CHAPTER - ONE

INTRODUCTION

The present study entitled "Use of Affixes in the English Textbook for grade 9" consists of five chapters. General background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms come under introduction.

1.1.   General background

English is taken as a foreign language in Nepal. It is taught as a compulsory subject from grade one to bachelor level. If we look at the history of English in Nepal, we have to go back to the period of Rana Prime Minister, Junga Bahadur Rana who visited England. After returning from England, he established Durbar high school to teach English to his family members realizing the importance and necessity of the English language. This is the first formal institution established for the purpose of education. Chandra Shumsher established Tri-Chandra College in 1981 A.D. in the name of king Tribhuvan's and his name. This was the first college of English established for higher education in Nepal. At that time literature used to be focused while learning language. For teaching language, grammar-translated method (G.T.-method) was used and the teacher were not trained. After the establishment of democracy in 2007 B.S., different schools were established and modification and reformation occurred in terms of the changing concept of English education with changing time. Nowadays, English is taught from nursery to university level as compulsory subject and from eleven to university level as major subject.

Additionally, many private English medium schools have been established, aiming to educate the students in the English language. The English is the key language in those institutions for the medium of instruction and communication. Some of the language institutes have been conducting English

language classes to train people for foreign employment and make them communicate in English. The English language has also been used in different advertisements and daily newspapers. The English news is broadcasted from different electronic medias everyday.

 English language syllabus has been made for each level for the purpose of guiding the teaching. Teaching language includes the teaching of various things. The teachers need to teach their students vocabulary, grammar, pronunciation and spelling, communicative functions, pragmatic aspects and other aspects of language. Among different aspects of language teaching, grammar is one of the important aspects of language.

Grammar is one of the levels of language that deals with syntax and morphology. It is the abstract system of rules in terms of which person's mastery of native language can be explained. Grammar of a language is a systematic description of the grammatical facts.

In layman's term, grammar is a body of rules and these rules govern or underlie a language. Cowan (2009) advances a workable definition of grammar as, "The set of rules that describes how words and groups of words can be arranged to form sentences in a particular language" (p.3). He has focused on grammar rules which are used to arrange the words to form sentences in a particular language. So, grammar includes words, sentences, which gives meaning too.

Crystal (2003) defines grammar as:

> A level of structural organization which can be studied independently of phonology and semantics, and generally divided into the branches of syntax and morphology. In this sense, grammar is the study of the way words, and their component parts, combine to form sentences (p.208).

In linguistics, the grammar is a set of structural rules that govern the composition of sentences, phrases, and words in any given natural languages. In other words, this field includes morphology, syntax and phonology. The

grammar of a language is normally represented as a set of produced rules, which specify the order of constituents and their sub-constituents in a sentence (a well-formed string in language).We should, however, bear in mind that grammar means different thing to different people.

To linguists, grammar means a set of rules that deal with the form and structure of words, and their interrelation in sentences. The linguistic treatment of grammar deals with the formal aspects of rules that govern words and sentences, as well as their combination and interpretation. Linguists treat grammar from theoretical perspectives.

To teachers, grammar is a body of knowledge that they themselves need in order to help their learners to learn the language. Teachers treat grammar from pedagogical perspectives. To language learners, grammar is a set of rules that they should possess in order to be able to use the target language correctly, effectively and appropriately.

To a layman, grammar is a book that presents the rules of a language. Such books contain grammatical explanations with examples and sometimes followed by grammar exercises.

Linguistic accounts deal with grammar at sentential and sub-sentential levels whereas pedagogical accounts deal with the supra-sentential or discourse level, including the levels dealt by linguistic accounts. Linguists focus on forms and their analysis whereas teachers and learners focus on forms and their use in everyday communication.

Our treatment of grammar should suit both perspectives- the perspective that accounts for the structures of the target language (forms) and the one that accounts for their use in communication (the use of forms). This is evident in the definition given by Thornbury (1999). He defines grammar as, "A description of the rules for forming sentences, including an account of the meanings that these forms convey" (p.1). He focuses on sentences with meaning in grammar. Grammar denotes rules to form meaningful sentences.

In my words, the grammar of any language is a set of rules describing the properties of the language concerned. In other words the grammar of language can be defined as an analysis of the various functions performed by the words of the languages used by the nations. A language is a means for written and verbal communication tools such that all of its elements are combined according to certain fixed patterns. Thus, grammar is the way in which words change together to make sentences. Grammar of a language is what happens to words when they becomes plural or negative, or what word order is used when we make questions or joined two clauses to make a sentences.

A study of grammar includes the study of five fundamental units of grammatical structure namely morpheme, word, phrase, clause and sentence. Morpheme is the lowest unit among the five fundamental units of grammatical description, which is a minimal meaningful unit in the grammatical system of a language. Morphemes are combined to form words. A word is the principal unit of lexicography, and each word finds a separate entry in the dictionary. A phrase is any group of words, which is grammatically equivalent to a single word, and which does not have its own subject and predicate. A clause, in contrast, has its own subject, predicate, and is a part of a larger sentence. A sentence is defined as a group of words that make sense. It is the largest unit of grammatical description and is an independent linguistic form. Among the five fundamental units of grammar, the morphology is a systematic study of morphemes or how morphemes are joined to form words. The word formation process is one of the grammatical studies in English. Word formation process means knowing how words are written and spoken and knowing how they can change their form. According to Quirk et.al. (1973, p.430) there are numerous word formation processes. They are:

(a)   compounding

(b)   clipping

(c)   blending

(d)   coinage

(e)   borrowing

(f)   acronym

(g)   backformation

(h)   conversation

(i)   alternation

(j)   claque

(k)   reduplication

(l)   affixation

Among these types of word formation processes, affixation is probably one of the most common words in the English language. Affixation can be achieved by adding prefix and suffix to the root. Prefix is added at the beginning of a word and suffix is added at the end of the word.

1.2.   Statement of the Problem

Community school in Nepal receives considerable grants in their physical infrastructure and educational resources. However, schools are facing several problems like quality of physical infrastructure, over crowed classroom, unmanaged teaching learning situation, untrained teacher, scarcity of teaching learning materials and so on. Due to these reasons many students fail in the annual examination in compulsory English subject. In comparison to primary level, lower secondary level and secondary level, most of the students fail at secondary level. Secondary level has two grades: 9 and 10. Grade 9 is the first phase of secondary level. It is the main step of SLC exam.

English textbook includes all four skills and different aspects like grammar, vocabulary, pronunciation and meaning. Among these aspects, teaching grammar is the main aspect. Within teaching grammar also, there are various aspects. Among them, word formation process is one. It studies the different processes like- blending, clipping, compounding, borrowing, affixation and so on. In this research, I want to manifest the problem that the students of grade 9

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have faced due to lack of knowledge of word formation processes, especially, lack of the knowledge of affixation.

