Spelling reform and its effects on the ability to apply etymological principles in word comprehension

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Abstract
The present paper examines the perceived difficulties that a spelling reform may create in tracing the etymology of Greek words. More specifically, an attempt was made to investigate whether alterations (simplifications) in the conventional spelling of difficult or low frequency words will affect the use of etymological principles in guessing at the appropriate meaning of words. Forty test items (words in Classical and Modern Greek) were manipulated in terms of spelling and presented in a multiple-choice format to 68 university students for identification. Statistical comparisons were undertaken to examine whether these alterations had any negative effects on word comprehension.

1. Introduction
This is the third of a series of projects concerned with spelling reform and simplification of the Greek writing system. The purpose of these studies is to ascertain whether ‘reactions’ to a reform are reality-based and can receive linguistic and psycholinguistic support or whether such ‘concerns’ are merely ‘in the head’ and rooted in prejudices, fears, ethnic narrow-mindedness and ideological beliefs. The findings of these investigations have important implications for language-in-education policy and planning.

In the first study, Papapavlou (1997) examined young educated adults’ attitudes towards a spelling reform. The results indicated that the participants, Greek Cypriot university students, were not in favour of any spelling reform or orthographic simplification of Modern Greek. The respondents believed that any changes to the present system will negatively affect the ‘character’, historical continuity and structure of the Greek language (the so-called ‘pragmatic’ concerns) and that such changes will also alter the national identity of the Greek people (the ‘ideological’ concerns). Within the pragmatic category, the two top-ranking apprehensions were (a) the perceived difficulties that the reform would create in distinguishing between homophonous pairs of words and, subsequently, the negative effects that this impairment may introduce in reading comprehension and (b) the perceived difficulties that the simplification would produce in readers’ ability to apply etymological principles in word comprehension.

In the second study, Papapavlou and Davy (1997) examined whether spelling simplification may create problems in decoding written texts, thus negatively affecting reading comprehension. The obtained results disconfirmed the participants’ expectations and showed that simplified
spelling does not have any significant effects on reading comprehension of connected discourse.

The present paper examines the perceived difficulties that the reform may create in tracing the etymology of Greek words. More specifically, an attempt will be made to examine experimentally whether the alteration or simplification of the conventional (historical) spelling of difficult, low frequency or unknown Greek words will affect the use of etymology as a means of identifying a word’s appropriate meaning through tracing its original root.

2. Review of the literature
(a) Orthography as a social artefact and reasons for the resistance to reforms

An orthography is a descriptive as well as a prescriptive system. According to Jacobs (1997:103) spelling rules are “descriptive inasmuch as they indicate how words are being written in general, and they are prescriptive since once these rules are written down they become the standard and constitute the ‘norm’”. This norm, which is predominantly propagated through education, becomes the ‘correct’ and ‘normal’ writing system and it is no longer seen as a social artefact. As a result, most people, regardless of language background, become intolerant towards any changes in their writing system, are ready to defend the “naturality” of their orthography and will go at great length to ‘protect’ it from external threats.

Experts believe that the reasons that motivate people to ‘respect’ and ‘revere’ the orthographic system of their language are the very grounds why most spelling reforms have not been successful. The most important reasons that contribute to the failure of reforms are (a) historical (peoples’ feelings towards their ‘glorious’ past), (b) sociocultural-sociopolitical (national pride, ethnic identity, xenophobia, etc.), (c) economic (cost for reprinting books, road signs, etc) and (d) psychological-educational (habit formation, resistance to change, etc).

(b) Early reactions and more recent attempts for a reform

As is well known, arguments for or against spelling reforms are not a recent phenomenon. For example, as far back as the 3rd century BC, an orthographic reform known as ‘iotakismos’, arose in Ancient Greece and lasted until the 9th century AD (Teodorsson, 1979). This movement tried to reduce the six symbols or combinations of symbols (ι, η, υ, ο, ε, οι) designating the sound /i/ to that of /i/ (ιωτακαι). As it is also known, this movement was not successful and the historical spelling of Greek still maintains the various symbols for the sound /i/ until today.

