

**“Dunărea de Jos” University of Galați**  
**Doctoral School of Socio-Humanities**



# **DOCTORAL THESIS**

## **Polysemy in Morphology. The Case of the Diminutive**

**Abstract**

**PhD Candidate,  
Irina Vrabie**

**Scientific Advisor,  
Professor Mariana NEAGU**

**Series U1: Philology - English, No. 19**

**GALAȚI**

**2020**

**“Dunărea de Jos” University of Galați**  
**Doctoral School of Socio-Humanities**



# **DOCTORAL THESIS**

## **Polysemy in Morphology. The Case of the Diminutive**

**Abstract**

**PhD Candidate,**

**Irina Vrabie**

**Scientific Advisor,**

Professor Mariana NEAGU

**Scientific Committee,**

Prof. univ. dr. Daniela Corina IONESCU

Prof. univ. dr. Elena CROITORU

Conf. univ. dr. Teodora GHIVIRIGĂ

**Series U1: Philology - English, No. 19**

**GALAȚI**

**2020**

## Table of Contents

### 1. Introduction

- Background of the research
  - Motivation of the research
  - State of the art
  - Theoretical and practical importance of the study
  - Research gap (s) or continuation of research
  - **Purpose**
  - Aim(s)
  - Research questions
  - Research hypotheses
- ### 2. Approach and Method(s)
- Overview of approaches
  - Data sources
  - Data analysis processes
- ### 3. Organizational structure of the thesis by chapters

### Chapter 1. Theoretical preliminaries on diminutives and diminutivization

- 1.1 What are diminutives?
- 1.2 Origins of diminutives in Romance and in Germanic languages
- 1.3 Problems in historical variation and productivity
- 1.4 Diminutive lexicalization
- 1.5 General formation processes
  - a. Synthetic formation / analytic formation
  - b. Word-formation / inflection
  - c. Additive processes / subtractive processes
  - d. Morpheme combination / morpheme repetition
  - e. Affixation / compounding
  - f. Suffixation /prefixation
- 1.6 Augmentatives and intensifiers
  - a. Types of augmentatives in English, Romanian and Spanish
  - b. Formation processes
  - c. Stylistic values of augmentatives
  - d. What are intensifiers?
  - e. Usage of intensifiers in current English and Romanian

### Chapter 2. Approaches of the diminutive

- 2.1 Introduction

- 2.2 The classical approach to categorization
- 2.3 Other approaches in prototype categorization
- 2.4 The morphophonological approach
- 2.5 The morphopragmatic approach
- 2.6 The cognitivist approach
- 2.7 Conceptual framework
  - a. Daniel Jurafsky's model of prototypical senses
  - b. George Lakoff's radial category model
  - c. John Taylor's prototypical linguistic categorization
  - d. Livia Körtevélyessy's interpreted radial model of the evaluative morphology semantics (c.f. Victor Prieto model)
- 2.8 Conclusions

### **Chapter 3. Meanings of the diminutive in English**

- 3.1. The central / prototypical sense
- 3.2. Non-central senses
- 3.3. Contradictory meanings
- 3.4. Diminutives in relation to their context (pragmatic uses of the diminutive)
- 3.5. Multiple diminutivization
- 3.6. The inventory of English diminutive suffixes and its subclasses
- 3.7. Conclusions

### **Chapter 4. Meanings of the diminutive in Spanish and Romanian**

#### **4.1 Diminutive and nominal aspect in Spanish**

- 4.1.1 Types and different meanings of diminutives in Spanish
- 4.1.2 Formation processes

#### **4.2 Diminutives in Romanian**

- 4.2.1 Types and meanings of diminutives in Romanian
- 4.2.2 Formation processes
- 4.2.3 Romanian diminutive diversity and productivity

#### **4.3 Conclusions**

### **Chapter 5. Data analysis**

- 5.1 Introduction
- 5.2 Research questions
- 5.3 Research hypotheses
- 5.4 Research variables
- 5.5 Data sources and data analysis
- 5.6 Mixed methods research

- a. Qualitative research
- b. Quantitative research
- c. Case study - Translation difficulties in children's literature (English - Romanian, Spanish – Romanian)

- Conclusions to the Case study on children's literature

5.7 Research design

5.8 Research population, sampling and profile

5.9 Research tools

5.10 Findings

5.11 Discussion

5.12 Conclusions

### **I. Main Findings**

- findings of key questions
- results of additional aims and questions

### **II. General conclusions**

1. Significance of findings: contributions to theory/research and practice
2. Applications for practice
3. Suggestions for further research
4. Limits of the research
5. Personal contribution and further research
6. Research importance

### **III. References**

### **IV. Publications**

### **V. Annexes**

**A. Survey on the theme of Diminutive use in everyday, informal situations and in the labor environment**

**B. Tables and figures**

**Table 1.** Participants in the survey on the Diminutive use in everyday, informal situations and in the labor environment

**Figure 1.** Participants in the study according to gender

**Figure 2.** Participants in the study according to their Academic qualification

**Figure 3.** Participants in the study according to their nationality

**Figure 4.** Participants in the study according to the number of children they have

**Figure 5.** Participants in the study according to the occupational domain they perform in

**Figure 6.** Livia Körtvélyessy - Radial model of the evaluative morphology semantics

**Key-words:** *diminutives, cognitive linguistics, historical variation and productivity, diminutive lexicalization, prototypical linguistic categorization, radial models in diminutive prototype theories, prototypical (central) and peripheral diminutive senses, diminutive use in children's literature, diminutive occurrence and frequency in formal and informal discourse.*

## ● **Introduction**

Diminutive suffixes are a widely-known linguistic instrument used in order to convey affective appreciations, emotional connections towards a person, group of individuals or an object indicated by the base-word. There is a continually growing level of lexical productivity concerning the use of diminutives in Romanian, English and Spanish, among many other languages, although those are the ones we are going to analyze and draw our conclusions on. Diminutives represent a means of enriching the standard languages, with the occasion of informal discourses, familiar conversations and meetings and many other life situations where communication needs to be adapted according to the speakers' intellectual, educational, socio-cultural status and personal preferences.

We can find them in a considerable amount in instances of popular language and parlance of native and non-native speakers, because they are all continuously adapting to the conditions of the new society, as they embrace new specific means of oral and written expression and production. In the majority of cases, diminutives express subjective connotations, such as attenuation of an action's impact, its consequences, endearment, spatial and affective proximity, moderation of a person's moral or physical characteristic. Their use can also indicate courtesy, irony, even satire, disdain or a descriptive and qualitative indicator for a person's actions, thoughts or way of being. All these semantically interrelated values prove the existence of polysemous connections between them that reveal the complexity of any individual's mental perceptions and projections.

We shall analyze the level of lexical productivity in each of the three languages, as they differ due to linguistic internal mechanisms, to the speakers' perceptions, personal beliefs and stereotypes over a subject and a situation of communication, as they transmit the message in a common way so that their interlocutor(s) always conceptualize it similarly.

This thesis attempts to focus on the cognitive approach, as research data and methodologies which were a beginning and a turning point in the development and concretization will most likely help us draw conclusions and hopefully new theories concerning mental mapping and personal perceptions of each community of speakers when using diminutives.

The utilization of both qualitative and quantitative methods of research is strongly related to efficient, trustworthy examples that stand out for the diminutive category. The semantic, conceptual representations that will be considered can create a further overview picture of the

lexical, semantic, morphological, cognitive rules that the conceptual category of the diminutive centers its development on.

More generally, the mental constructs that people follow when using these small particles that change the meaning, interpretation and comprehension in every speaker's mind follow the same path, a collective, semantic union and common understanding, capable of releasing a "decryption" of the entire message transmission process.

- **Background of the research**

The conceptual category of diminutives has been widely analyzed mainly from the second half of the 20<sup>th</sup> century, from many linguistic perspectives. We shall focus our analysis on the cognitive approach, as I believe that their use is strongly connected to individuals' personal perceptions and previous life experiences.

Various linguists belonging to the cognitive branch have tried to find and explore mappings containing diminutive semantic values, which were interconnected in a denotative or metaphorical manner. Among the cognitive linguists who analyzed diminutive use and formulated theories on their findings were Daniel Jurafsky, that represented the whole process from different perspectives and semantic values, as he linked their use to the manner in which adults treat children (baby-talk). He thought accordingly because they are small human beings who cannot perceive, analyze and respond to circumstances around them, as if they were fully conscious of the surrounding environment. Others semantic values of diminutive suffixes depended on the circumstances surrounding the interlocutors (a playful, informal situation, related to children or to older people whose capacity of judging facts has reduced over time), in contexts where empathy, sympathy, familiarity and informality represent their morphopragmatic functions, the two being connected through psycholinguistic factors, existent in the speakers' subconscious (Kenesei, Harnish 2001: 49).

Concerning cognitive linguistics, Neagu Mariana (2005) affirms that it is a heterogeneous research domain that focuses on three directions: the experiential view (that strongly sustains the existence of a close connection between language and the experience derived from the way individuals perceive and interact with the surrounding world. Scientists in the cognitive domains emphasize the fact that the metaphorical dimension of everyday language is potentiated through the frequency with which people express abstract notions through concrete terms and expressions. The main cognitive instrument that helps in the creation of the metaphorical linguistic dimension are considered to be metaphor and metonymy (Neagu 2005).

This second direction focuses on the selection and organization of the information transmitted. The process used to differentiate and select objects from an entire class is represented by profiling and ground dichotomy. The last overview perspective in cognitive linguistics is the

attentional one, through which speakers concentrate on linguistic aspects that they consider perceptually important, and tend to offer more information on the topic. As a result, “depending on our cognitive ability to direct our attention, different aspects in this frame are highlighted, resulting in different linguistic expressions.” (Talmy 1988, 2000 in Neagu 2005)

Furthermore, Daniel Jurafsky has analyzed in his cognitivist study on diminutive suffixes, the radial model of conceptual categories, belonging to George Lakoff (1987), which attempted to explain the different semantic values of diminutives, including their metaphorical and illative values, the connections that exist between them, through a polysemic perspective. The schematic metaphoric, metonymic models existent in the human mind, and the ability to instinctively choose between various suffixes for the same base belong to a framework present in each speaker’s mental space, whose relevant parts are activated whenever it is needed to understand and process activities related to thinking, oral and written expression and comprehension (Lakoff 1987: 68f).

Livia Körtvélyessy was another linguist who tried to explain the process of diminutive use through evaluative morphology. She stated that diminutive and augmentative suffixes should be analyzed in their semantic, formal and word-formation characteristics, where prototypical examples express two sets of meanings: smallness – largeness (physical dimensions) or positive – negative appraisals, moral features, human values, where the first axis is based on denotation, focusing on a quantitative, objective approach, while the second one concentrates on connotative values and semantic association of concepts, being a qualitative and subjective analysis. (Körtvélyessy 2015: 4)

- **Motivation of the research**

I believe that the study of people’s mental perceptions, interpretations and the emotional connections they establish with others represent one of the most important aspects of linguistic research, in any manner one can realize that. Once we understand and explore other people’s ways of thinking, their educational and intellectual background that strongly reflects upon their manner in communicating, we will be able to provide further explanations on their ways of adapting to social and cultural rules, to integrating every single day into a forever changing society.

