The verb forming suffix -ίζω and its similative meaning

Martha Lampropoulou  
University of Belgrade  
marthalamp@gmail.com

Abstract  
This paper attempts to specify the semantic motivation of -ίζω derivatives which bear the [+similative] feature. The similative sense of -ίζω refers to the similarity of the appearance or manner of an individual/entity to that of another individual/entity. It is assumed that the properties of the base in combination with the suffix trigger a conceptual metaphoric and metonymic link and give rise to a repetitive sense of -ίζω derivatives i.e μαίμοι [maimoi] ‘monkey’ > μαίμουδίζω [maimoudizo] ‘behave like a monkey in terms of manner-s’.  
This sense is part of the semantics of -ίζω; according to Efthymiou (2011); the most prominent meaning of the suffix -ίζω is that of ‘use X’, where X stands for an instrument. Nevertheless, the similative meaning is quite frequent. The study also comprises an empirical part: a questionnaire given to 30 native speakers of Greek examining possible formations of -ίζω derivatives [+similative]. The derivatives of -ίζω are examined through morphological studies (Efthymiou 2011; Mela-Athanasopoulou 2007; Plag 1999). The Cognitive Linguistic framework (Langacker 2009; Radden & Kövecses 1999) is also adopted in order to clarify further the plurality of meanings of a single suffix.

Keywords: the suffix -ίζω, similative meaning, word-formation, metaphor, metonymy

1. Introduction  
The focus of this paper lies in attempting to find the semantic motivation of the shift from Noun to Verb based on the conceptualization of the speaker. In particular, the similative sense of -ίζω is examined. The similative meaning refers to the similarity of appearance or manner of an individual/entity to that of another individual/entity. It is assumed that the suffix displays a number of meanings ranging from more prominent to less prominent ones: from ‘turn into X’ / ‘use X’ to ‘imitate the manner of X’. The similative meaning (‘imitate the manner of X’ i.e. American-ίζω: imitate the manner of an American, which is also found in English and American, Americanize and Americanise, respectively) is distinguished because it involves underlying metaphoric and metonymic mappings in the process of derivation. In other words, this similative meaning assigned to the suffix results from a figurative interpretation of the base in combination with the suffix.  
In order to decipher the similative meaning, the morphological approaches of Efthymiou (2011), Efthymiou, Fragkaki and Markos (2012) as well as Mela-
Athanasopoulou (2007) adopt the theory of lexical conceptual semantics developed by Jackendoff (1983, 1990) and suggest that all Modern Greek verb forming processes share the same underlying semantic structure, hence a focus on semantics is observed. Likewise, in Cognitive Linguistics it is the semantic prominence which plays an important role in word formation processes. As it will be shown, the stem as well as the suffix can be instantiations of schemata instigated by the conceptual processes of metaphor and metonymy. The instances which will be analyzed come from Greek and were taken from the dictionary of the Reverse Dictionary of Modern Greek (Anastasiadis-Symeonidis 2002). The paper also involves empirical evidence from Modern Greek, based on a questionnaire given to a sample of 30 high school students, native speakers of Greek. In particular, the students were asked to coin new words using productive frequent verb suffixes in Greek, one of them being -ίζω.

2. Theoretical background

2.1 Etymological and semantic profile of -ίζω

In Ancient Greek, the suffix -ιζω [ίζω] served as a verb in its own right; it used to be an indicative present form which meant “to make somebody sit, to place, or to lie in wait or lurk” (Vlachou 1996: 327). This initial meaning is causative/resultative and, in a way, it encloses one of its current meanings, that of changing the state of an entity: ‘to turn into X’. Respectively, the origin of the English suffix -ize dates back to Ancient Greek and has crossed into English via loans. As its etymology reveals, this linguistic element was used to make verbs, “Middle English -esen, from Old French -iser, from Late Latin -izare, from Greek -izein” (Online Etymology Dictionary).