At secondary level, English teacher does not teach the process how the words are formed. They teach the lesson, write the word's meaning and ask the questions and answers to them. Then students should write on the exercise book and read it. Finally, those who read and memorize can pass the exam. Due to this reason, students cannot progress in English subject.

In my view, the process of affixation is not only related to word meaning but also to the grammar, spelling and use of the vocabulary items. Students fail to form appropriate words due to lack of knowledge about affixation. So, I am trying to do research on this problem. I have selected the textbook for grade 9 to analyze the word formation process.

1.3.   Rationale of the Study

We know that affixation is one of the word formation processes in grammar. So, it is important to know that how the words are formed. Affix can be defined as a letter or group of letters added to the beginning or end of a word to change its meaning; this change can be lexical and grammatical. If we add the affix in the base word then word class and layer of meaning also may change. Teachers do not teach word formation process in the class and textbook designer has not included it. To improve English language, students should read vocabularies with their meaning too. Finally, students who read and memorize can progress in English subject, those who cannot memorize cannot progress. Therefore, this study entitled "Use of Affixes in the English Textbook for grade Nine" seeks to find out what types of derivational and inflectional morphemes are used in the English textbook in grade 9, and how far is the affixes relevant in the design textbook. How the words are formed in the English textbook of grade nine. Affixes cover prefixes, suffixes and infixes broadly. Therefore, this study is necessary to carry out.

1.4. Objectives of the Study

This research had the following objectives:

a)   To find out the affixes used in the English textbook for grade 9.

b)   To describe the affixes used in the English textbook for grade 9 on the basis of the following variables:

     i. inflectional affixes

     ii. derivational affixes

) Prefixes

) Suffixes

c)   To suggest some pedagogical implications.

1.5.   Research Questions

The research questions are guided by objectives to any study. They also assist a researcher to appropriate methodology and consequently to discuss, analyze and interpret the data so as to derive findings and to draw conclusion of the study. For this study I would have following research questions.

    (i)   How many affixes have been used in the grade 9 English textbook?

    (ii)   What types of affixes have been used in the English textbook for grade 9?

    (iii)   Do the affixed words change their word class?

    (iv)   Do they change their meaning?

1.6.   Significance of the Study

Affixation plays a vital role in the teaching and learning of a language. This study can be fruitful to all those students, teachers, textbook writers, syllabus designers, linguists, grammarians, researchers, etc. who are involved in the teaching and learning of the English language. This research will be beneficial to the textbook writers and curriculum designers who attempt to collect the materials required to teach the word formation processes of a given language. It is equally helpful in the vocabulary teaching of the English language.

1.7.   Delimitation of the Study

The researcher carried out this study considering the following limitations in order to make it precise and systematic:

1.   The study was limited to the English textbook of grade 9 for the purpose of selecting the words of affix (derivational affixes, inflectional affixes, prefixes and suffixes).

2.   It was limited to only the word formation process in the English language.

3.   It was limited to only one of the more frequent word formation processes affixation, used in the English textbook for grade 9.

4.   The comparison of the items were done on the basis of the following variables:

⌡Inflectional affixes vs. derivational affixes

⌡Prefixes vs. suffixes

1.8.   Operational Definition of the Key Terms

Affix-   letter or group of letters added to the beginning or end of a word to change its meaning.

Prefix-   letter or a group of letters added to the beginning of a word to change its meaning.

Suffix-   a kind of affix that is added after the stem or root to change its meaning.

Derivational affixes- an affix attach to a stem and derive a new word.

Inflectional affixes- an affix to a stem but we do not derive new word.

Word formation process- the process of creating of new lexical units.

Textbook- a book that teaches a particular subject and that is used especially in schools and colleges

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also are included under this chapter.

2.1.   Review of Related Theoretical Literature

A theoretical framework is a collection of interrelated concepts, like a theory. The study "Affixation in the English textbook for grade 9" was based on the following theoretical framework.

2.1.1. The Units of Grammar

According to Aarts and Aarts (1986, pp.15-99) there are five grammatical units: morphemes, words, phrases, clauses and sentences. Morpheme is the lowest and sentence is the highest unit. Morpheme is the minimal unit of grammatical description in the sense that it cannot be segmented any further at the grammatical level of analysis. The sentence is the highest unit consists of a clause or clauses. Now these hierarchical grammatical units are simply introduced here.

(i)   Morpheme

Morphemes are defined as the smallest meaningful units in the structure of a language. Morphemes are minimal distinctive units of grammar. They are prime and central concern of morphology. There are two types of morphemes i.e. free and bound morpheme. Under bound morpheme there are derivational and inflectional morphemes.

(ii)   Word

A word is a grammatical unit which consists of further smaller units, i.e. morphemes. A word contributes to the formation of higher units such as phrases, clauses and sentences. It is a minimal free form. It is the smallest unit which can constitute, by itself, a complete utterance. A word can be a

morpheme but vice -versa cannot be possible. A word can occur in isolation but a morpheme cannot.

(iii)   Phrase

A phrase is a grammatical which is larger than word and smaller than clause. It may consist of one or more than one word. It lacks 'subject +predicate' structure.

(iv)   Clause

A clause can be defined as a unit of grammatical organization smaller than the sentence and larger than phrases. Todd puts, "A clause is a group of words which contains a finite verb but which cannot occur in isolation, that is, a clause constitutes only part of a sentence" (1991: 63).

(v)   Sentence

Sentence can be defined as the largest structural unit in terms of which the grammar of language is organized. It is an independent linguistic unit that stands on its own and can be interpreted without any reference to any other unit of language. A sentence consists of one or more clauses.

2.1.2. Word Formation Processes

A word is grammatical unit which consists of further smaller units, i.e. morpheme. It is a minimal free form and the smallest unit which can constitute a complete utterance. A word can be a morpheme and can occur in isolation. Crystal (2003,p.83) defines word as " [A word is the] smallest unit of grammar that can stand alone as complete utterances, separated by spaces in written language and potentially by pause in speech."

The term 'word formation' is whole process of morphological variation in the constitution of words, i.e. including the two main divisions of inflectional and derivational. It is sometimes referred to all the processes connected with changing the form of the word by 'affixes' –which is the scope of morphology. Quirk, et al. (1973, p.430) define it "A form to which rule of word formation is applied is called a base, and the chief processes of English word formation by which the base may be modified." In its wider sense, word formation denotes

to the processes of creation of new lexical units. Although it seems that the difference between the morphological change of a word and the creation of new term are quite easy to perceive, there is sometimes a dispute as to whether blending is still a morphological change or making a new word.

Crsytal (2003, p.502) says, "Word formation in its most general sense refer to the whole process of morphological variation in the constitution of words, i.e. including the two main divisions of inflection and derivation".

Thus, word formation means knowing how words are written and spoken and knowing how they can change their form. Of course, there is numerous word formation processes are very similar in the majority of languages. Quirk et al. (1973, pp.430-431) have given word formation processes which are described in the following headings:

1.   Compounding

Compounding is a process in which two different words are joined together to denote one thing or produce a single word. The examples includes fingerprint (finger + print), bookcase (book + case), sunburn (sun + burn), wallpaper (wall+ paper), textbook (text + book), blackboard (black + board) etc.