It is necessary to explore previous findings on diminutives to achieve these aims in order to understand better how people function, their hopes, needs and ultimately their strong desires to feel and be loved.

The corpus analysis conducted during my research has also focused on children’s perceptions, on their abilities to understand and emotionally interact with other people’s / character’s life experiences, all related to carefully chosen novels and fairy tales, with high hopes that they



connect better to their inner mechanisms concerning empathetic and affectionate attitudes and manifestations.

I find it also very interesting to analyze differences in translations between the Romanian, English and Spanish languages, to connect them to speakers' perceptions and cultural aspects of written production and comprehension. Also, the relevance of testing and applying universal diminutive-related theories is very high and should prove their notable degree of abundance, frequency and occurrence in almost all social situations of communication.

- **State of the art**

Diminutive suffixes should benefit from a further analysis in studies related to cognitive and behavioral studies, in situations where personal beliefs, perceptions lead to certain emotional and physical reactions. These studies could be used in observational situations where one applies for a job and the employer draws up his psychological profile and future possible reactions, depending on the way one conceptualizes the messages he receives and intends to transmit.

Furthermore, it would be worth investigating even more thoroughly the diminutive case when it comes to modifications of the degrees of lexical productivity, to dialectal factors of morphological production and borrowings, to a close analysis of the continuously changing language in terms of oral interaction, use of new morphological forms, lexicalization of existing terms, discourse adaptation to external conditions when it is needed, in order to gain a privilege.

- **Theoretical and practical importance of the study**

The analysis of diminutives from a cognitive linguistic perspective could broaden others' scholars' horizons by offering new perspectives in language learning (due to the phenomena of lexical and semantic borrowings, lexicalization, differentiation between discourse types and their adaptation to social and cultural situations of communication – formal or informal) where we could find new means of teaching behavioural, linguistic habits specific to members of each community and each language – it applies for dialectal, linguistic, interlinguistic and intralinguistic features. The discovery of each community of speakers' conceptualization “maps” regarding the messages transmitted in a situation of communication, of their proper dialectal values and rules they follow, the selection of important parts of the message in their communicative understanding, all of these processes can be easily “decrypted” through the analysis of diminutives, their semantic values, and also of morphological forms that imply human interaction, communication, an emotional and a mental connection.

Moreover, the cognitive study of diminutives can prove to be very helpful in translation situations, where the translator must bear in mind the readers' dialectal and geographic origins, the oral and written characteristics of their discourse. At the same time, he should facilitate their ability in understanding the details of a given story, the message intended to be transmitted and their global, mental, future perception over the facts presented to them. Diminutives and their analysis can help provide information over the relevant parts in a written and oral discourse, and

establish emotional bonds between individuals and entire communities, through empathy, affection, understanding, and sometimes rejection and contempt. However, apart from the lexicalized cases, they are almost never neuter in their semantic charge.

- **Research gap (s) or continuation of research**

I believe that future research should focus more on the negative semantic values of the diminutives, as they are presented as peripheral, apart contempt and disdain, in the majority of cases, and linguists could evaluate in a comparative manner their frequency and occurrence in texts, oral discourses.

Also, the emphasis should also be put on social and cultural aspects of the diminutive use, by connecting these markers more obviously to intellectual abilities and capacities, to the personal environment concerning family, friends and work colleagues, as people tend to hide who they are and follow the invisible social pressure that others overwhelm them with. As a result, the environment is strongly related to ways of conceptualizing situations of communication, friendships, emotional attitudes, thus the use of diminutives varies proportionally with these factors of linguistic development.

In the future, I could pursue my research by analyzing interlinguistic features in oral discourses, translations and reveal other cognitive aspects and theories in message perception and interpretations, within the social and cultural limits of each society and community.

- **Purpose**

- **Aim(s)**

The first aim of my present research is to demonstrate that the diminutive is not polysemous in completely random or idiosyncratic ways, due to the existence of polysemous connections between its semantic values, which depend on the context, the situation of communication and other internal and external factors implying speakers and their background.

The second aim in my research is identify, comment and analyze the existing universal and language-specific aspects of the diminutives, through text interpretation according to diminutive instance of use in the corpus gathered, where the analysis is conducted on three languages, two Romanic (Romanian and Spanish), one Germanic (English). Plenty of translation and conceptual differences appear due to the different linguistic and socio-cultural background of the speakers and readers.

- **Research questions**

In my analysis, I have tried to respond to various research questions related to the aims of my thesis that attempt to open people's mind even more concerning the use of diminutives in

different situation of communication, starting with the mental choice of utilizing them, of believing the linguistic context is adequate and allows it, and trying to use them as a linguistic, interpretative instrument in order to establish new emotional connections, new friendships and share conceptual horizons.

**The first research question** is related to how and why do diminutivized senses evolve or derive from one another, following George Lakoff's radial model category (1987), where his perspective was that the semantic values of diminutives respect a hyperonymy – hyponymy connection and schema, where their denotative, but also connotative, metaphorical, illative values are emphasized in different situations of communication, along with the mental, interpretative connections between them, through the polysemic bond. George Lakoff believed that the metonymic models according to which the human mind functions and interprets messages are unconsciously and instinctively chosen as to reach the other speaker's mental space, by creating a common mental bond between them. Daniel Jurafsky and other well-known linguists have followed and tried to search new additional interpretations to his conceptual model, through family resemblances that further will construct a universal, unified, prototypical category. The polysemantic relations between all the semantic values, be they denotative or metaphorical, help create an overview picture of the diminutive's linguistic ramifications.

**Another research question** is also related to the attempt of showing that the diminutive is not polysemantic is a completely random way, and that it follows a well-determined semantic path. It tries to reveal why some senses become peripheral, while others gain the privileged status of "prototypical", thus creating a hyponymic chain, due to the diminutive's semantic ability to extract from the schema the value necessary to convey a complete, well-interpreted message, with a common mental background between speakers.

**The second question of research** is: why do the levels of diminutive productivity differ so much in the three languages studied, this is a question to which we should respond by taking into account each language's constructional particularities – semantic, morphological, metaphorical and the same specific mental interpretations of the message conveyed due to common previous life experiences. The analysis of diminutives in this case is conducted in a parallel manner. This method is preferred in order to observe mental, conceptual, message and situation-related particularities, that help speakers build their own comprehension, which in the end proves to be common among all the speakers of that linguistic community.

In my analysis, I have tried to respond to various research questions related to the aims of my thesis that attempt to open people's mind even more concerning the use of diminutives in different situation of communication, starting with the mental choice of utilizing them, of believing the linguistic context is adequate and allows it, and trying to use them as a linguistic, interpretative instrument in order to establish new emotional connections, new friendships and share conceptual horizons.

**The third**, last but not least **research question**, focuses on if the diminutive use has any socially relevant significance within a particular language/culture and across the languages/cultures studied. This question envisions all social, cultural and mental peculiarities among the members of the Romanian, English and Spanish communities, with intralinguistic common interpretations of the message transmitted by the speakers, but also through interlinguistic common traits between the Romanic languages (Romanian – Spanish) with obvious means of message expression regarding physical smallness, affectionate and emotional attitudes, including contempt, disdain, endearment, kindness, but also approximation, communication man – animals or animals and their offsprings and all the other metaphorical semantic values that they acquire in different contexts of communication.

- **Approach and Method(s)**

In order for the research to be unitary, complex, highly descriptive in stating and applying universal linguistic principles, I believe that we should consider including both qualitative and quantitative methods in our cognitive research. A well-designed, calculated and highly descriptive and applied methodology that considers the previous linguistic theories on diminutives allows a complex selection, collection and analysis of the data gathered.

Concerning the research methods used and categorized as qualitative research, we should bear in mind the explanations of social, cultural and linguistic phenomena, by attempting to understand people's internal mechanisms through the use of interviews, texts and discourse analysis and interpretations. Altogether, they all converge in the point of understanding the contemporary socio-cultural linguistic changes adaptations related to the diminutive conceptual category.

First of all, the research methods used were aimed at finding out why speakers tend to conceptualize messages in a certain way, with the help of diminutives, if they are introduced in a certain linguistic context.

These research methods reveal the importance of the process in trying to “decode” the mental connections that people make during the transmission of information, but also of the diminutive use that lead the message interpretation in a certain direction of knowledge and common understanding between speakers, groups of people and entire communities.

The methods of qualitative research in my thesis involve text interpretation and information that contains diminutives, by focusing on the cognitive approach in linguistics, that implies studying the mental mapping in the speaker's mind that allows him to interpret information and to render later on a corresponding message. The texts chosen to be interpreted and analyzed consist in the seven novels and fairy tales mentioned below, in **Data sources**, as a proof that supports the aims and cognitive theories in my research.

The methods of quantitative research in my thesis allow some statistics and numerical representative information for the social phenomena studied, in order to establish its general

framework and extension. The questions imply measuring the dispersion and intensification of certain phenomena, numbers and objective, general principles by which we can better define and control the socio-cultural changes. Quantitative methods in research be can generally conceptualized and interpreted as possessing a logical structure within which previous theories identify a certain lack or problem, to which researchers attempt to combat by producing research hypotheses, starting from more general theories (Bryman 1995: 18).

My thesis focuses on the diminutive instances of use in the Romanian, English and Spanish languages, following their occurrence, frequency and mentally unconscious choice concerning their everyday usage, the dialectal preferences among speakers from different geographic regions, but also I intend to bring into foreground various stereotypical principles and values strongly related to socio-cultural personal upbringings.

I have chosen to focus on the Romanian language concerning the usage, linguistic distribution and frequency of diminutives, in both everyday informal life, in a family environment, but also on the general culture knowledge (novels, books read that contained diminutives; e.g. fairy tales, children-adapted books) in Romanian, strongly related to the children's upbringing, due to previous educational and life experiences.

The questionnaire encountered in my thesis, on the theme of diminutive use in everyday life, informal situations and in the labor environment, envisions personal choices regarding the diversity of answer typology and was addressed to parents of my actual students, with ages between 14 and 19 years old. This type of research tries to transform the information gathered through data collection and their analysis process into statistical number and measurement, in order to analyze the already-existing linguistic theories on diminutive use, to guide other scholars' research in the domain and to relate the amplexness of the studied phenomenon to social, cultural conditions.

- **Overview of approaches**

My research is based first of all on universal principles of cognitive linguistics, enunciated and proposed by George Lakoff (1987), Daniel Jurafsky (1999), Livia Körtvélyessy (2013), but also on the analysis and application of morphopragmatic guiding lines (W. Dressler and Lavinia M. Barbaresi), some morphological studies (Paulina Bialy, 2012), lexicological studies (L. Brinton and E. Closs Traugott 2005), as I have tried to explore the diminutive's typology and situations of use from various standpoints, in order to obtain a more complex, more exhaustive research.

- **Data sources**

Concerning the corpus analysis of my research, the data sources consist in seven novels and fairy tales, chosen for their abundance, frequency and richness in diminutive markers, for their notable

degree of lexical productivity in different regional discourses revealed by the different existing translations and the origins of the various translators.