In the last two centuries, several reforms were attempted in the orthographic systems of a variety of languages (English, French, Dutch, German, Modern Greek and other languages). Most of these attempts were met with
skepticism, resentment and, in some cases, with outright rejection. For Modern Greek, Vilaras, in the early 18th century, proposed, but with no success, the use of one /i/ (γώτα), one /e/ (ἐψυλλον) and one /o/ (ὀμικρον) and the elimination of all other symbols designating these sounds. Hadzidakis (1899, reprinted 1977) considered any suggestions for altering Greek orthography as the introduction of “new demons” and characterized the few minor and insignificant changes that took place as linguistic “monstrosities”. Others, like Dalkos (1994) believes that spelling reforms are unnecessary, detrimental and “catastrophic” to the Greek language and Artemiou (1996) warns of the potential dangers that will come about in the case of innovations in Greek orthography. Masevirinos (1974) is in favour of retaining the historical spelling of the Greek language but considers the Greek alphabet as inadequate, proposes several changes, and strongly expresses the urgent need for reform to avoid “further damage to the Greek language and to its speakers (p. 76)”.

The only orthographic changes that have been accepted for the Greek language are those introduced in 1982 which resulted in the monotonic system. These changes deal with the simplification of stress marks and the elimination of the breathing marks. Even after fifteen years, these minor changes have not been widely accepted; from time to time we see articles in newspapers and magazines proposing the reinstatement of the accents and breathing marks.

Attempts towards reforms in other languages show similar reactions and polemical debates. Laparra (1991) reports that the issue of spelling reform divided France into two; those in favour of reform and those against. The reform project reported in Laparra sought the public’s opinion on the reform and the results showed that 60% of the population was hostile towards this project. Similarly, the same type of reactions are reported in the recent agreement to simplify German’s complex grammar rules and make spelling more consistent (Sitta, 1994). This reform marks the first significant change in the orthography of the German language since the Orthographic Conference of 1901, where uniformity of German spelling was first achieved. The October 1996 issue of the popular German magazine Der Spiegel devoted much of its space to views expressed by eminent scholars and educators either for or against the reform. The debates still continue but the efforts to stop the reform by appeals to the German Federal Constitutional Court have failed. Officially, the German orthographic reform took effect on August 1, 1998, however, in some German states the new spelling started to be taught to first-graders in September of 1997.

Similar emotional public controversy, like the one in the German language, can also be seen in the case of Dutch. The governments of Belgium and the Netherlands appointed a committee of linguists in 1989 to examine the inconsistent orthography of the Dutch language. The committee’s secret report, which was ready in 1994, somehow leaked to the press, there was a
heated public outcry, the ministers yielded to the pressures of an elite of professional language users, and the committee’s proposals for a reform were rejected (Jacobs, 1997). Once again, we see that the public’s wishes cannot be ignored by governments.

Reactions towards spelling reforms are also reported in the case of the 1990 Luso-Brazilian Orthographic Accord (Garcez, 1995), for Hebrew (Rabin, 1977), for Norwegian (Gundersen, 1997), and for Irish (O Murchu, 1997). As it is evidenced in all these, and other cases, language reforms in general and spelling reforms in particular, generate heated debates and divide people into different camps. As Schmitz (1993:75) points out “Language reform for one group may be language deformation for another. Language reform for one country may mean linguistic unification while for another nation this concept may imply linguistic imperialism.”

3. Aims of the present study
As we have seen from the above review, several studies examined spelling reforms and analysed the heated debates and emotional reactions that these reforms have created. As far as it can be ascertained, no effort has ever been made to investigate whether spelling reforms and simplifications hamper readers’ ability to use the strategies and principles known to them in tracing the etymology of words. More specifically, an attempt will be made in this paper to investigate experimentally whether the alteration or simplification of the conventional, historical Greek spelling of difficult, low frequency or unknown words (that can be found in university-level textbooks) will affect the use of etymology as a means of tracing the original root of words and thus lead to failure in identifying their appropriate meaning.

4. Method
4.1 Subjects
Sixty-eight male and female students enrolled in various courses in Greek literature, language, history and civilization that are offered by the School of Letters of the University of Cyprus were randomly selected for the purposes of this study. Students entering the School of Letters are selected on the basis of several criteria, one of them being the excellent knowledge of the Greek language.