The basic assumption of the paper, which supports that figuration is involved in forming similatives and, thus, can give an additional account of simulative derivatives of -ίζω, is that morphemes are characterized by semantic properties. One such semantic property is the notion of transitivity – the transitive / intransitive distinction. Another semantic property is that suffixes manifest a network of meanings. The latter is vague if we over-generalize it since not all morphemes are meaningful “i.e. in cranberry, cran- has not a clear identifiable meaning” (Bauer 2003: 48). In contrast, -ίζω is an overt suffix whose form is meaningful. Based on Plag’s (2003) schemes for the prefix un-, the verbal suffix -ίζω can be conceptualized as in Figure (3):
Similarly, the meaningful verbal suffix -izi could be represented as follows:

According to Tuggy (2005), who adopts a Cognitive Linguistic perspective, words are claimed to be symbolic and instantiated into a semantic and a phonological pole.
Words, we have claimed, are symbolic structures, combining a meaning structure with a phonological structure. This is stated for grammar itself by Langacker: “lexicon, morphology, and syntax form a continuum of symbolic units, divided only arbitrarily into separate components” (1986: 2). Schemas for words will have the same bipolar symbolic character.

(Tuggy 2005: 240)

In line with the previous approach, Hamawand (2011) mentions:

[…] the schema of a derivational morpheme is a general pattern which expresses the common properties of its senses, and acts as a template for coining new words. On the basis of such instances as enable, enfeeble, enrich, and so on, the schema [en-] can be formed.

(Hamawand 2011: 20)

Or, consider, for example, a free morpheme like forty (Hamawand 2011: 19). “To mean about 40 years old, forty needs to be integrated with the bound morpheme -ish, which denotes approximation. […] a schema is generated for -ish” (ibid.). The notion of a schema, or else, a network of specific senses characterizes the suffix of -izo.

Moreover, along the same lines, a Cognitive semantic network for -ize is proposed by Hamawand1 (2011). In particular, he profiles five main semantic nuclei. However, in all of them there is a notion of causation and result. He considers that the primary sense of the suffix -ise, or its alternative -ize, is related to causation:

a) ‘render something into the quality mentioned in the root’. This description emanates from the qualitative adjectival roots. For instance, to modernize is ‘to render something modern’.

b) ‘arrange an entity according to the thing mentioned in the root’. This description emanates from the abstract nominal roots, implying non-action. For instance, to organize is ‘to arrange something according to a plan’. In this group other verbs of similar pattern are: categorize, itemize, systematize.

c) ‘apply to an entity the thing mentioned in the root’. This sense also emanates from the abstract nominal roots, implying action. For instance, to scrutinize is ‘to examine something closely and thoroughly’. Verbs classified in this group for similar behavior are dramatize, memorise, monopolise, urbanise etc.

1 In Modern English, Marchand (1969) distinguishes similar semantic types of -ize.
d) ‘impart to an entity the thing mentioned in the root’. This description concerns usually inanimate abstract roots. For instance, *anesthetise*, *criticise*, *characterize*, *jeopardize* etc.

e) ‘treat an entity in the way mentioned in the root’. This sense also emanates from abstract nominal roots. For instance, *idolise*, *idealise*, *patronize*, *stigmatise* etc.

(Hamawand 2011: 151-152)

However, Hamawand (2011), as well as Marchand (1969), do not go through a more detailed analysis of the syntactic properties of *-ize*. On the contrary, the morphological approaches of Efthymiou (2011), Efthymiou, Fragaki and Markos (2012) as well as Mela-Athanasopoulou (2007) are more explicit over the grammatical features of the Greek verbal suffix *-izo*. The next section provides a more holistic record of it. The meanings proposed by Efthymiou (2011) are also discussed here within the Cognitive Linguistic framework focusing mainly on the case of similatives.

2.2 *Formal features of -izo*

The basic features of *-izo* involve its attachment to both adjectival and nominal bases; however, the derivatives with nominal bases outnumber the adjectival ones. In addition, according to Efthymiou (2011) “*-izo* attaches primarily to consonant-final bases and tends to avoid attaching to bases ending in /zl/”. Overall, the key features can be summarized in table (1):

<table>
<thead>
<tr>
<th>Constraints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantic/syntactic</td>
</tr>
<tr>
<td>7 meanings, competition with <em>-pio</em> in the causative/resultative domain</td>
</tr>
</tbody>
</table>