Moreover, the various novels chosen manifest, in terms of diminutive use, a great occurrence and frequency that are disseminated into each line, proving a great open-mindedness, a great sense of emotional and affectionate communication and interaction between characters, thus trying to soften the readers' hearts and to let them draw important lessons of life regarding kindness, affection, empathy, sympathy and other values in life that need to be developed.

The corpus that I gathered in the attempt to demonstrate the aims of my research comprises the novels and fairy tales "*Alice's Adventures in Wonderland*", "*The ugly duckling*", "*Puss in boots*", "*Little Red Riding Hood*", "*Sleeping Beauty (Little Briar Rose)*", "*The little match-seller*", "*The valiant little tailor*".

Other data sources that I have gathered throughout my research consist in a questionnaire administered to the 100 participants regarding the aims and purposes of the thesis and the demonstration of various universally related diminutive theories, with a solid base on previous research in the field. As a result, I have tried to find out if in the speakers and the community of speakers' mental projections the diminutive use is widely employed and its semantic value is instantly, unintentionally chosen from an entire set of mental concepts.

- **Data analysis processes**

In what concerns the novels and fairy tales chosen for the qualitative part of my research, the process of data analysis concentrated on the discussion concerning each diminutive suffix or its analytic marker, when it is the case, on its identification as a prototypical or peripheral sense in the diminutive typology, on the semantic values that it denotes, on the denotative or metaphorical senses related to the contexts we find it in. Moreover, we should also bear in mind the importance of the common interpretation and conceptualization of the message meant to be transmitted to one's interlocutor(s).

Furthermore, the data analysis related to the questionnaire administered to 100 participants related to the aims and purposes of my research and the demonstration of various universally valid diminutive theories, with a solid base on previous research in the field. Through the survey, I have tried to find out if indeed, in the speakers' and the community of speakers' mental projections its use is widely known and its semantic value is instantly, unconsciously chosen from an entire mental conceptual projection, where it is better defined and properly interpreted, in a common manner. It somehow tests the participants' abilities and perceptions on how and when to use diminutives, on how they are interpreted and received in smaller or bigger groups of people, with common or unrelated interests (such as close friends or colleagues from work).

## Chapter I

### **Theoretical preliminaries on diminutives and diminutivization**

Chapter I, “**Theoretical preliminaries on diminutives and diminutivization**”, conveys the definition of the diminutives, as a well-known linguistic instrument that express subjective affective appreciations, such as attenuation of an action impact, consequences, endearment, spatial and affective proximity, moderation of a person’s moral or physical characteristic. Their use can also indicate courtesy, irony, even satire, disdain or a descriptive and qualitative indicator for a person’s actions, thoughts or way of being. They represent natural conceptual categories that help illustrate cognitive, mental mappings of the human way of thinking, some of them are perceived as prototypical, others as peripheral, considering their degree of lexical productivity, frequency and occurrence in informal or literary types of discourse. Moreover, in this chapter, the origins of diminutives in Romance and Germanic languages will be mentioned and analyzed, in the subchapter 1.2, according to their lexical, morphological background, also from the diachronic standpoint. Concerning the analysis of diminutive suffixes, their presence, choice and internal mechanism will be explained through various linguistic means of expression: consonant and / or vowel symbolism, reduplication, affixation, syntactic modification, suppletion and grammatical displacement, while other contextual morphological or tonal details help with this analysis – variation and change of the tone used; the presence of synthetic or analytic constructions, depending on the signifier’s form. (Körtvélyessy 2015: 21).

Another point of reference in diminutive analysis illustrated in chapter 1, 1.3, concerns the historical variation and productivity in diminutive suffixes’ evolution. The synchronic and diachronic evolution of each diminutive suffix will be analyzed in each language studied – Romanian, English and Spanish, relying on the analysis of their internal mechanisms concerning word-formation, but also through a comparative interlinguistic process. Apart from the illustration, morphological, comparative and diachronic analysis between diminutive suffixes in all the three languages studied, I will also mention the German, Scottish, French, Dutch origins of diminutives, which are nowadays considered to be lexical borrowings, adopted and adapted in each language in which they are present.

Also in chapter 1, in the subchapter 1.4 we will notice the analysis of diminutive lexicalization concerning their lexical and morphological evolution, process that depicts the ever changing reality involving concepts, ways of life, preferences, social habits and cultural interests. “Lexicalization can be defined as the process of adding words, set phrases or word patterns to a language, meaning adding new items to a language’s lexicon. “In comparison with its original form which help define a certain concept or extralinguistic reality, a newly-formed word containing diminutives alter the original words’ semantic and morphological charge and goes on to become a specific, independent conceptual reality in itself” (Vrabie 2019).

In the last subchapter, 1.5, the wide variety of diminutive formation processes is mentioned, where they convey the preservation of a steady level of lexical productivity by the process of lexicalization, but they help to the enrichment of the language in the formation of newly attested terms, through different modalities of word-formation: synthetic / analytic formation (where the various suffixes and affixes are mentioned, along with their semantic, contextual, denotative / metaphorical charge, also the situation of diminutive lexical and morphological productivity in analyzed in each of the three languages); inflection; additive processes / subtractive processes; morpheme combination / morpheme repetition; affixation / compounding; suffixation / prefixation.

In subchapter 1.6, “**Augmentatives and intensifiers**”, these two morphological particles are also mentioned and analyzed, in order to convey opposite, contradictory meanings than those of diminutives. The types of augmentatives are mentioned in Romanian, English and Spanish, The augmentative suffixes present in Spanish (“-ón”, “-ona”, “-ote”, “-ota”, “-azo”, “-aza”), added to a word base are considered to be part of a derivative and appreciate suffixation process, along with the diminutive suffixes, unlike other suffixes who do not characterize the base word from the standpoint of dimensions, qualities or features. The new word formed with an augmentative suffix maintains its morphological value and gender (e.g. *pobre [adj.]* > *pobretón [adj.]*; *guapo [adj.]* > *guapetón [adj.]*), in comparison with the same process applied to other types of non-appreciative suffixes, where the grammatical category of the newly-formed word changes almost every time (*feliz [adj.]* > *felicidad [noun]*; *lejos [adv.]* > *lejano [adv.]*) (Martín García 2015 : 417 in Vrabie 2018).

On the other hand, in English the use of augmentatives is also marked with a high level of lexical productivity, where adjectival determiners, such as *big*, *giant*, *huge*, *enormous*, added to a lexical base, generally fulfill the speaker’s desire to render an individual, an object of great, exaggerated physical dimensions, or events, phenomena of great proportions.

The Romanian language follows the Spanish example, by using augmentative suffixes, such as “-oi / oaie”; “-andru”; “-an” to a lexical base, through one the speaker express great proportions and physical dimensions, fear, contempt, rejection, important people, objects or phenomena in his current life.

In this chapter, the formation processes of augmentatives, their stylistic values are conveyed, along with intensifiers, their current usage in the languages studied.



## Chapter 2

### Approaches of the diminutive

Chapter 2, “**Approaches of the diminutive**”, states the semantic values that diminutives can acquire in different contextual situations such as physical smallness, affection, endearment, or personal attitudes of the members of a linguistic community towards a subject they have a strong opinion about, and where they can easily express their personal perspective. Their pragmatic values have a higher productivity and occurrence than the semantic ones, since apart from the central senses of *smallness* and *child* originating from the use of diminutives, there are other derived meanings manifested through them – the *non-serious feature* given by the use of diminutives, with its opposite correspondent in semantic value for the augmentative suffixes.

In this chapter, I have mentioned various cognitive studies and universal theories on diminutive suffixes, one of them being the radial model of conceptual categories, belonging to George Lakoff (1987), who tries to explain the different semantic values of diminutives, including their metaphorical and illative values, the connections that exist between them, through a polysemic perspective. Another great cognitive linguist, Daniel Jurafsky, have later tried to develop and enrich George Lakoff’s theory on the radial model of conceptual categories, by bringing into foreground semantic differences that appear at the core of the polysemantic diminutive chain.

Various approaches will be studied in this chapter, such as the classical approach to categorization (2.2), formulated by Aristotle, one of the most important Greek classic philosophers. He made a clear distinction between the “essence” of a notion and its “accidents”. The former represents the core of a thing or person, it gathers all generic and perpetual components which help to set out and denote the particularity of the term and notion, in the absence of which the existence of either one of them would determine their destruction or annulment (Taylor 1989). In the subchapter 2.3, **other approaches in prototype categorization** are mentioned due to the fact that the classical approach to categorization was questioned because of its various shortcomings. It was believed that if a notion / thing didn’t present all the common definitory traits required in order to form part of a category, it wasn’t excluded from it, on the contrary, it enriched the category’s spectrum and usefulness. In contrast with the classical approach of Aristotle, the category began to be viewed as a grid of resemblances, which did not imply a careful term analysis and the existence or absence of all its defining features. The aspects of a category member concern the status of that thing (object) in a certain cultural environment, they do not involve essential features of the object taken as it is (Taylor 1989). The polysemantic model of the diminutive as a conceptual category begin to replace the classical approach on diminutives, as most of the natural linguistic categories have polycentric structures; pertaining to one of them means resembling to one or various prototypical descriptions. Thus, different and various prototypes can be related to one single category, exposing thereby a family resemblance frame.

Subchapter 2.4, **“The morphophonological approach”**, tries to convey through evaluative morphology, that diminutive and augmentative suffixes are analyzed in their semantic, formal and word-formation characteristics, where prototypical examples express two sets of signifieds: smallness – largeness (physical dimensions) or positive – negative appraisals, moral features, human values, where the first axis is based on denotation, focusing on a quantitative, objective approach, while the second one concentrates on connotative values and semantic association of concepts, being a qualitative and subjective analysis. All features, physical or moral, go through the evaluative process which follows four conceptual cognitive categories – substance, action, quality and circumstance. (Körtvélyessy 2015: 4). Diminutives and augmentatives do not express a neutral semantic value, as it always reflects a positive or a negative feature, characteristic that qualifies the subject of the object indicated in a particular way, in some cases trying to maintain the objectivity of the process.

In subchapter 2.5, **“The morphopragmatic approach”**, diminutive and augmentative suffixes will be analyzed from a morphopragmatic standpoint, which implies the explanation and illustration of words whose semantic charges have been altered by these suffixes, and their use in everyday or specialized linguistic contexts, including the use of various morphological rules which represent an empiric system, where choosing a certain suffix implied the conceptualization of the future message intended to be transmitted. Their pragmatic values surpass the semantic ones, since apart from the central senses of *smallness* and *child* originating from the use of diminutives, there are other derived senses manifested through them – the *non-serious feature* given by the use of diminutives, with its opposite correspondent in terms of semantic value for the augmentative suffixes.

Subchapter 2.6, **“The cognitivist approach”** centers mainly on George Lakoff’s and Daniel Jurafsky’s radial model of the diminutive conceptual category, which try to explain the different semantic values of diminutives, including their metaphorical and illative values, the connections that exist between them, through a polysemic perspective. These suffixes can gain at the same time, in various contexts, different semantic charges, but during their semantic evolution, they can express a unitary perspective over the change and variation of these values.