4.2 Material
Two multiple-choice vocabulary tests consisting of forty words each were developed; one included Ancient Greek vocabulary and the other Modern Greek vocabulary. For the first test, vocabulary items were selected from a dictionary of Ancient Greek. An effort was made to select items whose meaning is virtually unknown to university-level students. For the second test, items were selected from a dictionary of Modern Greek on the basis of two criteria. First, these items are of low frequency in usage and their
meaning is not expected to be known to university-level students and second, the items chosen are mainly compound words; they contained either a prefix, a stem or a suffix that is probably known to university-level students. For both tests, two versions were produced. In version A, even-numbered test items were presented in their conventional (correct) spelling and the odd-numbered test items were presented in a simplified (incorrect) form. In version B, test items were reversed; those appearing in their conventional spelling were changed into a simplified form and those appearing in a simplified form were changed in their conventional spelling. In simplifying the spelling of each word, care was given to avoid the creation of a homophonous word, that is, a word with a different spelling with an acceptable meaning. For each of the forty test items, four choices (words written in their conventional spelling) were presented; one of the choices had an identical or almost the same meaning as the test word (for the actual tests for the Modern and Ancient Greek vocabulary see Appendix A and B).

4.3 Procedures
Half of the sixty-eight subjects, randomly chosen, took in class version A of the first test (Ancient Greek) and then version B of the second test (Modern Greek). The other half of the subjects, completed version B of the first test and then version A of the second test. The instructions to the subjects were clearly given on the front page of the test. Ss were instructed to complete two anonymous multiple-choice vocabulary tests which contained 40 words each that are perhaps unknown to them. Ss were asked to indicate, from the four choices that are beneath each test item, the one that has an identical or almost the same meaning as the test item. Finally, Ss were told that their choice can be based on grammatical clues (gender, class, word endings) and the etymology of the word. At the end of the tests, Ss were debriefed as to the actual purpose of the study and were assured of the confidentiality of the results.

5. Results
A total of 136 tests (34 tests of version A, 34 of version B of the Ancient Greek vocabulary test and 34 of version A and 34 of version B of the Modern Greek vocabulary test) were corrected, tabulated and analyzed statistically. Two Chi Square ($\chi^2$) tests were performed separately for each test. In each case, there is a 2 X 2 possibility; the spelling of the test word is either correct or incorrect and the identification of the meaning of a test word is either right (correct) or wrong (incorrect). The results of both tests are presented separately.

(A) Test of classical Greek vocabulary
The scores for each cell for the Classical Greek vocabulary are shown in
contingency Table 1. Table 1 shows the number of correct identifications of meaning and the number of incorrect identifications of meaning when the 40 words appeared in their conventional (correct) spelling. It also shows the number of correct identifications of meaning and the number of incorrect identifications of meaning when the 40 words appeared in a simplified (incorrect) spelling.

Table 1
Scores of tests in four categories: (a) correct spelling/correct meaning, (b) correct spelling/incorrect meaning, (c) incorrect spelling/correct meaning, (d) incorrect spelling/incorrect meaning.

<table>
<thead>
<tr>
<th>MEANING</th>
<th>Correct meaning</th>
<th>Incorrect meaning</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct spelling</td>
<td>472</td>
<td>888</td>
<td>1360</td>
</tr>
<tr>
<td>Incorrect spelling</td>
<td>449</td>
<td>911</td>
<td>1360</td>
</tr>
<tr>
<td></td>
<td>921</td>
<td>1799</td>
<td>2720</td>
</tr>
</tbody>
</table>

Within the context of $\chi^2$ tests, a one-sided test was performed and the obtained results are as follows:

$$z = 0.931; \text{ p-value } = P(Z > 0.931) \quad p > 0.05$$

where $Z$ follows the standard normal distribution.

That is, the obtained results show that the probability of identifying correctly the meaning of a test word which is represented in a simplified form is not significantly different from the probability of identifying correctly the meaning of a test word which is represented in its conventional (correct) spelling. In other words, the conventional spelling of a word does not play an important role in searching for its meaning.