2.   Clipping

Clipping is shortening or reducing long words. It is a process of reducing word of one lexical category (usually a noun) to a word of another lexical category (usually as a verb). Some of the examples in English include:

- Television- televise
- Option – opt
- Editor – edit
- Emotion – emote
- Advertisement – ad or advert
- Donation – donate
- Information – info
- Photograph – photo

⟩ Telephone – phone

3. Blending

Blending is similar to compounding but is characterized by taken only parts of words and joining them. It is a process of combining two separate forms to produce a single new term. Generally the beginning of one word is joined to the end of the other word. Examples include:

⟩ (smoke + fog) = smog

⟩ (motor + hotel)= motel

⟩ (breakfast + lunch) = brunch

⟩ (television + broadcast)= telecast

⟩ (medical + care) = medicare

⟩ (international + police) = Interpol

4. Coinage

Coinage is the invention of very new terms. It is a process of creation of a very new word. This process is not frequent; however, large corporations attempt to outdo one another to invent short eye-catching names for their products. Examples can include aspirin, nylon, kleenex, television, kodak, etc.

5. Borrowing

Some words in a language are borrowed from other languages. The items borrowed are called loan words. Some of the words such as 'ghee, chapatti, dhoti, guru' are the borrowed word in English from Hindi. Each language, in general, borrows the words from other language. For example,' coat, pant, shirt, school, campus, etc.' in Nepali are borrowed from English. Other examples include:

⟩ Biology, boxer, ozone, pretzel = German

⟩ Jackal, yogurt = Turkish

⟩ Pistol, robot = Czech

⟩ Alcohol = Arabic

)   Boss = Dutch

)   Croissant = French

)   lilac = Persian

)   Piano = Italian

)   Tycoon = Japanese

)   Zebra = bantu, etc

6.   Acronym

Acronym is a word formation process from initial letters of a few words in a phrase or a name. It is similar to abbreviation. Generally, words can be formed from the initial letters of a set of other words. Acronyms often consist of capital letters. For example:

)   NATO = North Atlantic Treaty Organization

)   NASA = National Aeronautics and space Administration

)   AIDS = Acquired Immune Deficiency Syndrome

)   WHO = World Health Organization

)   WTO = World Trade Organization

)   CD = Compact Disc

)   CALL = Computer Assisted Language Learning

)   TOEFL = Test Of English as a Foreign Language

7.   Backformation

Backformation is a process in which a word changes its form and function. Word of one type, which is usually a noun, is reduced and used as a verb. In this process, a shorter word is derived by deleting an affix from a longer word already present in the language. Examples include:

)   Editor/ edit

)   Actor/ act

)   Creditor / credit

)   Teacher/ teach

)   Option/ opt

8. Conversion

Conversion is a process of bringing change in the function of a verb without changing its form. Nouns start to be used as verbs like bottle- to bottle = bottling, butter- to butter = buttered, etc.

9. Alternation

Alternation is a process of forming a word using morpheme –internal modifications. Examples in English: vowel changes in the formation of some plurals – man –men, woman- women, etc.

10. Claque

Claque is a direct translation of the elements of words into the borrowing language for example: French gratteciel ('scrape sky') from English skyscraper, English loan word, from German lehnwort.

11. Reduplication

Reduplication is a process of forming new words by doubling all or part of a morpheme. Some words are formed out of to search elements as are almost alike. These elements may be either identical or slightly different. For example:

- Criss – cross
- Pooh- pooh
- Doodle – doo
- Kit – kat
- Hush – hush
- Sing – song
- Hurry – worry
- Tip – top
- Hanky – panky
- Goody – goody

12.   Affixation

Affixation is probably one of the most common word formation processes in the English language. Affixation can be achieved by adding affixes to the root. Prefixes are added at the beginning of a word, suffixes to the end of the word, and infixes, which are inserted in between a word. For example in a word 'unlikely', *un-* is prefix, -**like** – is root and *-ly* is suffix. Infixes are not found in English.

Among all word formation processes, the affixation is the most common and frequent process. The affixation for our purpose is described in detail in the following headings:

2.1.3. Affixation

Affixation is one of the processes of word formation. Affix can be defined as a letter or group of letters added to the beginning or end of a word to change its meaning. Affixes are limited in number in a language. They are classified into three types, depending on their position with reference to the root or stem of the word: those, which are added to the beginning of a root/ stem (PREFIXES), e.g., <u>un</u>happy; those, which follow (SUFFIXES), e.g., happi<u>ness</u>; and those, which occur within a root or stem (INFIXES). (Richards, 1999).

Crystal (2003, p.15) defines affixation as 'the morphological process whereby grammatical or lexical information is added to a stem is known as **affixation** (prefixation, suffixation, infixation)'.

Similarly, Arts and Arts (1986, p.101) define affixation as " a process whereby a prefix or a suffix is added to a free morpheme (i.e. a root) or a word that has already undergone a word formation rule."

In conclusion, affixes are bound morphemes. Affixes that are used to derive words (i.e. changing word from one type to another) are derivational affixes. Derivational affixes can occur before the base as well as after the base. Derivational suffixes are added then the inflectional suffixes. The inflectional suffixes occur at the end i.e. first derivational suffixes added to a word then the

inflectional suffixes. For example, in 'disagreements' '*dis-*' is a derivational prefix, '*-ment*' is a derivational suffix and '*-s*' is an inflectional suffix. In the inflected languages, there are inflections also for number, gender, person, case, tense.

2.1.3.1. Derivational Affixes

An affix attached to a stem for deriving a new word is derivational affix. In other words, the derivational affixes create new words. For example, the affix '*in*' is attached to the stem 'complete' and creates the new word 'incomplete' and its meaning also changes; so it is derivational affix.

Other common derivational affixes in English include –*ly* (kindly), *un* (unhappy), - *ness* (goodness), - *ship* (scholarship) and –*hood* (manhood). The English derivational affixes can be both prefixes and suffixes. Thus, *un-* (in unhappy) is a prefix while –*ly* (in kindly), -*ness* (in goodness), ship-(in scholarship) and –*hood* (in manhood) are all suffixes.

2.1.3.2. Inflectional Affixes

If we attach an affix to a stem but we do not derive new word, instead, the attachment of an affix to a stem just changes the form of the stem and its grammatical meaning. That is known as an inflectional affix or inflection. For example the affix –*ed* is attached to the stem talk to form talked, which is not a new word but another form of the same word talk and gives the meaning of past. Thus, the affix '*-ed*' is an inflectional affix.