The schematic metaphoric, metonymic models existent in the human mind, and the ability to instinctively choose between various suffixes for the same base belong to a framework present in each speaker’s mental space, whose relevant parts are activated whenever it is needed to understand and process activities related to thinking, oral and written expression and comprehension (Lakoff 1987: 68f).

In the subchapter 2.7, **“Conceptual framework”**, several conceptual models regarding diminutive suffixes will be discussed, such as **Daniel Jurafsky’s model of prototypical senses, George Lakoff’s radial category model, John Taylor’s prototypical linguistic categorization, Livia Körtvélyessy’s interpreted radial model of the evaluative morphology semantics** (c.f. Victor Prieto model). the semantic models of George Lakoff and Daniel Jurafsky, which situate diminutives in a radial category, according to their presence, prototypical semantic values and uses in the spoken and written language. Daniel Jurafsky’s model reveals the denotative, metaphorical and illative semantic relations that connect them in a certain way (1996). His model can be analyzed from both the synchronic and diachronic standpoint, the former expressing various opposite semantic values of the diminutive suffixes, depending on internal and external factors, whilst the latter

suggests the inductive reasoning that diminutives change the semantic values of the terms affected, through metaphor, abstraction and deduction.

Daniel Jurafsky also mentions that the central and prototypical and peripheral senses that diminutives offer are “child”, small physical dimensions, membership, approximation, imitation, partition, a young age, a certain typology of, relationship with, along with endearment, affection, sympathy, empathy, disdain, contempt, baby-talk, communication with animals, intimacy in conversation. (Jurafsky 1996: 536). Another approach concerning diminutives is centered in how and why do diminutivized semantic values evolve or derive from one another, following George Lakoff’s radial model category (1987), where his perspective was that the semantic values of diminutives respect a hyperonymy – hyponymy connection and schema, where their denotative, but also connotative, metaphorical, illative values are emphasized in different situations of communication, along with the mental, interpretative connections between them, through the polysemic bond. George Lakoff believed that the metonymic models according to which the human mind functions and interprets messages is unconsciously and instinctively chosen as to reach the other speaker’s mental space, by creating a common mental bond between them.

According to **John Taylor’s prototypical linguistic categorization**, diminutives suffixes and their particular semantic values prove the existence of a family resemblance category, where the meanings are interconnected through a common semantic attribute, which is [smallness]. In certain languages, such as Romanian, Spanish and Italian, the diminutive is not related to smallness in physical dimensions, but they express affectionate attitudes, tenderness, endearment, empathy and sympathy coming from the speaker’s part. Diminutive suffixes are used with both animate and inanimate beings, objects, as they express the same semantic value in an adapted linguistic context.

Another linguistic who conducted notable studies of evaluative morphology and semantic was Victor Prieto, who analyzed diminutive and augmentative suffixes according to the principles of cognitive linguistics and offered physiological, psychological, biological and neurological proof that the prototypical conceptual core in this evaluative process is the size. His studies were attentively analyzed by **Livia Körtvélyessy**, who interpreted his radial model on diminutive suffixes from the standpoint of evaluative morphology. Within this approach, the conceptual notion of “size” determines a semantic choice of diminutives for referents expressing “smallness”, and the use of augmentatives in order to suggest “big physical dimensions” related to a being or an object. Diminutive and augmentative suffixes used in order to present altered characteristics and qualities defining any one of the categories involved in process of conceptualization always help decode the message in a correct and fast manner, their use is fundamental when it comes to the appurtenance to a social and cultural community, physical size of an object, an individual, body parts, components of a certain class.

They can also suggest an intensification of a process, feeling, state of mind, physical state; they can include notions over relative time periods, real or perceived as such. In terms of quality of a process, or that a person is characterized by, these suffixes help convey an exact and an attenuated feature, a proper characteristic of a being or object, or can even act as an intensifier for a process, phenomenon, individual, object.

## Chapter 3

### Meanings of the diminutive in English

Chapter 3, “**Meanings of the diminutive in English**”, illustrates valuable information on the central (prototypical) senses that diminutives acquire in various linguistic contexts, formal or more informal; on non-central (peripheral) senses, on contradictory meanings. Also, it conveys the pragmatic uses of diminutives, depending on the communicative context they are found in.

Each diminutive suffix has a prototypical sense, along with other secondary ones, which are related to the semantic values the suffix had before being added to the base-word; terms created through this process can acquire various signifieds, which are semantically related to one another by the charge of the suffix employed. Suffixes share a certain number of common characteristics due to the fact that all diminutive suffixes express small physical dimensions, irony, disdain, endearment, a positive or negative attitude towards someone / something, appreciation, disapproval, mockery and many other particular contextual aspects. (Schneider 2003: 86).

There is an ambiguous boundary between examples that illustrate monosemy and polysemy, assuming that a peripheral (non-central) member belonging to a monosemous category becomes so representative to the point that it constitutes a subordinate conceptual core of the category given. Once the peripheral member becomes another subsidiary prototype of a class, alongside the central member, the category turns from monosemous into polysemous, but this is a slow process. This permanent changes present in the linguistic field show that languages establish new semantic enrichments within their conceptual cores (Taylor 1989)

Concerning the diminutive’s contradictory meanings, in some situations of usage, diminutive suffixes can imply an attenuating effect on the importance offered to a person or thing, resulting in their underestimation, or may refer to the attenuation of some harsh words or ideas that could normally offend the interlocutor or make him uncomfortable.

In order to follow the cognitive principles applied to the analysis, it is also important to state the implication of pragmatics in the research data explanation and interpretation. Pragmatics complements the cognitive linguistics principles by showing how context very much affects meaning and its interpretation and emphasizes the importance of the context in order to render the correct and complete definition or illustration of a semantic charge. However, what also counts as a matter of pragmatic explanation is the objectivity, the clear, precise and unambiguous message of the speaker(s), where we will focus on the diminutives’ study and interpretation. Their true and accurate explanation relies partly on the language register, on the moral and intellectual quality of the speaker(s), on the situational context (social appurtenance, social relations and type of discourse).

Another subchapter that approaches multiple diminutivization (3.5) reveals that the diminutive is a productive morphological mechanism which allows the addition of a second diminutive

instance, where the same lexical base can be combined with various diminutive suffixes, since usage marks the preference and predilection for a certain form. In many cases, terms can go through the process of multiple diminutivization, because the base allows them to, and helps them increase the impact and the intensity of the message that the speaker tries to illustrate.

In subchapter 3.6, “**The inventory of English diminutive suffixes and its subclasses**”, the processes of word-formation concerning diminutives are compared in each of the three languages studied: Romanian, English and Spanish. In comparison with the Spanish language whose internal mechanism helps in forming synthetic diminutives (new terms which are formed by addition of a diminutive suffix to an existing base-word, in order to express a smaller dimension than that of the initial signified, an affective, derogatory, ironic, pitiful attitude), in English, diminutives can be formed by both synthetic and analytic processes. This two processes show that diminutives can present an added suffix to their base form (synthetic diminutives) or they can receive analytic markers such as *little*, *mini*, *tiny*, *small*, which are added before the base-word (analytic diminutives). The latter category is more productive in English because terms gain many semantic values which are easy to express, but both processes reveal the high frequency of diminutives used in English, in oral language, as they do not occur in specialized discourse, different fields of terminology, only if they are analyzed in a metalinguistic context.

Speakers, both native or non-native, may not be fully aware of the grammatical rules that they follow when creating new terms with the help of diminutives; they mostly have an innate ability to distinguish between original and derived forms, and an intuitive conceptual system of differentiation of various semantic values and their alternations that allows them to choose the correct form when building the conceptual linguistic scheme and message.

## Chapter 4

### Meanings of the diminutive in Spanish and Romanian

Chapter 4, “**Meanings of the diminutive in Spanish and Romanian**”, illustrate their semantic values, be it denotative or metaphorical senses, in different linguistic contexts and situations of communication. The diminutive formation process is known for its lexical productivity and regularity in the language. It helps maintain a steady level of lexical productivity by the process of lexicalization, but it does not help to the enrichment of the language through the formation of newly attested terms. This is because from the lexicographic standpoint, these notions are known mostly by their linguistic origins, they are not free-standing due to their semantic value. Those terms which became lexicalized over time gain new semantic charges, different from those that can be connected to the base-word, and their signified do not send to the original, basic notion represented in the beginning.

In the subchapter 4.1, **Diminutive and nominal aspect in Spanish**, diminutive suffixes are presented as a means of expressing subjective appreciation that do not change the morphological category of the morphological form indicated. In some particular cases, the augmentative suffix “-ón” changes the category of the word in order to express the agent performing the action considered by the base-word (e.g. Spanish *galardar* “to give an award” > *galardón* “honorific award”). The appreciative suffix, “-ón” usually adds expressive degrees and characterizations to the original notion, and forms a new grammatical category in order to name the subjects endowed with a certain feature and perform the action indicated by the base-word: e.g. *mirón* “a person who looks at others working but does not engage in helping them or doing something by himself”; *respondón* “a person who gives an inadequate answer most of the time and does not want to do what he is told to”; *buscón* “a person who steals things of little value”.

Different types and meanings of diminutives in Spanish are presented in the subchapter 4.1.1. In the Spanish language, lexical bases can receive one of the diminutive suffixes “-ito”; “-ico”; “-ito”; “-illo”; “-ín”; sometimes they can even form a combination between them. The difference in the selection of the proper diminutive suffix can consist in phonetic reasons, or by taking into account the grammatical or semantic category of the original morphological form.

There are words whose signified can be deduced from the logical lexical combination of the base-word and the suffix added (e.g. *muchacho* > *muchachito*; *ojo* > *ojito*; *guapo* > *guapetón*) that can refer to physical dimensions or a variable range of feelings of the speaker towards a person or an object (e.g. endearment, affection, disdain), but there are also the lexicalized terms, whose signified cannot be deduced from that of the base-word and the suffix separately, because it has started to denote an already existing reality (The New Grammar of the Spanish Language 2009: 165). The diminutive suffixes existing today in the Spanish language, be it pensinsular or of Latin origins, are the following: “-ito/a” (the most productive and highly used nowadays); “-illo/a” (which was the most productive one in the Medieval and Classical period); “-ico/a”; “-uco/a”; “-ín/ina”; “-ino/a”; “-iño/a”; “-ejo/a”; “-ete/a”. The use and productivity of the

diminutives relate to the geographic region of the speakers(s), due to the cultural knowledge and the significance that they tend to attribute to these suffixes. In America, the most frequently used diminutive suffix is “-ito/a” (even with adjectives, adverbs, interjections), while in Argentina “-ejo/a” is used more frequently, in the eastern part of Bolivia “-ingo/a”, “-ico/a” in the Caribbean Islands (also “itico/a”).

In the subchapter 4.2, “**Diminutives in Romanian**”, the types and meanings of diminutives in Romanian are mentioned, from various standpoints: that of their diachronic evolution, that of the diminutives’ Latin background, common with the Spanish language and different from the English. The wide range of diminutive semantic values are revealed, they describe empathetic, affective attitude towards a person, living being or object by attributing them moral or physical positive qualities, or even negative, if the context favors this message, which can determine the other(‘s/s’) corresponding feelings, of endearment, appreciation, admiration, love and affection, closeness or irony, disrespect, disdain, rejection. The wide variety of feelings and emotions connected to the use of these suffixes shows that they represent a very efficient morphological category when it comes to attributing new stylistic values to objective actions, facts or descriptions of somebody. (Condrea 2007: 1).