(B) Test of Modern Greek vocabulary
The scores for each cell for the Modern Greek vocabulary are shown in contingency Table 2. Table 2 shows the number of correct identifications of meaning and the number of incorrect identifications of meaning when the 40 words appeared in their conventional (correct) spelling. It also shows the number of correct identifications of meaning and the number of incorrect identifications of meaning when the 40 words appeared in a simplified (incorrect) spelling.
Table 2
Scores of tests in four categories: (a) correct spelling/correct meaning, (b) correct spelling/incorrect meaning, (c) incorrect spelling/correct meaning, (d) incorrect spelling/incorrect meaning.

<table>
<thead>
<tr>
<th>MEANING</th>
<th>Correct meaning</th>
<th>Incorrect meaning</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct spelling</td>
<td>741</td>
<td>619</td>
<td>1360</td>
</tr>
<tr>
<td>Incorrect spelling</td>
<td>649</td>
<td>711</td>
<td>1360</td>
</tr>
<tr>
<td></td>
<td>1390</td>
<td>1330</td>
<td>2720</td>
</tr>
</tbody>
</table>

Within the context of $\chi^2$ tests, a one-sided test was performed and the obtained results are as follows:

$$ z = 3.529; \; p\text{-value} = P(Z > 3.529) < 0.0002; $$

where $Z$ follows the standard normal distribution.

That is, the obtained results show that the probability of identifying correctly the meaning of a test word which is represented in a simplified form is smaller than the probability of identifying correctly the meaning of a test word which is represented in its conventional (correct) spelling. In other words, the conventional spelling of a word plays a significant (contributing) role in searching for its meaning.

6. Discussion

The aim of the present study was to investigate the perceived difficulties that the reform may create in tracing the etymology of Greek words and thus hampering readers’ ability to identify the present meaning of words. More specifically, an attempt was made to examine experimentally whether the alteration or simplification of the conventional (historical) spelling of difficult, low frequency or unknown Greek words will affect the use of etymology as a means of identifying a word’s appropriate meaning through tracing its ‘etymon’; i.e. its original root.

Statistical comparisons were undertaken to examine whether the frequency of correct identifications of the meaning of words (word comprehension) with conventional (correct) and simplified (incorrect) spelling is significantly different from the number of wrong identifications in meaning. This hypothesis was tested on two different levels (classical vs modern vocabulary). In the case of classical Greek vocabulary, when words are totally unknown, one would expect that conventional (historical) spelling
may not provide any clues in guessing at the present meaning of words.

The case, however, with modern Greek vocabulary may be different. What happens when the conventional spelling is altered? Does this simplification take away from the reader some strategies or “helping aids” in guessing at the meaning of a given word. These strategies may entail such matters as the knowledge of a part of a word, such as its beginning (prefix), the root of a word or its ending (suffix). The morphological ending may also indicate a word’s grammatical gender; that is, whether it is masculine, feminine or neuter or whether the word is in its singular or plural form. As an example of the first case, most Greek readers (and indeed readers of English) know that if a word begins with the prefix dy- (spelled with an υpsilon - ipsilon), then the word probably indicates some type of difficulty (as in words like dyslexia, dyspnea, dyspepsia, etc.), or if a word begins with a di- (spelled with a νωτα -yiota), then the word probably indicates the presence of two things (as in words like diglossia, dilemma, etc.).

The obtained results of the Classical Greek vocabulary showed that the probability of identifying correctly the meaning of a test word, which is represented in a simplified form, is not significantly different from the probability of identifying correctly the meaning of a test word which is represented in its conventional (correct) spelling. In other words, the conventional spelling of a word does not play an important role in searching for its meaning.

In the case of the Modern Greek vocabulary, the obtained results were different. They showed that the probability of identifying correctly the meaning of a test word which is represented in a simplified form is smaller than the probability of identifying correctly the meaning of a test word which is represented in its conventional (correct) spelling. That is, the conventional spelling of a word plays a significant (contributing) role in searching for its meaning. In other words, the conventional spelling of a word gives clues to the reader in guessing at its appropriate meaning.

Taken together, the results of this study indicate that the conventional, historical spelling of words provides information that is useful and vital to the reader. When this information is taken away or altered, it may affect word comprehension and, by extension, the overall reading comprehension of connected written discourse. Also the results, to a certain degree, confirm the fears and apprehensions expressed by the participants of the previous study (Papapavlou, 1997) concerning a possible spelling reform in the Greek language and may justify their strong resistance to such a hypothetical reform.