According to Celce-Murcia and Larsen-Freeman (1999, p.32) there are eight inflectional affixes in English. They are as follows:

Four of them are used with verbs:

1.   Present participle (watch<u>ing</u>)
2.   Present tense- third person singular (walk<u>s</u>)
3.   Past tense- (jump<u>ed</u>)
4.   Past participle (eat<u>en</u>)

Two are added to nouns:

1.   Possessive (john's)

2.   Plural (books)

And two of them come at the end of adjectives, noun and adverbs:

1.   Comparative and noun maker (clearer, faster, teacher)

2.   Superlative (clearest, fastest)

The base, which functions as the nucleus is called the root. It may be bound or free. The addition of a derivational affix makes it a stem and the inflections are added to the stem. For example, 'agree' is the base; if '*dis-*' is added, it becomes a stem; 'disagree', is a stem and the third person singular present tense inflection can be added to the stem: 'He disagrees'; 'disagreement' is a stem and a plural inflectional suffix can be added to that.

2.1.4 Prefixation

The term prefix refers to a letter or a group of letters added to the beginning of a word to change its meaning, such as *un-* in unhappy. Prefixes generally alter the meaning of a word. Crystal (2003, p.367) defines prefix as 'a term used in morphology referring to an affix which is added initially to a root or stem'. Similarly, in Katamba's (1993, p.44, as cited in Shah 2010, p.8) words, "Prefix is an affix attached before a root or stem or base like *re-, un -*, and *in-*." Likewise, according to Radford, et al. (2002, p.163) "Prefix is one added to the left of the root, such as *re-*, is a prefix." Thus, prefix is a part of an affix that comes before the base or root word. Prefixes change the meaning of the base word which can see by the following examples:

S.N	Base Word	Prefix	Product
1.	Market	Super	**Super**market
		Hyper	**Hyper**market
2.	Interested	Un	**Un**interested
		Dis	**Dis**interested

Some of the commonly used prefixes in English in terms of their meanings and examples are presented in the following table:

Prefixes	Meaning	Example
A	Not affected by	**A**theist
Aero	Connected with air	**Aero** plane
Agro	Connected with farming	**Agro**-Industry
All	Completely	**All**-important
Ambi	Referring to both of two	**Ambi**valent

2.1.4.1. Classification of Prefixes

Prefixes have been classified in a number of ways. Syal and Jindal (2009, p.87) have classified prefixes in the following types:

1. negative prefixes
2. prefixes of number
3. prefixes of time and order
4. prefixes of location
5. prefixes of degree or size
6. prefixes of attitude
7. class changing prefixes
8. other prefixes

A description of each of the prefixes has been given in the following section:

1. Negative Prefixes

Prefix	Base Word	New Word
A	Theist/ moral	**A**theist/ **a**moral
De	Frost/ forestation	**De**frost/ **de**forestation
Dis	Passionate/service	**Dis**passionate/ **dis**service

2.   Prefix of Number

Prefix	Base Word	New Word
Bi	Lingual/ lateral	**Bi**lingual/ **bi**lateral
Di	Pole/ ode	**Di**ple/ **di**ode
Mono	Syllabic/ logue	**Mono**syllabic/**mono**logue

3.   Prefix of Time and Order

Prefix	Base Word	New Word
Ate	Chamber	**Ante**chamber
Ex	Principal	**Ex**- principal
Fore	Knowledge/ tell	**Fore**knowledge/ **fore**tell

4.   Prefix of Location

Prefix	Base Word	New Word
Inter	National/ class	**Inter**national/ **inter**class
Intra	Group/ departmental	**Intra-**group/**intra**-departmental
Sub	Way/ marine	**Sub**way/ **sub**marine

5.   Prefix of Degree or Size

Prefix	Base Word	New Word
Arch	Bishop/ angel	**Arch**bishop/ **Arch**angel
Hyper	Active/ Critical	**Hyper**active/ **hyper**critical
Out	Run/ live	**Out**run/ **out**live

6   Prefix of Attitude

Prefix	Base Word	New Word
Anti	Hindu/ social	**Anti** Hindu/ **anti**social
Co	Operate/ sponsor	**Co**operate/ **co**sponsor
Counter	Act/ proposal	**Counter**act/**counter**proposal

7.   Class Changing Prefixes

Prefix	Word	Class	New Word	Class
Be	Head	Noun	**Be**head	Verb
	Friend	Noun	**Be**friend	Verb
En	Able	Adjective	**En**able	Verb
	Trust	Noun	**En**trust	Verb
De	Form	Noun	**De**form	Verb
	Frost	Niun	**De**frost	Verb

1.   Other Prefixes

prefix	Base Word	New Word
Auto	Biography/start	**Auto**biography/**auto** start
Neo	Rich/classical	**Neo**rich/classical
Pan	Indian	**Pan**-Indian

2.1.5. Infixation

Infixation is one of the affixes used less frequently in the word formation processes of the English language. Infix is a letter or group of letters added to the middle of a word to change its meaning. When an infix is inserted within a root or base, it makes a new word.

Crystal (2003, p.233) defines infix as 'a term used in morphology referring to an affix which is added within a root or stem'. Infixes are not common in the English language but found in the Latin and Arabic languages. The examples are Latin *'linguo'* has *n* as the infix and Arabic *'qariba'* (be near) becomes *'iqtaraba'* (to cause oneself to come near) (Crystal, 2003).

 Similarly, Katamba (1993, as cited in Shah 2010, p.9) defines, an infix as "an affix inserted into the root." The process of infixation is not encountered in the European languages, but it is commonly found in the Asian, American, Indian and African languages.

2.1.6. Suffixation

Suffixation is one of the most common word formation processes in the English language. Suffix is a letter or group of letters added to the end of a word to change its meaning.

Crystal (2003, p.444) defines suffix as 'a term in morphology referring to an affix which is added following a root or stem'.

Similarly, Katamba (1993, p.44, as cited in Shah 2010, p.9) defines a suffix as "an affix attached after a root –*ly*, -*er*, -*ist, -ing*, and –*ed*."

Likewise, according to Radford et al. (2002, p.163) "A morpheme such as –ery/or, added to the right of the root is a suffix." For example, the words machinery and actor are suffix words and –*ery* and –*or* are suffixes.

In conclusion, suffix is a kind of affix that is added after the stem or root.