Diminutive suffixes in Romanian include “-uț/-uță”; “-aș/-așă”; “-ișor/-ișoară”; “-el”; “-iță”; “-ior/-ioară”; “-ică”; “-uc”. Each suffix is discussed as a morphological particle which marks different contextual meanings, interpreted at the moment of the communicative situation, by speakers with both common and distinct opinions and perspectives on the matter.

In subchapter 4.2.3, the Romanian diminutive diversity and productivity is taken into account, by stating the diminutive’s place with the Romanian language’s internal mechanism of word-formation, and its conceptualization among speakers, which reveals it is a modality of adapting to new realities, societies, norms and inevitable phenomena, which influence speakers in their manifestation of feelings, beliefs, perceptions over the entire world.

## Chapter 5

### Data analysis

In chapter 5, regarding the **Data analysis**, I will attempt to present various clear, objective observations and conclusions made during my research, as a result of other people's exposure to this linguistic domain of expressing themselves through diminutives. My analysis will focus on the interrelated study of diminutives in Romanian, English and Spanish, clearly observing that speakers from specific linguistic communities perceive their reality in a certain way, hence their unconscious efforts to conceptualize, explain and render it accordingly. The corpus analysis will focus on the study of diminutives' frequency, occurrence and semantic values found in well-known novels and fairy tales, representative for their literary genre and the semantic consistency regarding emotional attitudes and other values expressed by diminutives. The quantitative methods of research concern the application of a questionnaire regarding the use of diminutives in everyday life, but also in their labor environment, to which have responded my students' parents. This survey attempts to bring into foreground the research data and methodologies which were a beginning and a turning point in the development and concretization of related conclusions and hopefully new theories. The utilization of methods concerning both qualitative and quantitative methods of research is strictly related to efficient, trustworthy examples that stand out for the diminutive category. The semantic, conceptual representations that were investigated can create a further overview picture of the lexical, semantic, morphological, cognitive rules that apply in the case of diminutives.

In subchapter 5.2, "**Research questions**", I will try to respond to various research questions related to the aims of my thesis that attempt to open people's mind even more concerning the use of diminutives in different situation of communication, starting with the mental choice of utilizing them, of believing the linguistic context is adequate and allows it, and trying to use them as a linguistic, interpretative instrument in order to establish new emotional connections, new friendships and share conceptual horizons.

The first research question is related to how and why do diminutivized senses evolve or derive from one another, following George Lakoff's radial model category (1987), where his perspective was that the semantic values of diminutives respect a hyperonymy – hyponymy connection and schema, where their denotative, but also connotative, metaphorical, illative values are emphasized in different situations of communication, along with the mental, interpretative connections between them, through the polysemic bond. Daniel Jurafsky and other well-known linguists have followed and tried to search new additional interpretations to his conceptual model, through family resemblances that further will construct a universal, unified, prototypical category. The polysemantic relations between the all the semantic values, be it denotative or metaphorical, help create an overview picture of the diminutive's linguistic ramifications.



Another research question is also related to the attempt of showing that the diminutive is not polysemantic in a completely random way, and that it follows a well-determined semantic path. It tries to reveal why do some senses become peripheral, while others gain the privileged status of “prototypical”, thus creating a hyponymic chain, due to the diminutive’s semantic ability to extract from the schema the value necessary in order to convey a complete, well-interpreted message, with a common mental background between speakers.

The second question of research relates as to why do the levels of diminutive productivity differ so much in the three languages studied, a question to which we should respond by taking into account each language’s constructional particularities – semantic, morphological, metaphorical and the same specific mental interpretations of the message conveyed due to common previous life experiences. The analysis of diminutives in this case is conducted in a parallel manner. This method is preferred in order to observe mental, conceptual, message and situation-related particularities, that help speakers build their own comprehension, which in the end proves to be common among all the speakers of that linguistic community.

The third, last but not least research question, focuses on if the diminutive use has any socially relevant significance within a particular language/culture and across the languages/cultures studied. This question envisions all social, cultural and mental peculiarities among the members of the Romanian, English and Spanish communities, with intralinguistic common interpretations of the message transmitted by the speakers, but also through interlinguistic common traits between the Romanic languages (Romanian – Spanish) with obvious means of message expression regarding physical smallness, affectionate and emotional attitudes, including contempt, disdain, endearment, kindness, but also approximation, communication man – animals or animals and their offsprings and all the other metaphorical semantic values that they acquire in different contexts of communication.

In the subchapter 5.3, “**Research hypotheses**”, I will base my research direction and focus on the fact the polysemous connections between the semantic values of diminutives follow a certain mental mapping, due to each speaker’s previous life experiences, that are materialized in his discourse, including the need to give and receive affection, to emotionally connect with the other while transmitting a message, or the need to convey also negative feelings and attitudes, justified or not, towards other individuals, animals, objects, events and everything that can receive critics and can be classified in a certain way in this wide world.

The **Research variables**, present in subchapter 5.4, has shown that the analysis of the corpus containing diminutives has depended on very few research variables, as the diminutives found in the seven novels or fairy tales studied have known little fluctuation in the matter of morphological choices depending on the translator’s origins, on the geographic area they worked in, that clearly influenced his work. Moreover, in the analysis of the questionnaire administered on the theme of diminutive use in everyday, informal situations and in the labor environment, there will be a certain number of variables, leading the results in a certain direction of research, and influencing

its conclusions and findings. One of the influencing factors in interpreting the result of the survey is that it has been sent online, via one of the social media sites, to the students. They have read them in English to their parents and let me respond individually, personally. The survey involves a number of 100 participants, with ages between 37 and 55 years old, parents of students with ages between 15 and 19 years old, from which 20 participants with no children, 40 participants with one child and 40 participants with two or more children at home.

Subchapter 5.5, **Data sources and data analysis**, concerns the corpus analysis of my research, the data sources consist in seven novels and fairy tales, chosen for their abundance and richness in diminutives, for their high level of lexical productivity in different regional discourses revealed by the different existing translations and the origins of the various translators. Furthermore, the various novels chosen manifest, in matter of diminutive use, a great occurrence and frequency that are interspersed into each line, proving a great open-mindedness, a great sense of emotional and affectionate communication and interaction between characters, thus trying to soften the readers' hearts and to let them draw important lessons of life regarding kindness, affection, empathy, sympathy and other values in life that need to be developed.

The corpus that I gathered in the attempt to demonstrate the aims of my research consists in the novels and fairy tales *Alice's Adventures in Wonderland*, *The ugly duckling*, *Puss in boots*, *Little Red riding hood*, *Sleeping Beauty (Little Briar Rose)*, *The little match-seller*, *The valiant little tailor*.

The data analysis focuses on the discussion concerning each diminutive suffix or its analytic marker, when it is the case, on its appurtenance to the prototypical or peripheral diminutive typology, on the semantic values that it denotes, on the denotative or metaphorical senses related to the contexts we find it in. Moreover, we should also bear in mind the importance of the common interpretation and conceptualization of the message meant to be transmitted to one's interlocutor(s).

In the subchapter 5.6, **"Mixed methods research"**, I will mention both qualitative and quantitative methods of research chosen in order to demonstrate the research hypotheses and to respond to the research questions present in my thesis. Methods implying qualitative research involve explanations of social, cultural and linguistic phenomena, by trying to understand people's internal mechanisms through the use of interviews, text and discourse analysis and interpretations. They all attempt to understand the contemporary social and cultural linguistic changes in the use of the diminutive, by finding out first of all why speakers tend to conceptualize messages in a certain way, with the help of diminutives, if they are introduced in a certain linguistic context.

The methods of quantitative research permit some statistics and numerical representative information for the social phenomena studied, in order to establish its general framework and extension. The questions imply measuring the dispersion and intensification of the phenomena of

using diminutives in different situations, in everyday life, numbers and objective, general principles by which we can better define and control the socio-cultural changes.

I will chose to focus on the Romanian language concerning the usage, linguistic distribution and frequency of diminutives, in both everyday informal life, in a family environment, but also on the general culture knowledge (novels, books read that contained diminutives; e.g. fairy tales, children-adapted books) in Romanian, strongly related to the children's upbringing, due to previous educational and life experiences. Therefore, the survey will be addressed to close friends and parents of my actual students, with ages between 14 and 19 years old. This type of research tries to convert the information gathered through data collection and their analysis process into statistical number and measurement, in order to produce new theories and to relate the ampleness of the studied phenomenon in social, cultural conditions.

The qualitative methods of research in my thesis concern translation difficulties in children's literature, in the three languages studied (Romanian, English and Spanish). The Romanian language tends to become more expressive and flexible in conveying messages and extraordinary facts whose protagonists are special characters, be it human beings or animals that can possess extraordinary powers or a great emotional interior power and normally also great physical abilities that allows them to get by in the most difficult life situations. The English language, however, tends to adapt the scenario of the translation to the maximum, by keeping only the necessary, extremely relevant details in the story, such as objective descriptions, numbers, clothing details and the succession of the facts.

The translation differences between the Romanian and the English language consist in the level of facts description and explication, where the former is more explicit, the facts are described in more details and it gives proof of a more intense sense of adaptability and emotional implication in the action development.

Moreover, the Spanish language highly resembles to its Romanic "sister" – the Romanian language in the attention for descriptive details accompanied by the attempt to visualize objects, characters, facts and brave or terrible actions of extraordinary great or weak characters, where there is always a moral life lesson to be drawn at the end, and a happy ending that awaits for those who are in love with life and its blessings.

From the cognitive standpoint, the Romanian language illustrates best the semantic, contextual values of the diminutive suffixes encountered, it values them to the extreme where the objective reality confronts with subjective interpretations in the readers' mind, as every described action is perceived in a very personal manner by each and every one of them. Each semantic value becomes a prototypical or a more peripheral one, in function of its quick degree of selection and conceptualization in the speaker's mind, and describe values illustrated first by George Lakoff, such as affection, endearment, empathy, sympathy, approximation, communication with animals,

close relationships and emotional connections with other (human) beings, these being the more specific and relevant ones found in every translation.

**The research design** (subchapter 5.7) concerns the data collected and analyzed, that consist in all the diminutive suffixes and the diminutive analytic markers existing in these novels, used as qualitative, primary source data, due to their great potential in explaining the mental mapping, their conceptualization in different given linguistic contexts and their ability to help people connect more emotionally, to pamper each other and recognize their individual efforts, that result finally in creating and maintain a kinder, more affectionate community.

Concerning the quantitative methods of research, other primary source data used consist in the closed-questions survey, that attempt to demonstrate the speakers' attitudes towards using diminutive in different environments, such as work, family, informal meetings, and their mental tendency in choosing their own language register and adapting their speech when they have a different interlocutor in front of them.

**The research population, sampling and profile** will be explained in subchapter 5.8, according to different analysis principles, such as age, sex, nationality, level of studies finalized, number of children.