7. Limitations and future research
Given the nature of this investigation, there were certain inherent problems in the design of the study. The number of the 68 randomly selected Ss was adequate and secured both the internal and external validity of the study.
Similarly, the number of test items (40 for each test) appears to be adequate for statistical purposes, the manipulation of the conventional spelling of the test items was managed well (care was taken not to create homophones words) but the choice of vocabulary test items presented a serious problem; it was not feasible to select vocabulary items of Modern Greek that were of equal difficulty (equally unknown to the Ss) and of the same frequency in usage. Due to the problem of item selection, several discrepancies can be seen. For example, the meaning of the word ἴδωρεία (where the English word idiocy comes from) proved to be extremely difficult for all subjects regardless of spelling. Specifically, it was correctly guessed only 7 times (out of 68); that is 3 times when it was correctly spelled and 4 times when it was incorrectly spelled. The meaning of the same item was wrongly guessed 61 times (31 times when it was correctly spelled and 30 times when it was incorrectly spelled). On the other hand, the meaning of the word φαεινός, for example, was extremely easy regardless of how it was spelled. It was guessed correctly 63 times out of 68 (that is, 31 times when it was correctly spelled and 32 times when it was incorrectly spelled). The same word was guessed wrongly only 5 times (3 times when correctly spelled and twice when incorrectly spelled). Thus, in the case of the word φαεινός, it may be argued that its meaning was known to almost all Ss and its spelling could not affect the guessing of its meaning. Simply, when the meaning of words is known, the use of etymological principles for identification is redundant, and thus, unnecessary.

In future research, it may be possible to eliminate the problem of word difficulty by replicating this very study and by employing, for example, only the 20 items (words) that proved to be difficult in guessing at their meaning by all Ss regardless of how a word appears (either in its conventional or simplified or altered form). Thus, we may tentatively conclude that alterations and simplifications in spelling, at least for languages that use historical spelling, may affect the application of etymological principles as a means of identifying the present meaning of words; however, further investigation is necessary before definitive conclusions can be made.

References

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APPENDIX A(*)
Instructions for the test of Modern Greek vocabulary
Dear students,

As a part of a study that examines the vocabulary knowledge of the Greek language which is not frequently used, please complete the test that follows. This anonymous test contains 40 words, which perhaps are not known to you. We ask you to indicate your choice (from the four choices that are beneath each word) that you believe has the same meaning. Your choice
can be based on word endings and to the etymology of the word. You must complete the whole test. We thank you in advance for accepting to take part in this study.

Αγαπητοί φοιτητές και φοιτήτριες,
Στο πλαίσιο μελέτης που εξετάζει τη γνώση λεξιλογίου της Ελληνικής γλώσσας που συναντούμε κάποιες οπότε στον καθημερινό γραπτό και προφορικό λόγο, σας παρακαλώ να συμπληρώσετε το τεστ που ακολουθεί. Το ανόνυμο αυτό τεστ περιλαμβάνει 40 λέξεις, που πιθανά σας είναι άγνωστες. Σας ζητούμε να υποδείξετε τη δική σας επιλογή (από τις 4 επιλογές που βρίσκονται κάτω από κάθε λέξη) και το πιθανότερο πιστεύετε ότι έχει την ίδια έννοια. Η επιλογή σας μπορεί να βασιστεί στις καταλήξεις και στην ετυμολογία των λέξεων. Σας παρακαλώ να συμπληρώσετε ολόκληρο το τεστ. Σας ευχαριστούμε εκ των προτέρων που αποδεχτήκατε να λάβετε μέρος στη μελέτη.

(*) It must be noted that on the actual test, the test word, appears either orthographically correct or incorrect. For reasons of space, in appendix A and B the test word appears in the correct form, followed in parentheses, by the simplified (incorrect) form. Also, for reasons of space, only 20 (out of the 40) items are presented for each test.