Some of the commonly used suffixes in English with its meaning and examples are given as follows:

Suffixes	Meaning	Examples
Able	That can or must be	Change**able**
Age	The action or result of	Bond**age**
Al	Connected with	Surviv**al**
Ance	The action or state	Assist**ance**
Ancy	The state or quality of	Expect**ancy**

2.1.6.1. Classification of Suffixes

According to Syal and Jindal (2009, p.89), the suffixes can broadly be divided into two categories namely class maintaining and class changing suffixes. Here are a few examples:

1.   Class Maintaining Suffixes

A description of the class maintaining suffixes is presented in the following table:

Suffix	Word	Class	New Word	Class
Ship	Friend	Noun	Friend**ship**	Noun
Hood	Boy	Noun	Boy**hood**	Noun
Ite	Hindu	Adjective	Hindu**ite**	Adjective

2.   Class Changing Suffixes

A description of the class changing suffixes has been presented in the following table:

）   Noun to Adjective

Suffix	Word	Class	New Word	Class
Ian	India	Noun	Ind**ian**	Adjective
ese	China	Noun	Chin**ese**	Adjective
Ful	Beauty	Noun	Beauti**ful**	Adjective

▪   Adjectives to Noun

Suffix	Word	Class	New Word	Class
Ity	Able	Adjective	Abil**ity**	Noun
Ness	Happy	Adjective	Happi**ness**	Noun
Ry	Brave	Adjective	Brave**ry**	Noun

）   Nouns to Verbs

Suffix	Word	Class	New Word	Class
Ify	Fort	Noun	Fort**ify**	Verb
En	Length	Noun	Length**en**	Verb
Le	Top	Noun	Topp**le**	Verb

)   **Verbs to Nouns**

Suffix	Word	Class	New Word	Class
Er	Drive	Verb	Driv**er**	Noun
Ment	Govern	Verb	Govern**ment**	Noun
Age	Drain	Verb	Drain**age**	Noun

)   **Verbs to Adverbs**

Suffix	Word	Class	New Word	Class
Ily	Sleep	Verb	Sleepi**ly**	Adverb
Fully	Play	Verb	Play**fully**	Adverb

)   **Adjectives to Adverbs**

Suffix	Word	Class	New Word	Class
Ly	Nice	Adjective	Nice**ly**	Adverb
Wards	Back	Adjective	Back**wards**	Adverb

2.2.   Review of Related Empirical Literature

The research remains incomplete if the earlier studies are not included, and it will be futile and worthless if no newness is shown and no investigation is done. In this regard, this study provides information and development. The aim of reviewing the previous research and literature is to explore what has already been done and what is left to be done in the very realm. Research carried out on affixation, in the department of English education, are only a few. Researchers present their review below:

Thakur (2008) carried out a research entitled "Verbal Affixation in Maithili and English". The main objective of the study was to identify the verbal affixation and the rules of verbal affixation of the Maithili language. Stratified random sampling was used to sample population. The total sample of the study was ninety Maithili speakers from Sirah district. He consulted three age groups native speakers, such as (20-40) years, (40-60) years and 60 years above. Each

stratum considers of thirty native speakers having fifteen males and fifteen females with illiterate, literate (below S.L.C) and educated (S.L.C, +2). He used questionnaire for literate and interview for illiterate as a tool for data collection. He found that the English has more prefixes than the Maithili and the Maithili is richer than the English in terms of number of suffixes. Both the English and Maithili languages were found to have number and person marker suffixes.

Charmakar (2010) conducted a research on "Verbal affixation in English and Baitadeli" He aimed to identify verbal affixation in Baitadeli dialect to point out similarities and differences in the verbal affixation of English and Baitadeli dialect |-nu |is the first person plural |-u| and |au| are the first person singular and plural number marker suffix. His research methodology was based on judgmental/ purposive non random sampling procedure. The population of this research was the eighty native speakers of Baitadeli dialect living in Ganjara and Shibaling of Baitadi district. Total population was divided into two groups according to sex. The groups were males and females with equals in numbers. Forty people from one V.D.C., he used pre-prepared questionnaire and interview as a tool for data collection. Similarly, he found number marker suffixes, tense marker suffixes, gender marker suffixes, perfective marker suffixes and Baitadeli language have person marker suffixes they don't have infix in both language.

Shah (2010) carried out a research on "Verbal affixation in English and Doteli dialect of Nepali". It was based on stratified random sampling. The main objective of the study was to find out the verbal affixation in the doteli dialect of Nepali language and to compare and contract Doteli verbal affixation with those of English. The total population of this study was eighty native speakers of Doteli dialect living in Ajaimeru and Chipur V.D.C of Dadheldhura district. The total population divided into two groups. They were equal numbers of males and females, and literate and illiterate, i.e. 10 literate female, 10 literate male and 10 illiterate male, 10 illiterate female from each V.D.C. He used a set

of questionnaire for literate and interview for illiterate as a tool for data collection. He found that in Doteli diolect of Nepali language and English have only person marker suffixes. English has only one person marker suffix and it marks the third person singular where as Doteli has all person marker suffixes.

Rai (2010) carried out a research on "Verbal affixation in Chhintang and English". The main objective of the study was to identify the verbal affixation system in the Chhintang Rai language. He used sixty informants to elicit the data of the Chhintang Rai language verbal affixation. There were the equal numbers of male and female and literate and illiterate informants, i.e. 30 male and 30 female including equal numbers of literate and illiterate. He used a set of questionnaire for literate informants and interview for the illiterate informants as a tool for data collection. He followed stratified random sampling procedure to sample the population. He found that there are seven tense marker suffixes, i.e. four non-past tense marker and three past tense marker suffixes in Chhintang Rai language. There is one imperative marker suffix, i.e. –a.

Joshi (2011) conducted a research on "Verbal affixation in Bajhangi, Nepali and English" He aimed to identify the verbal affixation system of Bajhangi dialect and compare and contrast the verbal affixation in the Bajhangi, Nepali and English languages. The sampling procedure was judgmental/ purposive non random procedure. He selected forty literate and illiterate native speakers of Bajhangi dialect including equal numbers of males and females from two V. D. C. of Bajhang district. All the informants were above twenty years of age. He used a set of questionnaire for literate informants and interview for the illiterate informants as a tool for data collection. He found that Bajhangi, Nepali and English have only person marker suffix. They do not have person marker prefixes and infixes. English has only person marker suffix and it marks third person singular whereas Bajhangi and Nepali have number marker suffixes than that of English.

