpheme or word (affixes, like the suffix for forming the plural -s, are always bound, and there are bound roots, such as kept in the word kept or -ceive in the word receive.

Free morphemes are those that can stand on their own as independent words (on eg, table, boy, cat, read, write, city).

The different categories of free and dependent morphemes are schematically represented below.

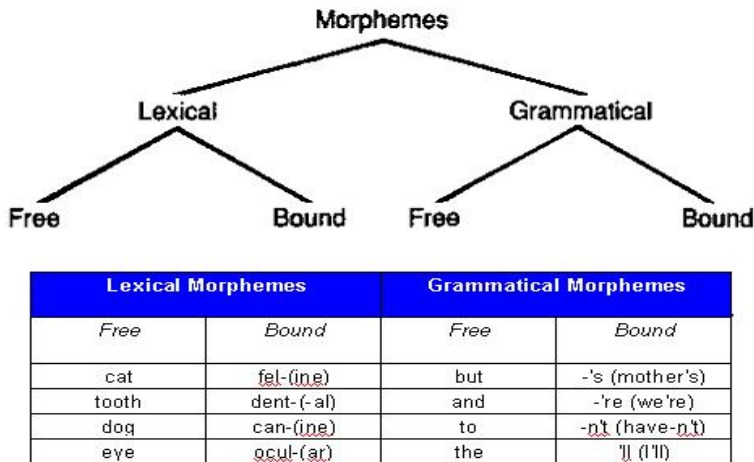


Fig. 1 Different categories of free and dependent morphemes

The stem is an element (free or dependent, root morpheme or compound word) to which other morphemes are added. Also called a base.

The basis may consist of one root, such as good in goodness (goodness), but the base can also be a word that contains more than a morpheme. For example, the word witness can be used as a basis for the word witnesses. To form witnesses, a witness is added to the database the plural morphemes.

The root is a (usually independent) morpheme, with the help of which new ones are built words with the addition of affixes. The root usually has a more specific meaning than affixes added to it. For example, the root *kind* can to add affixes to form: kindly, kindness, kinder, kindest. The root is the element that remains after all other morphemes have been removed from a complex word. In the word decrystalizing, for example, if they are removed the affixes -ing, -ize, and de-, what remains is crystal, which cannot be further divided of meaningful parts and is the root of the word.

A content morpheme is one that has a relatively more specific meaning than functional, i.e., it is a morpheme that names a concept or idea in human experience of the world. Content morphemes belong to the categories of nouns, verbs, adjectives and adverbs.

Functional morphemes are those whose meaning is less specific than that of the content, i.e., they are morphemes whose main meaning and function is to show the connections between the other morphemes. Functional morphemes are mainly belong to the categories of members, prepositions, auxiliary verbs, etc.

Simple words are those that consist of a morpheme, words that can not to be analyzed in further smaller significant parts, such as: boy, six, chalk, in, the, of, read...

Compound words are those that consist of a root and one or more affixes, such as example: girls, wanted, deadly, carelessness, disestablishment. Compounds are words formed from two or more simple or complex words, such as: landlord (owner), red-hot (very hot), window-cleaner, classroom, girlfriend.

Given the above terminology and given illustrative examples, the English inflectional system can now be considered language.

Word Formation as a Branch of Lexicology

The term lexicology is of Greek origin (from *lexis* - word and *logos* - science). Lexicology is a branch of linguistics that deals with vocabulary and the characteristic properties of words and word compositions (phraseologies).

The term word denotes the basic lexical unit of a language and is the result of connecting a certain group of voices with a certain meaning. This unit is used in grammatical functions inherent in it. It is the smallest language unit it can stand alone as a complete statement (Ginzburg, R., S., Khidekel, S., S., Knyazeva, G., Y., Sankin, A., A., 1979).

The term word composition (phraseology) refers to a group of words in a language exist as a complete whole, with a single meaning and a syntactic function, for example: the word composition as loose as a goose means clumsy and is used in a sentence predicative (He is as loose as a goose) (He is clumsy).

Lexicology can be general or special. The general refers to all languages as part of general linguistics. Its purpose is to determine the language universals - linguistic phenomena and properties that are often present in all languages. On the other hand, special lexicology is one that refers to one certain language (English, German, Russian, etc.).

Lexicology can study the development of vocabulary, the origin of words and word combinations, their semantic connections and the development of their vocal form and their meaning. In such cases it is historic lexicology. Another branch of lexicology is descriptive lexicology, which studies the vocabulary at a certain stage of its development.

Conclusion

In English word formation is of great importance because the language is enriches with this phenomenon. The formation of complex words in modern English language is one of the most productive word-formation processes, so new models regularly appear. One of the characteristic features of human language is productivity which implies the ability to create and understand new ones forms of the language of the speaker. Speakers of a language often overlook them the words that exist in it.

To speak and understand a language, among other things, means to know the words that belong to it. The average speaker knows thousands of words and every day we come across new words from our language, Plag (Plag, 2003: 1). This was the impetus for conducting this research.

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