1. συλαγωγία (στηλιγωγία)
   (α) ληστεία
   (β) διαφθορά
   (γ) συνωστισμός
   (δ) εφροσυλία

2. φαγέδιανα (φαγέδενα)
   (α) θέαμα
   (β) επιθυμία
   (γ) καρκίνος
   (δ) ικανότητα

3. νοτόλος (ποτόλος)
   (α) ονειρωπόλος
   (β) χοιροβοσκός
   (γ) φρέσκος
   (δ) επιβάτης

4. περιδίνηση (περιδίνηση)
   (α) περιδιάβαση
   (β) περιφοροφηνήση
   (γ) περιστροφή
   (δ) περικύκλωση

5. φειδαλός (φιδαλός)
   (α) αμερόληπτος
   (β) ακέραιος
   (γ) πλουσιοπάροχος
   (δ) κακόμοιρος

6. ιαχή (ιαχή)
   (α) κραμή
   (β) κοροδία
   (γ) θυσία
   (δ) τόλμη

7. δεύλαιος (δύλαιος)
   (α) δυστυχής
   (β) θαρραλέος
   (γ) ανόητος
   (δ) γνήσιος

8. τελεσφόρημα (ταλεσφόρημα)
(α) πλήρης αδιαφορία (γ) πλήρης αναπτυξή
(β) πλήρης ευτυχία (δ) πλήρης δυστυχία

9. σολοκίζω (σολοκίζω)
(α) δε μιλώ σωστά (γ) αντιγράφω λανθασμένα
(β) περιγράψω παραστατικά (δ) σχεδίαζω σωστά

10. φερέοικος (φαιρέοικος)
(α) σποτόγατος (γ) θεατρίνος
(β) ξηρός (δ) περιπλανώμενος

11. διττογραφία (διττογραφία)
(α) διπλή γραφή (γ) διστίχα ποίημα
(β) καλλιγραφία (δ) διχογνωμία

12. ονεδίζω (ονθόδιζω)
(α) τερματίζω δοσοληψίες (γ) κοροδεύω
(β) εξυγαινώ (δ) κατηγορώ

13. ράθυμος (ράθυμος)
(α) ραδιούργος (γ) ρυσακίδυνος
(β) αμέτοχος (δ) σκνηρός

14. σημικός (σεμικός)
(α) μάλλινος (γ) δερμάτινος
(β) μετάξινος (δ) ξήλινος

15. κύρωση (κείρωση)
(α) πώρος (γ) ληθαργία
(β) κουφομάρα (δ) καμπούρασμα

16. σπλώση (σπήλιση)
(α) ευσαλαχνία (γ) διανυστική αναλαμπή
(β) θηκή κηλίδωση (δ) φυσικό κούλωμα γης

17. εκκένση (εκκαίνιση)
(α) ανάκτηση (γ) ανακαίνιση
(β) αναχώρηση (δ) άδειασμα

18. κίναιδος (κτίναιδος)
(α) ευδιάθετος (γ) ομοφυλόφυλος
(β) επικριτής (δ) φοβιστικής

19. σκυλεύα (σκουλεύα)
(α) σκωλίση (γ) εκμετάλλευση
(β) λαφρομαγγία (δ) σκυλοτροφία

20. δυσμηνόρροια (δισμηνόρροια)
(α) διπλές μηνιαίες δόσεις (γ) δυσχέρεια στον προφορικό λόγο
(β) συχνή εντερική πάθηση (δ) επώδυνες διαταραχές εμβιώνου

περιοδου

APPENDIX B
Instructions for the test on Ancient Greek vocabulary
Dear students,

As a part of a study that examines the vocabulary knowledge of the
Greek language which for historical and other reasons is not a part of our daily written or oral language, please complete the test that follows. This anonymous test contains 40 words, which perhaps are not known to you, and we ask you to indicate your choice (from the four choices that are beneath each word) that you believe has the same meaning or almost the same meaning. Your choice can be based on grammatical rules (for the endings of words) and to the etymology of the word. You must complete the whole test. We thank you in advance for accepting to take part in this study.

Αγαπητοί φοιτητές και φοιτήτριες,
Στο πλαίσιο μελέτης που εξετάζει τη γνώση λεξιλογίου της Ελληνικής γλώσσας, που για ιστορικούς και άλλους λόγους δεν είναι πλέον μέρος του καθημερινού γραπτού και προφορικού λόγου, σας παρακαλούμε να συμπληρώσετε το τεστ που ακολουθεί.