*Figure 4: Grammatical profile of -izo (Efthymiou, Fragaki & Markos 2012: 521)*
Moreover, the range of meanings, or else the semantic network, Efthymiou, Fragaki and Markos (2012: 517) distinguish is: causative, inchoative, similative, performative, ornative, locative, and instrumental. The examples of -ίζο derivatives, they provide are presented in (1):

(1) a. καθαρίζο ‘to clean’ καθαρός ‘clean’
   b. πίθιζο ‘to imitate ape’s behaviour’ πίθικος ‘ape’
   c. φιλάζο ‘to jail’ φιλά ‘jail’
   d. γ αύζίζο ‘to bark’ γ αυ ‘woof’
   e. αλατίζο ‘to salt’ αλάτι ‘salt’
   f. υρτσίζο ‘to brush’ υρτσά ‘brush’

It has to be noticed here, that some of the aforementioned meanings are expressed by other verb-forming suffixes. For instance, the resultative/causative meaning of -ίζο can be displayed by -πιό, as well (Anastasiadis-Symeonidis 1986; Efthymiou 2011). Besides this, -ίζο continues to be a very productive and dominant suffix being mostly used to express the instrumental, the performative or the similative meaning (see Table 1). As Efthymiou (2011) claims, -ίζο is the only suffix with the similative meaning attaching to onomatopoetic words. “It seems that not all semantic categories are equally possible for all suffixes and that each suffix tends to develop a semantic category prototype, possibly related to the frequency of the meanings expressed by the derivatives” (Efthymiou 2011: 177). Thus, each suffix is mapped to a certain domain (ibid.); something that is shown explicitly in the following table:
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Productivity of verb-forming suffixes in Modern Greek

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Summary of semantic properties of verb-forming suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meanings</td>
<td>Suffixes</td>
</tr>
<tr>
<td>-ίζo</td>
<td>-όνο</td>
</tr>
<tr>
<td>Causative/resultative</td>
<td>**</td>
</tr>
<tr>
<td>Ornative</td>
<td>***</td>
</tr>
<tr>
<td>Inchoative</td>
<td>***</td>
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<tr>
<td>Locative</td>
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<td>Performative</td>
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<td>Instrumental</td>
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<tr>
<td>Similative</td>
<td>***</td>
</tr>
<tr>
<td>Inchoative-ornative</td>
<td>***</td>
</tr>
<tr>
<td>Stative-essive</td>
<td>***</td>
</tr>
</tbody>
</table>

Table 1: Verb-forming suffixes and their meanings. The asterisk reflects the degree of centrality of every meaning in relation to each suffix. The more the asterisks, the more distinct a meaning is within the domain of a suffix. The Table is taken from Efthymiou, Fragaki and Markos (2012: 521).

Overall, the most competitive and frequent verb suffixes in Greek are -ίζo, -όνο and -άρο. Among the various meanings of -ίζo, according to Efthymiou (2011) as well as Efthymiou, Fragaki and Markos (2012), the most prominent meaning is the instrumental, that of ‘to use X’, where X stands for an entity that functions as an instrument to perform an action.

e.g. βουρτσά [βύρτσα] ‘brush’ > βουρτσίζει [βυρτσίζο] ‘to brush’

The similative meaning is that of ‘to make somebody/ something to become X’, where X stands for a property, usually a manner e.g. μαϊμού [μαιμά] ‘monkey’ > μαϊμούδιζε [μαιμοῦδιζο] ‘behave like a monkey’ in terms of manner-s. The similative meaning is quite frequent, as well, as it can be seen from the table.

2.3 Formal features of the English equivalent -ize

It is worth-mentioning that its equivalent in English, which is a Greek loan in English, bears similar meanings. Plag (1998, 1999) also claims that -ize is a clear case of a polysemous suffix. Similar to the Greek -ίζo, the suffix -ize is attached to both nouns and adjectives, it can form both transitive and intransitive verbs and it receives a range of meanings: ‘render X’, ‘make X’, ‘convert into X’, ‘put into the form of X’, ‘give the character or shape of X’, ‘subject to the action/treatment or process of X’, ‘subject
to a process connected with X’, ‘act in a way characterized by X’, ‘imitate the manner of X’ [meanings proposed by Jespersen (1942: 319) and Marchand (1969: 320)].