The **Findings** (subchapter 5.10) reveal that the data collected and analyzed have created altogether an overview picture on the use of diminutives in everyday life, in work and more informal situations where communication and the proper choice of a language register is essential in the correct interpretation of past, present and future facts. The children's literature is sprinkled with markers of emotional attitudes and connections, and represents a great source in determining specific semantic values of diminutives, relevant and changeable in the linguistic context analyzed, in all their senses, be it denotative or metaphorical. All the diminutive's semantic charges are interrelated, connected and have a common source in the mental perception, that of "small / child" according to Jurafsky, as the main, prototypical sense, that all speakers use to express physical smallness, and affection, kindness when interacting mainly with children. These prototypical values are adapted to various linguistic contexts, where each speaker has a different educational and personal background, that may impede the comprehension and communication process.

The diminutive's semantic values, although different according to the context, are connected through the polysemic bond as they express positive or negative feelings and contour the relationship between people.

The Romanian and the Spanish languages possess very similar if not identical translations, with a common background in diminutive use and interpretation, while the English language is more synthetic in the way that it tends to illustrate more adapted, brief translations in some cases, where details are mentioned in a quick review and the action development is more important.

## General conclusions

As **General conclusions** (subchapter 5.12 and II), from the cognitive point of view, the Romanian language illustrates best the semantic, contextual charges of the diminutive suffixes found, it puts plenty on emphasis on their presence in texts where the objective reality is put altogether with other subjective interpretations in the speakers' mind. As a result, every described action is interpreted according to each one's personal background by each and every speaker / reader. Each semantic charge ultimately becomes a prototypical or a more peripheral one, according to its easy level of selection among other values and its conceptualization in the speaker's mind, and describes contextual values such as affection, endearment, empathy, sympathy, approximation, communication with animals, close relationships and emotional connections with other (human) beings, these being the more specific and relevant ones found in every translation analyzed.

Lexicalization also plays an important role in the diminutive level of lexical and regional productivity as many words have been adopted a long time ago as being essential, necessary denominations in the description of a given linguistic reality. The Romanian and Spanish languages possess a great number of lexicalized words, hence the level of lexical productivity decreases, but despite this phenomenon, the level of diminutive productivity and distribution is still very high, higher than the one of the English language.

Some diminutive semantic values have gained the status of "prototypical" due to their great, increased level of lexical productivity among speakers with a different educational, occupational background, from different geographic areas. I believe that a prototypical diminutive suffix is one to which all the other values can find relevance and a common interpretation at some point in their everyday life discourse that can always be used and adapted depending on the speech's application and integration capacity in the described reality.

In Romanian, Spanish and English diminutives possess a remarkable level of lexical productivity, they lead to the enrichment of both the standard and the popular language linguistic registers of native and non-native speakers, given the fact that speakers always adapt to the conditions of the new society, by embracing also the means of lexical expression of oral and written expression and production. Diminutives in all the three languages analyzed suggest subjective connotations, such as attenuation of an action's impact, positive or negative consequences, endearment, spatial and affective proximity, moderation of a person's moral or physical characteristic, in other cases it can be a sign of courtesy, irony, even satire, disdain or a descriptive and qualitative indicator for a person's actions, thoughts or way of being. They also help reveal emotional relationships and people's attempt to better integrate in social circles.

Diminutives prove to be a productive, highly reliable and valuable linguistic means of expressing polysemic features with a prototypical conceptual category, denoting also more peripheral senses. The same phonological form can denote different correlated semantic values, which reveal small dimensions

in the physical space, approximation, duration, positive or negative emotional attitudes, personal views on a certain matter, socio-cultural peculiarities adapted to a communicative context expressed through language.

The **Significance of findings: contributions to theory/research and practice (II.1)** are mentioned, as the analysis of diminutives from a cognitive approach could provide others scientists with the research tools to realize different activities in language learning, by offering new teaching and learning techniques, in a safer, unjudgemental environment, favorable for the development of oral and written comprehension.

The **Applications for practice (II.2)** suggest that the cognitive study of diminutives can prove to be very helpful in translation situations, where the translator must bear in mind the readers' dialectal and geographic origins, oral and written characteristics of their discourse. At the same time, independent from his geographic and family origins, he should facilitate their ability in understanding the details of a given story, the message intended to be transmitted and their global, mental, future perception over the facts presented to them.

The **Suggestions for further research (II.3)** reveal that social and cultural phenomena could find an explanation in the observation of diminutive use, due to the different semantic charges they imply and the connections between them, due to polysemous relations. Relationships between speakers of a certain community reveal, through the use of diminutives, emotional attitudes, positive or negative, process that could help in order to establish an easier categorization of people's opinions concerning others, of the reflection of their personal life experiences and stereotypes, through the use of language. As a plan of future research, I believe that it would be relevant to study the use of diminutives and other morphological particles that help categorize easier the linguistic reality through language, that lead to the conceptualization of new concept in a common manner for all speakers in a community. The interpretations of texts belonging to different regional areas, discourse typology and relevance, that reflect personal feelings, emotions, interpersonal attitudes, are a great source of research in order to find answers to the eternal changes in each society, but also to establish emotional, unspoken bonds between its members. As a result, the scientific explanation of diminutive use and presence in people's lives could lead to a better community and interpersonal understanding, with effects in the distant future, such as world peace and soul-to-soul communion.

**The Limits of the research (II.4)** attempt to demonstrate that diminutive use should not be so strictly related in some cases to an inferior intellectual level, to a lack in education among speakers, to the discourse inadequacy while trying in vain to establish emotional connections with one's interlocutor(s) and to kindly "demand" affection and attention, as they can be easily considered as vital, necessary linguistic instruments used in order for the people to reconnect with themselves and the others, from soul to soul, by leaving aside all misunderstandings, all differences in social status and entourage, in cultural knowledge, in possessions, and try to see

behind all that describes an individual, in order to attain a real, intimate, affectionate relationship, of course with the other's acceptance.

Into the **Personal contribution and further research subchapter (II.5)**, I will attempt to conduct a qualitative research in what concerns texts interpretation, and conducted a thorough analysis on diminutives from the lexical, diachronic, morphopragmatic, cognitive standpoint, by guiding myself on Dressler and L. Barbaressi's morphopragmatic approach on diminutives, on George Lakoff's and Daniel Jurafsky's conceptual category models, along with various other sources that have tried to analyze and enrich their conceptual models.

I will base my further research on the study of other morphological and pragmatic forms that help express positive and negative emotions, emotional attitudes, personal beliefs, stereotypes, personal opinions and other cognitive and mental perceptions that lead to common interpretations over the whole linguistic reality.

The **Research importance (II.6)** shows that the research on diminutive used mainly from the cognitive standpoint, with some additional interpretation on theoretical notions belonging to the domain of morphopragmatics can help us understand better the mental connections, personal perceptions and interpretations that a community of speakers hold as a socio-cultural legacy, transmitted during the diminutive's diachronic evolution, but also from one geographic area to another, can shed light on all its prototypical and peripheral semantic values, on the polysemous connections that exists between them, on people's common ways of interpreting a situation of communication. We could learn more easily how speakers of other languages think and conceptualize their own truth and all that comes with this phenomenon, thus creating an important "linguistic bridge" in the development not only between elements of language acquisition, but also between ways of thinking, of judging the outside world and conceptualizing it as a whole.

**Final chapter III** reveals all references used in order to document myself about the universal linguistic theories that I have based my research and analysis on, that concern cognitive linguistics, morphopragmatics, evaluative morphology, fundamentals of semantics and pragmatics, diachronic evolution of diminutives, original and lexicalized words in every language studied, linguistic word-formation patterns, prototypes in linguistic theory and linguistic categorization, conceptual interactions and all theories that have helped me throughout my research.

### III. References

#### Books and articles

1. Alecsandri, Vasile. 1984. *Miorița*. Junimea, 12 p.
2. Aleza Izquierdo, Milagros ; Enguita Utrilla, José María (coords.), 2020. *La lengua española en América: Normas y usos actuales*, Universitat de València, Valencia, with the collaboration of Albelda Marco, Marta ; Briz Gómez, Antonio ; Calderón Campos, Miguel ; España Palop, Eduardo ; Fajardo Aguirre, Alejandro ; Fernández de Castro, Félix ; Giménez Folqués, David ; Navarro Gala, Rosario and Torres Torres, Antonio. Available online: <http://www.uv.es/aleza>.
3. Andreou, Marios. 2017. *A frame-based approach to evaluative morphology*. University of Düsseldorf.
4. Andreou, Marios. to appear. *The Lexical Semantic Framework for Morphology*. In Mark Aronoff (ed.). *The Oxford Research Encyclopedia of Linguistics*. New York: Oxford University Press.
5. Ashliman, D. L. 2017. *The Brave Little Tailor*. University of Pittsburgh.
6. Bagasheva, Alexandra. 2015. *Features of evaluative morphology in Bulgarian*. In SKASE Journal of Theoretical Linguistics [online]. 2015, vol. 12, no.1.
7. Bialy, Paulina, 2012. *Synthetic diminutives in English nursery rhymes: Formations with the suffix ie*, Academia Naukove, v. VIII: 113-117.
8. Bialy, Paulina. 2012. "Synthetic diminutives in English nursery rhymes: Formations with the suffix ie". Academia Naukove, v. VIII: 113-117.
9. Brinton, Laurel J, Closs Traugott, Elizabeth. 2005. *Lexicalization and Language Change*. Cambridge University Press.
10. Brown, J. D. (2001): *Using surveys in language programs*. Cambridge: Cambridge University Press.
11. Bryman A. 1995. *Quality and quantity in social research*. London: Routledge, 1992, [1995 printing].
12. Bryman, A. and Bell E. 2007. *The Ethics of Management Research: An Exploratory Content Analysis*. British Journal of Management. [accessed on 10.05.2020]
13. Burchfield, R.W. (ed.). 1998. *The New Fowler's Modern English Usage*, third edition. Oxford: Oxford University Press.
14. Burchfield, R.W. *The New Fowler's Modern English Usage*. 3rd edition 1996, XXII + 864 pp. ISBN 0-19-869-126-2. Oxford: Clarendon Press
15. Carroll, L. 1998. *Alice's Adventures in Wonderland*. Volume One Publishing. Chicago, Illinois. [pdf document - A BookVirtual Digital Edition, v.1.2. November, 2000, last accessed on 10.05.2020]
16. Carroll, L. *Alice în Țara Minunilor*. <https://scorilos.files.wordpress.com/2011/04/alice-in-tara-minunilor.pdf> [ Romanian version, last accessed on 10.05.2020]