2.3.   Implication of Review for the Study

All the reviewed researches were related to the verbal affixation of the language. These studies are about the affixation. So, all those studies are related to my study to some extent. After reviewing those research works, I got lots of ideas regarding the affixation under word formation processes. In order to conduct those researches, they have used survey research design. Therefore, after reviewing those research works, I got ideas of the process of survey research design and planned to use the same research design. I adopted this research design is reason that survey research is also very similar to theirs. In comparison to other research designs, it is logical, economy (in terms of time). We can adopt other designs which are lengthy. Experimental research needs varieties of groups and sections to prove pre-research condition, while research condition and post experiment condition. Likewise, I took several ideas from many subject related experts who help my study authentic, more valid and more reliable. On the other hand, my study is on textbook (written language analysis in terms of affixation) which is prepared by expertise. In my option, action research also will not be rational. I collect ideas from subject experts using questionnaire, observation, interview tools that make my study meaningful, credible, resourceful, economy and easy. Likewise, they have used observation, interview, questionnaire as the tool for data collection and I have used observation and checklist as tool for data collection because I carried out the information from the written textbook. They have studied about the verbal affixation including suffixation and prefixation of the different Nepali dialectal languages and I had planned to study affixation of grade 9 English textbook for the same purpose.
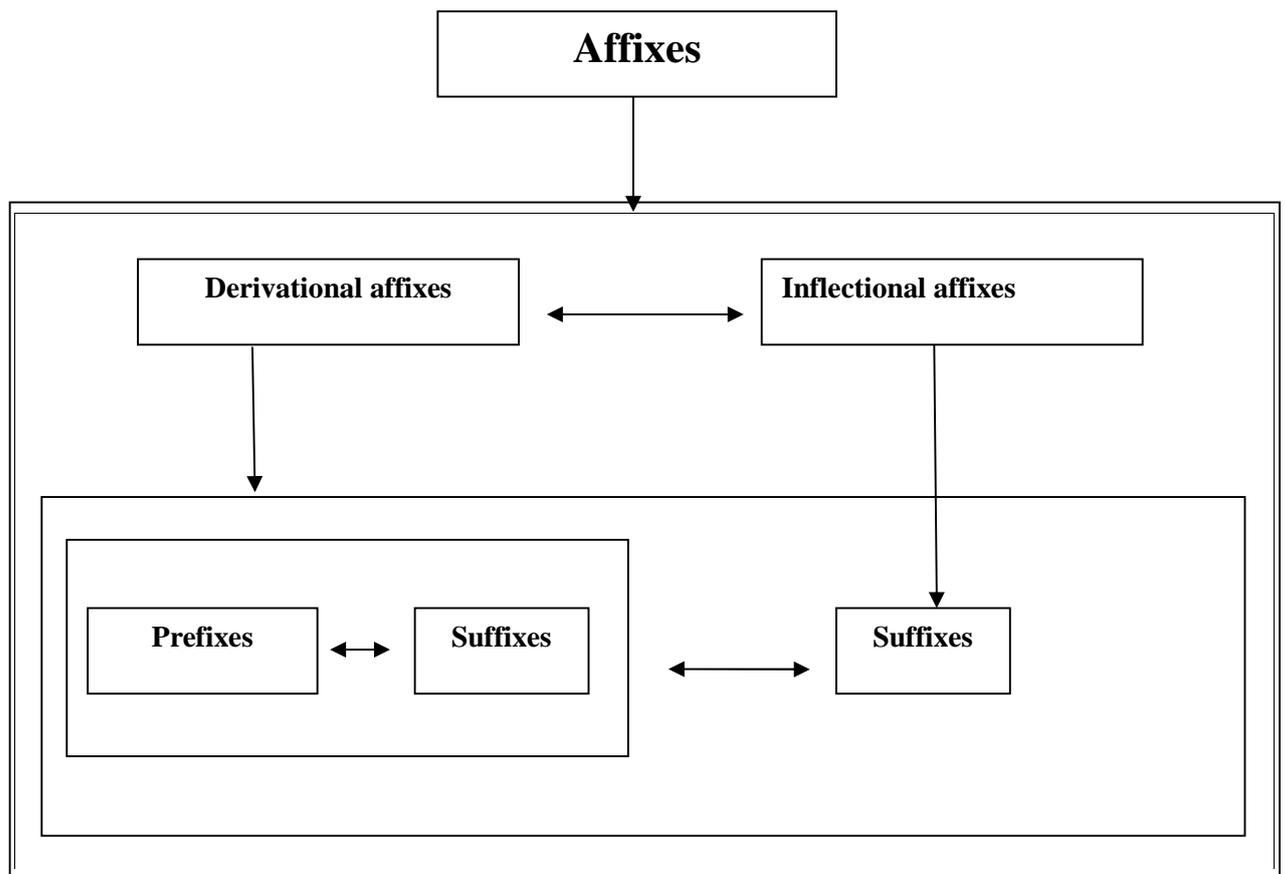
2.4. Conceptual Framework

Affixes which are added to the beginning of a word are prefixes, which are added to the end of a word are suffixes. Affixes are either inflectional or derivational. Inflectional affixes do not derive new word, the attachment of an affix to a stem just changes the form of stem and its grammatical meaning. For

example, the affix –*ed* is attached to the stem *talk* to form *talked,* which is not a new word but another form of the same word talk and gives meaning of past. Derivational affixes create new word. For example, the affix 'in' is attached the stem 'complete' and creates a new word 'incomplete' and its meaning has also changed. Under derivational affixes there are prefixes and suffixes.

The study entitled "Affixes in the English Textbook for Grade Nine" was based on the following conceptual framework.

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                    │      Affixes        │
                    └─────────────────────┘
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                               ▼
┌──────────────────────────────────────────────────────────────────┐
│                                                                    │
│   ┌─────────────────────┐         ┌─────────────────────┐          │
│   │ Derivational affixes │◄──────►│ Inflectional affixes │          │
│   └─────────────────────┘         └─────────────────────┘          │
│              │                               │                      │
│              ▼                               │                      │
│   ┌──────────────────────────────────────┐  │                      │
│   │  ┌──────────┐      ┌──────────┐       │  ▼                      │
│   │  │ Prefixes │◄────►│ Suffixes │   ◄──►│ ┌──────────┐            │
│   │  └──────────┘      └──────────┘       │ │ Suffixes │            │
│   │                                       │ └──────────┘            │
│   └──────────────────────────────────────┘                         │
│                                                                    │
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CHAPTER - THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodology was adopted to fulfill the objectives of this research. This methodological part includes design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure respectively.

3.1.   Design of the Study

Survey research is one of the most important areas of measurement in applied social research. I have also carried out the survey research for achieving the determined objectives. It can be carried out either by a group of researches or by an individual. It mainly depends upon the nature of the study. Kerlinger, (1986, p.13) states "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables". This definition conveys that one of the most important features of the survey research is that, it is in favour of external validity.

In survey research the researcher selects sample of responded from a population. It is possible to collect data from large or small population. In survey research triangulation approach is used for data collection. Following Cohen, et al. (2010, p.83) triangulation approach may be defined as the use of two or more methods of data collection in the study. Now, we understand that in survey research different types of data collection tools can be used, e.g., to study behavior of subject observation is an appropriate tool. In the same way, to find out the perception of population on certain issues interview or questionnaire is appropriate tools.

Nunan (2010, p.123) has given the following process of survey research:

ʃ Step-1 : define objective

- 〉 Step-2 : identify target population
- 〉 step-3 : literature review
- 〉 Step-4 : determine sample
- 〉 Step-5 : indentify survey instrument
- 〉 Step-6 : design survey procedure
- 〉 Step-7 : identify analytical procedures
- 〉 Step-8 : determine reporting procedure

3.2.　Population and Sample

All the 88 affixes of different kinds from the English textbook for grade nine was the population of my study. The frequency of occurrence of those affixes including all the affixes like the derivational affixes, the inflectional affixes, the prefixes and the suffixes was 1534 in the English textbook for grade nine.

3.3.　Sampling Procedure

I did not select the sample for sampling procedure for my study. I selected universe of all the affixes for grade 9 English textbook.