The network of meanings of -ize as described by Plag\textsuperscript{2} (1999):


Figure 5: Semantic networks of -ize in Plag (1999) quoted in Lieber (2005: 410-411)

3. A lexical semantics perspective

Based on the observation that all suffixes seem to share a common causative/resultative meaning, Efthymiou (2011) employs the theory of lexical conceptual semantics developed by Jackendoff (1983, 1990), something that bears a similarity to Plag’s (1999) approach. The theory of lexical semantics dictates that all the proposed meanings can be subsumed under a common structure given in (2):

(2) \[x \text{ BE } y \text{ LOC } z\]

As supported by Plag (1999), the Lexical Conceptual Structure (LCS) takes into account both the semantics of the base and the semantic structure of the suffix. It is

\footnote{In fact, Plag (1999) is in agreement with the meanings proposed by Jespersen (1942: 319) and Marchand (1969: 320). The categories are actually the same: causative/facticive ‘make (more) X’ randomize resultative ‘make into X’ peasantize inchoative ‘become X’ aerosolize performative ‘perform X’ anthropologize simulative ‘act like X’ Anglicize}
characterized as an output oriented model of -ize derivatives, and in terms of Efthymiou’s analysis, of -izo derivatives, as well.

(3) Lexical Conceptual Structure (LCS) of -ize verbs (Plag 1999: 134-135)
[[ ] BASE -ize]V { NPi ___ NP Theme, NP Theme ___ , NPi ___ }CAUSE ([ ]i, [GO ([Property, Thing] Theme / Base; [TO [Property, Thing] Base / Theme])]

Mela-Athanasopoulou (2007) endorses the same structure and typology (Jakendoff 1983, 1990) for -izo derivatives and she provides the following examples of similatives:

(4) Americanizo act like an American
galizo act like a French
platonizo follow the doctrines of Plato
lakonizo imitate the people of Lakonia (Peloponese) in terms of concise speech (lexicalized idiosyncratic meaning)
helinizo act like a Greek

(5) piθikizo act like an ape
papayalizo act like a parrot- ‘learn by rote’
neanizo behave like a youth

Mela-Athanasopoulou (2007: 165)

Applying the LCS structure on the similarative piθikizo (=act like an ape) in the sentence: meriki epistimones piθikizun ‘some scientists act like apes’, it looks then as in (6).

(6) CAUSE ([ ]; [GO ([meriki.NOM.PL epistimones.NOM.PL] Theme/Stem; [TO [piθikizun.3P] Stem]])

I will not go into further details over Plag’s (1999) or Efthymiou’s (2011) and Mela-Athanasopoulou’s (2007) analysis. The LCS structure is characteristic of variability in meaning. The respective model constitutes a solid theoretical background; yet, it does not seem to explicitly delineate the cases where the base adopts a non literal meaning which apparently affects the interpretation of the output, the derivative. I will proceed to the next section which attempts to exemplify the more complex nature of the simulative meaning.
4. A Cognitive Linguistic account of similatives
In order to exemplify similatives within the Cognitive Linguistics framework, two related notions need to be elucidated, that is, metaphor and metonymy; both are viewed as connections between or within domains and facilitate understanding. Additionally, according to Panther and Thornburg (2009: 16) conceptual metonymy and metaphor “motivate distributional properties of function words, grammatical morphemes and word classes (nouns, verbs, adjectives, etc.)”. More specifically, metaphor is a mapping based on similarity and it involves two distinct conceptual domains (Brdar 2007).

![Figure 6: Metaphoric mapping](image)

In regard to similative derivatives of -ίζο, it seems that they entail a comparison of the source domain - what the nominal represents (the base X)- with the target domain, that is, the entity which acts in the manner of the source entity or adopts a feature of the source entity/the base X. The point of the current paper is that similative -ίζο verbs imply a mapping of properties between two entities, and they depict a shift from a literal meaning to a more figurative, or else, metaphorical one. Indicatively, this is illustrated in the examples below; there are both transitive verbs and intransitive ones. In all examples, the speaker borrows specific features from the entity or the state, which the base stands for. These similative verbs were selected from the Reverse Dictionary of Modern Greek (Anastasiadis-Symeonidis 2002), whereas their definitions are provided by the Modern Greek Dictionary (Kriaras 1995):

**Intransitive similative -ίζο verbs**

(7a) *Αγγιίζω* [aglízo]: act or speak like an Englishman

Metaphoric mapping: an individual is compared to an Englishman.
(8a) Παιδαρίζω [pediar-ízo]: imitate the behavior of a child
   Metaphoric mapping: an individual is compared to a child.