17. Carroll, L. 2003. *Alicia en el País de las Maravillas*. Ediciones del Sur, April 2003 [consulted at <http://www.edicionesdelsur.com>, last accessed on 10.05.2020]
18. Chircu, Adrian. 2006. *Adverbul românesc și sufixele diminutive*. Editura Alfa. <http://www.diacronia.ro/ro/indexing/details/V2364/pdf>
19. Chiriac, Marian, „*Vă pupic dulce*”! *Diminutivele în viața noastră*, <http://totb.ro/category/in-afara-cutiei/>, consulted 11.11.2016
20. Chiriac, Marian. “*Vă pupic dulce*”! *Diminutivele în viața noastră* [online]. Available at: <http://totb.ro/category/in-afara-cutiei/>. Accessed on 11.11.2016
21. Cinque, Guglielmo. 2015. *Augmentative, pejorative, diminutive and endearing heads in the extended nominal projection*. John Benjamins Publishing Company. DOI 10.1075/la.223.04cin
22. Cinque, Guglielmo. *Augmentative, pejorative, diminutive and endearing heads in the extended nominal projection*. John Benjamins Publishing Company, 2015.
23. Condrea, Irina. 2007. *Valori stilistice ale formelor diminutive*. Limba Română 7-9, year XVII, accessed on 30.06.2018.
24. Dalton-Puffer, Christiane. *The French Influence on Middle English Morphology: A Corpus-based Study of Derivation*. Mouton de Gruyter, 1996.
25. Dressler, Wolfgang U., Merlini Barbaressi, Lavinia. 1994. *Morphopragmatics: Diminutives and Intensifiers in Italian, German, and Other languages*. Berlin, New York: Mouton de Gruyter, p. 136; 407. Edited by Peter O. Müller, Ingeborg Ohnheiser, Susan Olsen, Franz Rainer.
26. Encyclopædia Metropolitana; Or, Universal Dictionary of Knowledge ..., Volume 7; edited by Edward Smedley, Hugh James Rose, Henry John Rose
27. Fabregas, Antonio. *Are some interfixes appreciative morphemes?* Revista Estudios de Lingüística, 21, 2017.
28. Fisiak, Jacek (edited). *Aspects of the History of English Language and Literature: Selected Papers at SHELL 2009*, Hiroshima, Peter Lang, Internationaler Verlag der Wissenschaften, 2010.
29. Gillham, B. 2008. *Developing a questionnaire*. London: Continuum.
30. González Ollé, Fernando. 1962. *Los sufijos diminutivos en el castellano medieval*. Consejo Superior de Investigaciones Científicas, Patronato "Menéndez y Pelayo," Instituto "Miguel de Cervantes", in [Revista de filología española: Anejo](#) 75, Madrid.
31. Gooch, 1967 in Linguistics, Issues 156-160. Walter de Gruyter & Co (contributor). Mouton de Gruyter, 1975.
32. Grandi, Nicola. 2011. *Edinburgh Handbook of Evaluative Morphology*. Edinburgh University Press, p. 7.
33. Grandi, Nicola. 2011. *Renewal and innovation in the emergence of Indo-European evaluative morphology. Lexis 6: Diminutives and Augmentatives in the Languages of the World*, 2011, vol. 6, pp. 5- 26. Retrieved from [http://lexis.univ-lyon3.fr/IMG/pdf/Lexis\\_6.pdf](http://lexis.univ-lyon3.fr/IMG/pdf/Lexis_6.pdf).
34. Gregová Renáta. 2011. *Evaluative Morphology and Morpho(phonological) Changes in Diminutives of Indo-European Languages*. In BAS (British and American Studies)

35. Grimm, Brothers. 2010. *El sastrecillo valiente*. Editorial Forja. Colección Hilo Negro. Chile.
36. Grimm, Brothers. 2013. *Grimm's Complete Fairy Tales. Sleeping Beauty (Little Briar Rose)*, edited by Hugh Fraser, G. Burrows. Read Books Ltd.
- 37.
38. Grimm, Gebrüder . 2012. *Fairy Tales by the Brothers Grimm*. Verlag Actium, 266 p.
39. Hägg, Anna Theresa. 2016. *A contrastive study of English and Spanish synthetic diminutives*. University of Oslo.
40. Hanks, Patrick, Coates, Richard, McClure, Peter (edited). *The Oxford Dictionary of Family Names in Britain and Ireland, vol. I*. Oxford University Press, 2016.
41. Hickey, Raymond, Puppel, Stanislav (edited). *Trends in linguistics. Studies and Monographs 101. Language History and Linguistic Modelling: Language history, vol. II*. Mouton de Gruyter, Berlin, 1997.
42. Hogg, M. Richard, Blake, Norman Francis, Lass, Roger, Burchfield, R. W. (edited). *The Cambridge History of the English Language, Volume 1. The beginnings to 1066*. Cambridge University Press, 1992.
43. Hummel, Martin. 1997. *Toward the Linguistics of Your Diminutive: Diminutives as Appreciatives*, Anuario de Estudios Filológicos, in Linguistics and Language Behavior Abstracts: LLBA., Volume 32, Issue 4. Sociological Abstracts, Incorporated, 1998 - [Language and languages](#), 202.
44. Iannotti, Maria. 2016. *La derivación apreciativa en la 23ª edición del Diccionario de la Real Academia Española*. EPOS, XXXII, 137-148
45. Jackendoff, Ray. 1978. *An argument about the composition of conceptual structure*, p. 162 – 166.
46. JURAFSKY, Daniel. 1996. *Universal Tendencies in the Semantics of the Diminutive*. Language, 1996, vol. 72 (3), pp. 533-578.
47. Khachikyan, Shushan. 2016. *Diminutives as Intimacy Expressions in English and Armenian*. Linguistics Issues. Armenian Folia Anglistika.
48. Körtvélyessy, Livia (to appear) *Evaluative Morphology*. In Grandi, N. and Körtvélyessy, L. (eds.) *Edinburgh Handbook of Evaluative Morphology*. Edinburgh: Edinburgh University Press.
49. Kovács Éva. 2011. *ON the Diminutive in English*. IN BAS (British and American Studies) magazine, University of Timișoara.
50. Lass, Roger (edited). *The Cambridge History of the English Language, vol. III, 1476-1776*. Cambridge University Press, 1999.
51. Lázaro Mora, Fernando. 1977. *Morfología de los sufijos diminutivos –ito(a), -ico(a), -illo(a)*. Universidad Complutense de Madrid. VERBA no. 4, 115 – 125.
52. Lazaro Mora, Fernando. Bosque, Ignacio; Demonte, Violeta: *La derivación apreciativa. Gramática descriptiva de la lengua española. vol 3. Entre la oración y el discurso. Morfología*.
53. Leech, Geoffrey. 1981. *Semantics. The study of meaning* (Second edition - revised and updated).
54. Malaver, Irania. 2017. *Ahorita: lexicalization and linguistic change in the spanish spoken in Caracas*. [Nueva revista de filología hispánica](#), vol. 65 no.1, Ciudad de México ene./jun. 2017. <http://dx.doi.org/10.24201/nrfh.v65i1.2828> (consulted on 12.09.2018)

55. Malaver, Irania. *Ahorita: lexicalization and linguistic change in the spanish spoken in Caracas*. *Nueva revista de filología hispánica*, vol. 65 no.1 ene./jun. 2017.
56. Manjón Cabeza-Cruz, Antonio. *Los sufijos -ico, -ito, -illo en el español de Granada, España*. *Spanish in Context, Volume 13, Issue 3*, p. 420 - 435 . John Benjamins Publishing co., Jan 2016, p. 420.
57. Marchand, 1969 in Merlini Barbaresi, 1999. *The pragmatics of the “diminutive” –y/ie suffix in English*. Schaner-Wolles, C., Rennison, J. & Neubarth, F. (eds.) *Naturally!* Torino: Rosenberg & Sellier. p. 315-326.
58. Martín García, Josefa. *Aumentativos y diminutivos*. Encyclopedia Vol. I, part 2, 2015.
59. Mendoza, Martha. 2011. Size matters: Grammaticalization, metaphor, and the Spanish diminutive. *Estudios de Lingüística Aplicada*, year 29, no. 54, p. 135-157.
60. Monge. 1965. *Word-Formation: An International Handbook of the Languages of Europe*
61. Neagu, M. and Pisoschi, C. (2015) *Fundamentals of Semantics and Pragmatics*. Craiova: Editura Universitaria
62. Neagu, M. (Ed.) (2005) *Understanding and Translating Metaphor*. București: Editura Didactică și Pedagogică
63. Neagu, M. (2005) “The Cognitive Notions of Metaphor and Metonymy.” In *Understanding and Translating Metaphor*. ed. by Neagu, M. București: Editura Didactică și Pedagogică, 15-28
64. Neagu, M. (1996) *Elements of Lexical Semantics and Pragmatics*. Brăila: Editura Evrika
65. New Grammar of the Spanish Language. 2009. <https://www.rae.es/obras-academicas/gramatica/nueva-gramatica/nueva-gramatica-morfologia-y-sintaxis> (consulted 09.2018)
66. Oppenheim, A. N. (1992): *Questionnaire design, interviewing and attitude measurement*. London: Pinter.
67. Pinker, Steven. 2013. *Learnability and Cognition: The Acquisition of Argument Structure*, MIT Press, p. 197.
68. Plag, Ingo, Andreou, Marios & Kawaletz, Lea. 2017. *A frame-semantic approach to polysemy in affixation*. In Olivier Bonami, Gilles Boyé, Georgette Dal, Hélène Giraud & Fiammetta Namer (eds.), *The lexeme in descriptive and theoretical morphology*, 467–486. Berlin: Language Science Press.
69. Ponsonnet, Maïa. *A preliminary typology of emotional connotations in morphological diminutives and augmentatives*, prepublication version (2018).
70. Rafał, Augustyn; Gniecka Agata. 2011. *Irony behind diminutives: a cognitive linguistic analysis of popular technical terms*. *Lubelskiemateriały Neofilologiczne* nr 35, 2011.
71. Rifón Sánchez, Antonio. *La derivación apreciativa en español*. *Revista Estudios de Lingüística*, 12, 1998.