3.4.　Data Collection Tools

I used observation and checklist tool for data collection. I observed and listed all the affixes used in the English textbook for grade 9 and was categorized them into different variables based on the objectives of the study.

3.5.　Data Collection Procedure

In order to collect data, at first, I underlined all the kinds of affixes on the English textbook for grade nine. Then, I listed out all the affixes with the help of checklist.

3.6.　Data Analysis and Interpretation Procedure

After collecting the data I presented the number of affixes in the table and

describe the data of affixes. Similarly, I separated the all affixes according to class of affixes and put them in the tables and described the percentage of data. Likewise, I tabulated and described the percentage of affixes after separating the variables – inflectional affixes, derivational affixes, prefixes and suffixes.

CHAPTER - FOUR
RESULTS AND DISCUSSION

This chapter is concerned with the results and discussion of the collected data. The collected data from the English textbook for grade nine were discussed. According to the objectives of the study, different tables were made and data were analyzed descriptively.

4.1   Results

The purpose of this study was to find out the affixes used in the English textbook for grade 9. Based on the analysis and interpretation of data, some findings of the study have been drawn. The major findings of this research are as follows:

i.   In the English textbook for grade 9, there were altogether 88 affixes including inflectional affixes, derivational affixes, prefixes and suffixes.

ii. There were 8 inflectional and 80 derivational affixes. The derivational affixes, namely, prefixes and suffixes were 32 and 48 respectively.

iii. The frequency of occurrence of total 88 affixes was 1534. Among them, the inflectional affixes had the highest 1081 (70.47%) frequency of occurrence and the derivational affixes had the lowest 453 (29.53%) frequency of occurrence.

iv. The affixes *astro, eco, extra, ir, pre, semi, super, tele, to, cide, ery, fy, ish, ology, ty* and *way* had the lowest 1 (0.07%) frequency of occurrence and the plural marker inflectional affix *s/es* had the highest 406 (26.47%) frequency of occurrence.

v.   Among all the inflectional affixes, the plural marker affix *s/es* had the highest 406 (37.56%) frequency of occurrence and the superlative degree maker affix *est* had the lowest 9 (0.83%) frequency of occurrence.

vi. The frequency of occurrence of total 80 derivational affixes was 453. Among them, the prefixes had 127 (28.04%) frequency of occurrence and the suffixes had 326 (71.96%) frequency of occurrence.

vii. The derivational affixes *astro, eco, extra, ir, pre, semi, super, tele, to, cide, ery, fy, ish, ology, ty* and *way* had the lowest 1 (0.22%) frequency of occurrence and the derivational affix *ly* had the highest 70 (15.45%) frequency of occurrence.

viii. The prefixes *astro, eco, extra, ir, pre, semi, super, tele* and *to* had the lowest frequency of occurrence 1 (0.79%) and the prefix *re* had the highest 16 (12.60%) frequency of occurrence.

ix. In terms of the classification of the prefixes, the negative prefixes had the highest 52 (40.94%) frequency of occurrence and the prefix of number had the lowest 2 (1.57%) frequency of occurrence.

x. The suffix *ly* had the highest 70 (21.47%) frequency of occurrence and the suffixes *cide, ery, fy, ish, ology, ty* and *way* had the lowest 1 (0.31%) frequency of occurrence.

xi. The prefixes *astro, eco, extra, ir, pre, semi, super, tele* and *to* and the suffixes *cide, ery, fy, ish, ology, ty* and *way* had equal i.e. 1, frequency of occurrence.

xii. The prefixes *anti, bi, bio, co, intra* and *para* and the suffixes *ative, dom eer, ence, ent, ese, graphy, ian, ism,, ise/ize, less, ory, ward* and *wise* had equal i.e. 2, frequency of occurrence.

xiii. The prefixes *dis, inter, mis, non* and *photo* and the suffixes *age, cy* and *fully* had equal i.e. 3, frequency of occurrence.

xiv. The prefixes de and under and the suffixes *hood, ist, or* and *th* had equal i.e. 4, frequency of occurrence.

xv. The prefixes *al, en* and *up* and the suffixes *ic, self* and *ship* had equal, 5, frequency of occurrence.

xvi. The prefix *im* and the suffixes *ation, ance, ible* and *ness* had equal, 6, frequency of occurrence.

xvii. The inflectional affixes were more than the derivational affixes by 628 (40.94%) in the terms of frequency of occurrence.

xviii. The suffixes were more than the prefixes by 199 (43.93%) in terms of frequency of occurrence.

4.2 Discussion

In order to find out the affixes used in the English textbook for grade nine, the researcher checked the collected data. Each datum was put in the correct order. Repeated words of affixes were excluded from the list. According to the objectives of the study, the collected data were tabulated and discussed into the following headings and sub-headings:

4.2.1 Holistic Analysis of Affixes

Table No. 1

The Total Frequency of Occurrence of Affixes

S.N	Affixes	Total Frequency	Percentage
1.	Progressive –*ing*	204	13.30%
2.	Third person Singular –*s*	89	5.80%
3.	Plural *(s/es)*	406	26.47%
4.	Past Participle –*en*	18	1.17%
5.	Possessive ('*s*)	57	3.72%
6.	Past Marker-*ed*	243	15.84%
7.	Comparative and Noun Marker (*er*)	55	3.58%
8.	Supperlative (*est*)	9	0.58%
9.	A	8	0.52%
10.	Al	5	0.335%
11.	Anti	2	0.13%
12.	Astro	1	0.07%

The table shows that the total number of affixes used in the English textbook for grade 9 were 88. The total frequency of those affixes was 1534. The affixes *astro, eco, extra, ir, pre, semi, supper, tele, to, cide, ery, fy, ish, ology, ty* and *way,* the affixes *anti, bi, bio, co, intra, para, ative, dom, eer, ence, ent, ese, graphy, ian, ism, ise/ize, less, ory, ward* and *wise,* the affixes *fully, cy, ary, age, photo, non, mis, inter* and *dis,* the affixes *de, under, hood, ist, or* and *th,* and the affixes *al, en, up, ic, self* and s*hip* were found 1 (0.07%), 2 (0.13%), 3 (0.19%), 4 (0.26%) and 5 (0.33%) times in use respectively in their frequency of occurrence. Similarly, the affix *re*, the affixes *al* and *ment*, the affixes *y* and the past participle *en*, the affix *ion,* the affix *ly,* the comparative and noun marker affix *er,* the possessive marker affix '*s*, the third person singular marker affix, the progressive marker inflectional affix *ing,* the past marker inflectional affix *ed* and the plural marker inflectional affix *s/es* were found 16 (1.02%), 17 (1.11%), 18 (1.17%), 34 (2.22%), 70 (4.56%), 55 (3.58%), 57 (3.72%), 89 (5.80%), 204 (13.30%), 243 (15.84%) and 406 (26.47%) respectively in their frequency of occurrence. Among them, the affixes indicating astro*, eco, extra, ir, pre, semi, supper, tele, to, cide, ery, fy, ish, ty* and *way* had the lowest 1 (0.07%) frequency of occurrence and the plural marker inflectional affix *s/es* had the highest 406 (26.47%) frequency of occurrence.