(9a) Παπαγαλίζω [papagalízo]: act like a parrot – ‘learn by rote’
   Metaphoric mapping: an individual is compared to a parrot.

(10a) Πηθηκίζω [pithikízo]: to imitate someone (a characteristic of apes)
   Metaphoric mapping: an individual is compared to an ape

(11a) Λαίκιζω [laíkízo]: to demagogue
   Metaphoric mapping: an individual is compared to a demagogue, a propagandist

(12a) Πλατωνίζω [platonízo]: follow the doctrines of Plato
   Metaphoric mapping: an individual is compared to Plato

Transitive simulative -ízo verbs

(13a) Δαμωνίζω [demonízo]: to infuriate somebody
   Metaphoric mapping: an individual is compared to a demon

(14a) Ανθρωπίζω [anthropízo]: to humanize, to ennoble somebody
   Metaphoric mapping: an individual is compared to a ‘civilized human’; a ‘human’
   is considered civilized when certain prerequisites are satisfied i.e. a certain a dress-
   code, education etc.

   However, this is not the only conceptual process which takes place. Metonymy
   comes to refine the interpretation of the -ízo derivatives, as well. The comparison
   which is indicative of a metaphoric process lies in a metonymic mapping within the
   base. In other words, within the base ‘X’ we are transferred from the Whole to a Part.
   To put it differently, from the matrix domain (the base) we are led to a sub-domain of
   the same entity (the base of the derivative). We can also describe metonymy as
   domain highlighting (Croft 2002).

   Radden and Kövecses (1999) provide the following graphic representation of
   metonymy. In contrast to Langacker (2009), they call the reference point ‘vehicle’ but
   they adopt the characterization ‘target’ for the implied entity.
A main feature of metonymic mappings is bidirectionality. “Metonymic mapping can proceed in either direction, from the more concrete part of the domain (subdomain) to the more abstract one and the other way round” (Brdar 2007: 18). In the case of similatives, though, we observe that from the Whole we access the Part. Therefore, schematically, the mapping is reflected by scheme (A).

Hence, the previous examples would be conceptualized as follows:

Intransitive simulative -ίζo verbs
(7b) Αγγλίζω [aglízo]: act or speak like an Englishman
Metonymic mapping: the Englishman (Whole) stands for the attitude and/or the pronunciation of an Englishman (Part).
(8b) Παιδιάζω [pediarízo]: imitate the behavior of a child
Metonymic mapping: a child (Whole) stands for mischievousness, naughtiness, immaturity or carefree manner (Part).
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(9b) \(Παπαγαλίζω\) [papagalízo]: act like a parrot – ‘learn by rote’
Metonymic mapping: a parrot (Whole) stands for the rote repetition or memorization of words (Part).

(10b) \(Πιθηκίζω\) [pithikízo]: to imitate someone (a characteristic of apes)
Metonymic mapping: an ape (Whole) stands for the act of imitation (Part)

(11b) \(Λαϊκίζω\) [laíkízo]: to demagogue
Metonymic mapping: a demagogue behavior (Whole) stands mainly for populism (Part), in other words the adoption of manners which appeal to the ideology of the general population

(12b) \(Πλατωνίζω\) [platonízo]: follow the doctrines of Plato
Metonymic mapping: Plato (Whole) stands for his ideas (Part)

Transitive similative -ízo verbs

(13b) \(Δαιμονίζω\) [demonízo]: to infuriate somebody
Metonymic mapping: a demon stands for negative emotions such as anger and frustration

(14b) \(Ανθρωπίζω\) [anthropízo]: to humanize, to ennoble somebody
Metonymic mapping: a human stands for the notion of civilization, culture