72. Ruiz de Mendoza, Francisco. 1996. *Some notes on the grammatical status of the Spanish –ito/-illo diminutives and their translation in English*. Universidad de Cádiz, Pragmalingüística, vol. 3-4, pp. 155-172.
73. Rusek, Monika. *That English has no diminutives is a common myth - based on Klaus P. Schneider's book "Diminutives in English"*, seminar paper, 2005.
74. Santibáñez Sáenz, Francisco. 1999. *Conceptual interaction and Spanish diminutives*. Cuadernos de Investigación Filológica vol. XXV, Universidad de la Rioja, p. 173 – 190.
75. Sauer, Hans. *Studies in English Medieval language and literature. Aspects of the History of English language and literature: Selected papers at SHELL 2009, Old English word-formation: constant features and changes*. Hiroshima, 2010.
76. Schneider, Klaus P. & Strubel-Burgdorf, Susanne, *Diminutive -let in English*, p. 17, In SKASE Journal of Theoretical Linguistics [online]. 2012, vol. 9, no. 1
77. Schneider, Klaus P. 2003. *Diminutives in English*. Max Niemeyer Verlag Tubingen
78. Spisiakova, Maria. *Some comparative aspects of diminutives in Slovak and Spanish*.
79. Sudman, S. – Bradburn, N. M. (1983): *Asking questions*. San Francisco, CA: Jossey-Bass.
80. Talmy, Leonard. 1985. *Lexicalization Patterns: Semantic Structure in Lexical Forms*, in T. Shopen, ed., *Language Typology and Syntactic Description 3: Grammatical Categories and the Lexicon*, Cambridge University Press, Cambridge, 57-149.
81. Tatar, Maria. 2002. *The Annotated Classic Fairy Tales*, New York and London: W.W. Norton & Company - Puss in boots versions
82. Taylor, John R. 1989. *Prototypes in linguistic theory. Linguistic categorization*. Oxford: Clarendon Press, p. 142 – 147.
83. Ten Hacken, Pius. Thomas, Claire. 2013. *The semantics of word formation and lexicalization*, p. 50 – 61, p. 208.
84. *The New Fowler's Modern English Usage*. Oxford: Clarendon Press.
85. Tirapu León, Ignacio. 2014. *Semántica de la sufijación valorativa en español oral contemporáneo*. Universidad de Salamanca, Salamanca.
86. Vizental, Adriana. 2009. *Meaning and communication. From semantic meaning to pragmatic meaning*. Editura Universităţii Aurel Vlaicu, Arad.
87. Vrabie, I. 2017. *The Diminutive as a Polysemantic Category*. In *Translation Studies: Retrospective and Prospective Views*. Editura Casa Cărţii de Ştiinţă, II/ 2017; p. 145-154.
88. Vrabie, I. 2018. *Diminutive and augmentative uses in the Spanish language*. In *Translation Studies: Retrospective and Prospective Views*. Editura Casa Cărţii de Ştiinţă, XI/ 2018; p. 208-217
89. Vrabie, I. 2019. *Lexicalization of words containing diminutive suffixes in English*. In *Translation Studies: Retrospective and Prospective Views*. Editura Casa Cărţii de Ştiinţă, XII/ 2019; p. 131-139

90. Zafiu, Rodica. 2010. *Evaluation of the diminutives*. In Studii de limba română. Omagiu profesorului Grigore Brâncuș, ed. by Gh. Chivu and Oana Uță, 291-297. București: Editura Universității din București.

### Internet sites

1. <http://aclerkofoxford.blogspot.ro/2011/11/medieval-terms-of-endearment.html>
2. [https://andersen.sdu.dk/vaerk/register/info\\_e.html?vid=79](https://andersen.sdu.dk/vaerk/register/info_e.html?vid=79) – “The little match seller” version [last accessed on 10.05.2020]
3. [http://bwpl.unibuc.ro/wp-content/uploads/2017/02/BWPL\\_2011\\_nr.-1\\_Reviews.pdf](http://bwpl.unibuc.ro/wp-content/uploads/2017/02/BWPL_2011_nr.-1_Reviews.pdf)
4. <http://cnx.org/contents/QP1oM4Rg@1/Diminutives>
5. [http://en.wikipedia.org.mevn.net/wiki/Diminutives\\_in\\_Australian\\_English](http://en.wikipedia.org.mevn.net/wiki/Diminutives_in_Australian_English)
6. <http://kneckert.com/academic/medieval/Old-english.html>
7. <http://langevo.blogspot.ro/2013/05/morphemes-are-forever.html>
8. <http://linguaphiles.livejournal.com/1607466.html>
9. [http://onlinelibrary.wiley.com/doi/10.1111/j.1467-968X.1857.tb00804.x/epdf?r3\\_referer=wol&tracking\\_action=preview\\_click&show\\_checkout=1&purchase\\_referrer=www.google.ro&purchase\\_site\\_license=LICENSE\\_DENIED\\_N\\_O\\_CUSTOMER](http://onlinelibrary.wiley.com/doi/10.1111/j.1467-968X.1857.tb00804.x/epdf?r3_referer=wol&tracking_action=preview_click&show_checkout=1&purchase_referrer=www.google.ro&purchase_site_license=LICENSE_DENIED_N_O_CUSTOMER)
10. <http://ozwords.org/?p=7682>
11. <http://public.oed.com/aspects-of-english/english-in-time/old-english-an-overview/>
12. <http://quod.lib.umich.edu/cgi/m/mec/med-idx?type=id&id=MED24100>
13. [http://reduplication.uni-graz.at/texte/Dissertation\\_gesamt.pdf](http://reduplication.uni-graz.at/texte/Dissertation_gesamt.pdf)
14. <http://revistas.um.es/ijes/article/view/161721>
15. <http://waiyu.bjfu.edu.cn/document/20130924145020316543.pdf>
16. <http://wordsmith.org/words/diminutive.html>
17. <http://www.affixes.org/l/-le1.html>
18. <http://www.australia.gov.au/about-australia/australian-story/austn-slang>
19. <http://www.bbc.co.uk/culture/story/20150427-pervs-greenies-and-ratbags>
20. <http://www.britishbabynames.com/blog/nicknames-and-diminutives/page/8/>
21. <http://www.dictionary.com/browse/-s>
22. <http://www.etymonline.com/index.php?term=-ling>
23. <http://www.genealogytoday.com/genealogy/enoch/origins.html>
24. <http://www.inferaldreams.com/names/Europe/Medieval/England.htm>
25. <http://www.poms.ac.uk/information/editorial-information/some-considerations-on-metonymic-by-names-and-surnames-2013/>
26. <http://www.spanish411.net/Spanish-Diminutives-Augmentatives.asp>

27. <http://www.spanish411.net/Spanish-Diminutives-Augmentatives.asp>
28. [http://www.thehistoryofenglish.com/issues\\_new.html](http://www.thehistoryofenglish.com/issues_new.html)
29. [http://www.wow.com/wiki/Diminutives\\_in\\_Australian\\_English](http://www.wow.com/wiki/Diminutives_in_Australian_English)
30. [http://www.wow.com/wiki/Diminutives\\_in\\_Australian\\_English](http://www.wow.com/wiki/Diminutives_in_Australian_English)
31. <http://www.yourdictionary.com/diminutive>
32. <https://ahdictionary.com/word/search.html?q=diminutive>
33. <https://brainly.com/>
34. <https://dmnes.wordpress.com/tag/diminutives/>
35. <https://en.oxforddictionaries.com/definition/diminutive>
36. [https://en.wikipedia.org/wiki/Changes\\_to\\_Old\\_English\\_vocabulary](https://en.wikipedia.org/wiki/Changes_to_Old_English_vocabulary)
37. <https://en.wiktionary.org/wiki/-ock>
38. <https://everything2.com/user/izubachi/writeups/Old+English+noun+and+adjective+functional+suffixes>
39. [https://ipfs.io/ipfs/QmXoyvizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Diminutives\\_in\\_Australian\\_English.html](https://ipfs.io/ipfs/QmXoyvizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Diminutives_in_Australian_English.html)
40. [https://ipfs.io/ipfs/QmXoyvizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Diminutives\\_in\\_Australian\\_English.html](https://ipfs.io/ipfs/QmXoyvizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Diminutives_in_Australian_English.html)
41. <https://prezi.com/v0q-ndpynmft/australian-english/>
42. <https://theses.cz/id/4aq8jv/64381-931340661.pdf>
43. <https://www.babbel.com/en/magazine/english-words-actually-spanish>
44. <https://www.babbel.com/en/magazine/english-words-actually-spanish>
45. <https://www.behindthename.com/names/origin/old-english>
46. <https://www.behindthename.com/names/usage/medieval-english>
47. <https://www.dailywritingtips.com/50-diminutive-suffixes-and-a-cute-little-prefix/>
48. [https://www.duo.uio.no/bitstream/handle/10852/51622/MA\\_thesis\\_Hagg2016\\_2.pdf?sequence=1](https://www.duo.uio.no/bitstream/handle/10852/51622/MA_thesis_Hagg2016_2.pdf?sequence=1)
49. <https://www.etymonline.com/>
50. <https://www.facebook.com/etymonline/posts/737936346323251>
51. <https://www.grammarphobia.com/blog/2017/06/en-suffix.html>
52. <https://www.peterlang.com/view/9783653996500/chapter14.html>
53. <https://www.reteteleluiradu.ro/pe-scurt-despre-cepsoara/>
54. <https://www.revolv.com/main/index.php?s=Diminutives%20in%20Australian%20English>
55. <https://www.thefreelibrary.com/On+the+origin+of+the+English+diminutive+suffix+-y,+,-ie.-a092803251>
56. <https://www.vocabulary.com/dictionary/diminutive>
57. <https://www.wordnik.com/words/-ock>
- 58.

59. <https://www.povesti-pentru-copii.com/hans-christian-andersen/ratusca-cea-urata.html> - “Răţusca cea urâtă”. Andersen, H. C.
60. [http://hca.gilead.org.il/ugly\\_duc.html](http://hca.gilead.org.il/ugly_duc.html) “The ugly duckling”. Andersen, H. C.
61. [https://www.mincultura.gov.co/areas/artes/publicaciones/Documents/Leeresmicuento\\_16\\_patito.pdf](https://www.mincultura.gov.co/areas/artes/publicaciones/Documents/Leeresmicuento_16_patito.pdf) - “El patito feo”. Andersen, H. C.
62. [http://e-povesti.ro/povesti/motanul\\_incaltat-2/](http://e-povesti.ro/povesti/motanul_incaltat-2/) - “Motanul încălţat”. Perrault, C.
63. <http://www.ataun.eus/BIBLIOTECAGRATUITA/Classics%20in%20English/Charles%20Perrault/Puss%20in%20boots.pdf> - “Puss in boots. Perrault, C.
64. <http://www.cuentoscortos.com/cuentos-clasicos/el-gato-con-botas> - “El gato con botas”. Perrault, C.
65. <https://www.povesti-pentru-copii.com/fratii-grimm/scufita-rosie.html> - “Scufiţa roşie”. Brothers Grimm
66. <https://books.google.ro/books?id=zy3OAZuBkTOC&pg=PA215&lpg=PA215&dq> – “Little Red riding hood”. Brothers Grimm
67. [https://www.grimmstories.com/es/grimm\\_cuentos/caperucita\\_roja](https://www.grimmstories.com/es/grimm_cuentos/caperucita_roja) - “Caperucita roja”. Brothers Grimm.
68. [https://www.grimmstories.com/ro/grimm\\_basme/frumoasa\\_adormita](https://www.grimmstories.com/ro/grimm_basme/frumoasa_adormita) - “Frumoasa din pădurea adormită”. Brothers Grimm
69. [https://www.grimmstories.com/es/grimm\\_cuentos/la\\_bella\\_durmiente\\_del\\_bosque](https://www.grimmstories.com/es/grimm_cuentos/la_bella_durmiente_del_bosque) - “La Bella Durmiente”. Brothers Grimm.
70. [https://educatie.inmures.ro/fileadmin/galerii\\_foto/institutii/pdf/fetitacuchibriturile.pdf](https://educatie.inmures.ro/fileadmin/galerii_foto/institutii/pdf/fetitacuchibriturile.pdf) - “Fetiţa cu chibrituri”. Andersen, H. C.
71. <https://albalearning.com/audiolibros/andersen/lavendedora.html> - “La vendedora de fósforos”. Andersen, H. C.
72. [https://www.grimmstories.com/ro/grimm\\_basme/croitorasul\\_cel\\_vestit](https://www.grimmstories.com/ro/grimm_basme/croitorasul_cel_vestit) - “Croitoraşul cel viteaz”. Brothers Grimm.