Το ανώνυμο αυτό τεστ περιλαμβάνει 40 λέξεις, που ίσως να σας είναι άγνωστες, και σας ζητούμε να υποδείξετε τη δική σας επιλογή (από τις 4 επιλογές που βρίσκονται κάτω από κάθε λέξη) και που εσείς πιστεύετε ότι έχει την ίδια ήσχεδον την ίδια έννοια. Η επιλογή σας μπορεί να βασίσται σε γραμματικούς κανόνες (στις καταλήξεις) και στην ετυμολογία της λέξης. Σας παρακαλούμε να συμπληρώσετε ολόκληρο το τεστ. Σας ευχαριστούμε εκ των προτέρων που αποδεχτήκατε να λάβετε μέρος σ’ αυτή τη μελέτη.

1. βλαθρός (βλαθρός)
   (α) βλασηρός
   (β) μεγαλοπρεπής
   (γ) αξιέπαινος
   (δ) ανιαρός

2. εξόλεια (εξόλεια)
   (α) αρράστεια
   (β) νίκη
   (γ) αγορά
   (δ) πανωλεθρεία

3. γωρυτός (γωρυτός)
   (α) ξύλινο εργαλείο
   (β) θήκη τόξου
   (γ) καλοφτωμένος
   (δ) πλουσιοπάροχος

4. σκονθήλλω (σκονθήλλω)
   (α) δημιουργώ
   (β) οιθούριζο
   (γ) παρουσιάζω
   (δ) σκάφτω

5. διοσκέω (διοσκέω)
   (α) τραγουδώ μεγαλόφωνα
   (β) παροτιρώ προσεχτικά
   (γ) συκητώ έντονα
   (δ) εξαγοράζω

6. σκιτίζω (σκιτίζω)
   (α) μαστγάνω
   (β) ασκητεύω
   (γ) φροντίζω
   (δ) πληγώνω

7. φοίβασμα (φιβασμα)
   (α) λειτουργία
   (β) προφητεία
   (γ) θεομηνία
   (δ) θαλπορή
8. σφιλός (συφλός)
   (α) σημαντικός
   (β) ακόρασος
9. αξίανο (αξένο)
   (α) ξηραϊνό
   (β) τροφοδοτώ
10. ρώσης (ρόση)
    (α) ενίσχυση
    (β) κλίση
11. σαύλαμα (σαύλομα)
    (α) δέση
    (β) εξάγνηση
12. τενθέα (τενθψ)
    (α) θάνατος
    (β) λαμαργία
13. ωγμός (ογμός)
    (α) σιγωρος
    (β) οργή
14. φυξηλός (φυξολός)
    (α) φωτεινός
    (β) αφανής
15. γηθαλέος (γιθαλέος)
    (α) γεμάτος από χαρά
    (β) γεμάτος από πόνο
16. αδούπτητος (αδούπτητος)
    (α) οικηρός
    (β) αδούλωτος
17. σύμβληση (σύμβληση)
    (α) ένωση
    (β) αναμονή
18. τύξω (τύξω)
    (α) ζητώ βοήθεια
    (β) φροντίζω
19. θυμικός (θημικός)
    (α) οξύθυμος
    (β) εθύμος
20. επώσιος (ετώσιος)
    (α) χρονιαίος
    (β) μάταιος

(γ) σακάτης
(δ) σημαδεμένος
(γ) πληφοφορώ
(δ) ξυγιζω
(γ) φαγητό
(δ) προσευχή
(γ) θυλυπρέπεις
(δ) κρεββάτι
(γ) τέλος
(δ) εκβολή
(γ) κραυγή
(δ) άγουρος
(γ) δειλός
(δ) ασσηφής
(γ) γεμάτος από απελπισία
(δ) γεμάτος από ματαιόδοξια
(γ) αθόρυβος
(δ) αδιάφορος
(γ) συμπόνια
(δ) συνωμοσία
(γ) επικροτώ
(δ) κραυγάζω
(γ) τολμηρός
(δ) απρόθυμος
(γ) μηνιαίος
(δ) αμοιβαίος