Similar to Platonízo, other examples where metaphoric and metonymic mappings operate can be found in English derivatives of -íze: verbs such as Marxíze, Staliníze, Tayloríze. In these examples, the meaning can be described as ‘imitate or act like X’, yet, this is too general because, in fact, they stand for notions related to the Agent such as his ideology, or his political status etc. For instance, for Marxíze, Plag (1999) discusses the possibility of a meaning ‘inducing Marx in the West’ and/ or ‘the West is transferred to Marx’. Plag himself notes here that Marx functions as a metonymy as we have a case of AUTHOR FOR HIS WORK: “Marx is not interpreted as the name of the person but metonymically as a framework of ideas” (ibid.: 139). The base becomes a domain (an ICM = Idealized Cognitive Model) which involves extended meanings i.e. the ideas, the manners or behavior of the agent, his/her work, his actions, his lifestyle. Consequently, similatives could be connected to the formation of an Idealized Cognitive Model since we come across a range of meanings, which trigger a whole scenario. Radden and Kövecses (1999: 27) call such a scenario “an
ICM”; it describes the relationship between two forms – concepts. It concerns mostly a metonymic relationship in our case.

Another observation concerns the suffix itself, because it could be considered a case of metonymic extension since the simulative meaning of ‘do/ act/ make in the manner of X’ implies or presupposes the core frequent meaning of ‘Turn into X’. In accordance with the Cognitive framework, this could be depicted as follows:

![Diagram](image)

*Figure 9: A possible metonymic mapping between two meanings of -izo (domain reduction, Ruiz de Mendoza & Pérez 2001: 333)*

The next section comprises the findings of a pilot study in Greek, which confirms that speakers of Greek are aware of the range of meanings that the suffixes bear (i.e. causative, inchoative, simulative, etc.) and of the fact that some of them are more prominent for each suffix. For reasons of brevity, the discussion will be limited to similatives.

5. Evidence from a pilot study

As seen in the etymological and morphological exploration above, similar meanings are instantiated by more than one suffix; there is a meaning overlap among suffixes. However, the suffixes attested are not synonymous. Based on the previous theoretical exploration, a pilot study was carried out based on a questionnaire with a completion task. The completion task is an attempt to figure out what native speakers would produce, if they were asked to form non-existent verbs from nominals which exist in the Greek language. Would they use -izo in order to form what is presented to be a simulative derivative? Therefore, the objective was to find out whether the participants identify the network of meanings which every suffix is expected to carry.
5.1 Methodology

5.1.1 Design
The questionnaire was based on the Table by Efthymiou, Fragaki and Markos (2012: 521) where the most basic and frequent meanings of verb suffixes are included (see above). However, only 5 semantic meanings were chosen to be investigated. For each meaning, the goal is to find out what suffix is the most prominent one, the most dominant candidate. The term prototype or prototypical meaning is avoided since the cases under examination are coinages and, for this reason, the adoption of such a term would be problematic. The meanings to be investigated are: Resemble X, Become X, Use X, Turn into X, Put X into/onto.

5.1.2 Participants
The participants were 30 students, native speakers of Greek, attending summer preparation courses in Greek for the final grade of high school. The courses comprised Latin, Ancient and Modern Greek. Therefore, the students had a sound background in grammar. The study was conducted anonymously, only gender and age were recorded.

5.1.3 Materials
A single questionnaire was employed based on a completion task. The completion task consisted of 15 sentence fragments, all of which were preceded by a nominal. More particular, the list comprised 15 nouns in Greek; next to each noun a periphrastic description of an action related to the noun was provided and next to it the subjects were asked to come up with a derivative using the nominal as the base. The process required the production of a non-existent verb in Greek (see Appendix).

5.1.4 Procedure
Students participated in this study voluntarily. The owner of the private school in the city of Ioannina was presented with a consent form and assured them that the data would be collected anonymously and kept confidential. Respondents were given as much time as required to complete the questionnaire.
5.2 Results

The overall total of paradigms for each meaning are 15 nominals from which a non-verb was to be produced for each (15 x 30 participants = 450 instances).

Results for the meanings which are defined as similatives are highlighted in green in Table 2.

<table>
<thead>
<tr>
<th>Noun in Greek</th>
<th>similitative description given: «Μοιάζω σαν Χ, φέρομαι σαν» = “resemble X, act in a manner of X”</th>
<th>Number of participants for each suffix (out of 30 participants)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Κινέζος [Kinezos] (=Chinese)</td>
<td>“act or look like a Chinese i.e. in the manner of talking, in mentality, in appearance or other properties”</td>
<td>15</td>
</tr>
<tr>
<td>ελέφαντας [éléfantas] (=elephant)</td>
<td>“imitate an elephant i.e. manner of walking or other properties”</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 2: The similative case

✓ Μπαλαρίνα [balarina] ‘ballerina’: “behave/ imitate a balarina”

We can see that 23 out of 30 participants used the suffix -ίζω to form a non-verb based on the similitative description given: μπαλαρινίζω [balarinízo].

✓ Κινέζος [kinézos] ‘Chinese’: “look like/ act like a Chinese”

Additionally, we see that 15 out of 30 participants used the suffix -ίζω to form a non-verb based on the similitative description given: κινέζιζω [kinezízo]. Even if phonologically, the ending -z of the stem does not favor -ίζω in Greek.
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✓  Ελέφαντας ‘elephant’: “to look like/ behave like an elephant”

Finally, 17 out of 30 participants used the suffix -izo to form a non-verb based on the simulative description given: Ελέφαντιζω [elephantizo].

Taking into consideration the choices of the participants, it is observed that speakers follow the established morphological meanings. The findings for the simulative case confirmed the Table of semantic meanings provided by Efthymiou, Fragaki and Markos (2012).

6. Conclusion

Overall, the paper constitutes an exploration of the simulative meaning of -izo derivatives. It reviewed the relevant literature over their properties and attempted to shed light to the semantic motivation of their formation taking into account the Cognitive Linguistics framework. The findings of the current study comply with Panther and Thornburg’s (2009: 16) perspective that conceptual metonymy and metaphor “motivate distributional properties of function words, grammatical morphemes and word classes (nouns, verbs, adjectives, etc)”. As argued in the previous sections, the simulative meaning of -izo involves metaphoric and metonymic mappings. In the attested cases, the simulative meaning involves metonymic thought since we witness a transfer of properties. There is a metaphoric and a metonymic mapping at work in order to produce the derivative; the meaning of the output is established in ‘co-operation’. In addition, the suffix alone appears to be a subtle configuration of the causative/ resultative meaning of ‘turn into X’.

Moreover, the participants in the pilot study exhibited consistency with existent grammatical patterns; that is, -izo is the most competitive suffix for the simulative meaning or scenario (ICM). Participants proposed few other suffixes (i.e. -áro and -évo), however, there is a tendency to attach -izo. The findings are in accordance with Efthymiou, Fragaki and Markos (2012).

Lastly, we could assume that the suffix -izo and the simulative case ‘come around to’ Langacker’s (2009: 46) viewpoint that: “symbolic structures, namely reference points, evoke conceptions that merely provide mental access to elements with the potential to be connected in specific ways”. Concluding, we saw that specific cognitive processes motivate the choice of -izo derivatives. Still, there is room for further research in order to shed light to the function of suffixes.
References
Online Etymology Dictionary: http://www.etymonline.com/
Appendix

Questionnaire

Nationality: 
Gender: 
Age: 
Date: 

Instructions
You are asked to fill in the gaps with one word – a new possible verb (you will produce it based on the word given) which will be in accordance with the description given next to every noun.

Verbs
Ballerina: look like a ballerina/ act with grace: .............................................
Midas: become rich (Midas = mythology, ancient king who whatever touched turned into gold): .............................................
Fork: use the fork to eat: .............................................
Cream: make/ turn into cream: .............................................
Suitcase: put my clothes in the suitcase: .............................................
Thief: become a thief: .............................................
Chinese: look like a Chinese/ act like a Chinese: .............................................
Lighter: use a lighter to light a fire: .............................................
Cherry: put cherries on a cake: .............................................
Jungle: make/ turn into a jungle: .............................................
Motorbike: to use a motorbike to go to some place: .............................................
Shelf: put something on a shelf: .............................................
Soldier: to become a soldier: .............................................
Elephant: to look like/ behave like an elephant: .............................................
Star: make/ turn somebody into a star: .............................................