4.2.2 Analysis of Inflectional Affixes

There were 8 inflectional affixes and the frequency of occurrence of those affixes was 1081 in the English textbook for grade nine. Here is a description of the affixes in the following table.

Table No. 2

The Total Frequency of Occurrence of Inflectional Affixes

S.N	Affixes	Total Frequency	Percentage
1.	Progressive -ing	204	18.87%
2.	Third Person Singular -s	89	8.23%
3.	Past Marker –ed	243	22.48%
4.	Past Participle –en	18	1.67%
5.	Possessive ('s)	57	5.27%
6.	Plural (s/es)	406	37.56%
7.	Comparative and Noun Marker –er	55	5.09%
8.	Supperlative –est	9	0.83%
Total		1081	100%

The table shows that there were altogether 8 inflectional affixes in the English textbook for grade nine. The total frequency of occurrence of that affix was 1081. The inflectional affixes indicating the superlative maker affix *est*, the past participle maker affix *en,* the comparative and noun maker affix *er,* the possessive maker affix '*s,* the third person singular maker affix *s,* the progressive maker affix *ing,* the past maker affix *ed* and the plural maker affix *s/es* were found 9 (0.83%), 18 (1.67%), 55 (5.09%), 57 (5.27%), 89 (8.23%), 204 (18.87%), 243 (22.48%) and 406 (37.56%) times respectively in their frequency of occurrence. Among them, the plural marker inflectional affix –*s/es* 406 (37.56%) had the highest frequency of occurrence and the superlative degree marker inflectional affix –*est* 9 (0.83%) had the lowest frequency of occurrence.

4.2.3 Analysis of Derivational Affixes

The English derivational affixes can be both prefixes and suffixes. The derivational affixes for our purpose have been divided into prefixes and suffixes here.

4.2.3.1 Analysis of Prefixes

Out of total 65 prefixes of study only 32 prefixes of different types were found in the English textbook for grade nine. The total frequency of occurrence of all the prefixes has been presented as follows:

Table No. 3

The Total Frequency of Occurrence of Prefixes

S.N	Prefixes	Total Frequency	Percentage
1.	A	8	6.30%
2.	Al	5	3.94%
3.	Anti	2	1.57%
4.	Astro	1	0.79%
5.	Be	7	5.51%
6.	Bi	2	1.57%
7.	Bio	2	1.57%
8.	Co	2	1.57%
9.	De	4	3.15%
10.	Dis	3	2.36%
11.	Eco	1	0.79%
12.	En	5	3.94%
13.	Extra	1	0.79%
14.	Im	6	4.72%
15.	In	11	8.66%

The above table shows that there were altogether 32 prefixes in the English textbook for grade 9. The total frequency of occurrence of those prefixes was 127. The prefixes *astro, eco, extra, ir, pre, semi, tele* and *super,* the prefixes *anti, bi, bio, co, intra* and *para,* the prefixes *dis, inter, mis, non* and *photo,* the prefixes *de* and *under*, the prefixes *al, en* and *up,* the prefix *im,* the prefix *be,* the prefixes *a* and *over*, the prefix *in,* the prefix *un* and the prefix *re* were found 1 (0.79%), 2 (1.57%), 3 (2.36%), 4 (3.15%), 5 (3.94%), 6 (4.72%), 7 (5.51%),

8 (6.30%), 11 (8.66%), 12 (9.45%) and 16 (12.60%) respectively in their frequency of occurrence. Among them, the prefixes indicating *astro, eco, extra, ir, pre, semi, tele* and *super* had the lowest 1 (0.79%) frequency of occurrence and the prefix indicating *re* had the highest 16 (12.60%) frequency of occurrence.

A.   Classification of Prefixes

Prefixes have been classified in a number of ways and there is not any comprehensive classification of the prefixes. Here is the classification of prefixes in terms of their frequency of occurrence according to Syal and Jindal (2009, p.87) in the following types:

1.   Negative prefixes
2.   Prefix of number
3.   Prefix of time and order
4.   Prefix of location
5.   Prefix of degree or size
6.   Prefix of attitude
7.   Class changing prefixes
8.   Other prefixes

A description of each of the prefixes has been given in the following section:

1.   Negative Prefixes

The description of negative prefixes in terms of its total frequency of occurrence is described below.

Table No. 4

The Total Frequency of Occurrence of Negative Prefixes

S.N	Prefixes	Total Frequency	Percentage
1.	A	8	15.38%
2.	De	4	7.69%
3.	Dis	3	5.77%
4.	Im	6	11.54%
5.	In	12	23.08%
6.	Ir	1	1.92%
7.	Mis	3	5.77%
8.	Non	3	5.77%
9.	Un	12	23.08%
Total		52	100%

The table shows that there were altogether nine negative prefixes found in the English textbook for grade 9. The total frequency of occurrence of those prefixes was 52. The negative prefixes indicating *ir*, the prefixes *dis, mis* and *non,* the prefix *de*, the prefix *im,* the prefix *a* and the prefixes in and *un* were found 1 (1.92%), 3 (5.77%), 4 (7.69%), 6 (11.54%), 8 (15.38%) and 12 (23.08%) times respectively in their frequency of occurrence and the prefix *ir* had the lowest 1 (1.92%) frequency of occurrence and the prefixes in and *un* had the highest 12 (23.08%) frequency of occurrence. The prefix *il* was not found in the English textbook for grade nine.

2.   Prefix of Number

The description of the prefixes of number in terms of its frequency is given below:

Table No. 5

The Total Frequency of Occurrence of Prefix of Number

S.N	Prefix	Total Frequency	Percentage
1.	Bi	2	100%
Total		2	100%

The table shows that there was only one prefix of number with its 2 (100%) occurrence in the English textbook for grade 9. The prefixes *mono, uni, di, tri, tetra* and *multi* were not found in the English textbook for grade 9.

3. Prefix of Time and Order

The description of the prefix of time and order in terms of its frequency of occurrence is given below:

Table No. 6

The Total Frequency of Occurrence of Prefix of Time and Order

S.N	Prefixes	Total Frequency	Percentage
1.	Pre	1	5.88%
2.	Re	16	94.12%
Total		17	100%

The table shows that there were 2 prefixes of time and order and the frequency of occurrence of those prefixes was 17 in the English textbook for grade 9. The prefix *pre* and the prefix *re* were found 1 (5.88%) and 16 (94.12%) respectively in their frequency of occurrence. The prefixes *ante, fore, post* and *ex* were not found.

4. Prefix of Location

The description of the prefixes of location in terms of its frequency of occurrence is given below:

<center>**Table No. 7**</center>

<center>**The Total Frequency of Occurrence of Prefix of Location**</center>

S.N	Prefixes	Total Frequency	Percentage
1.	Inter	3	60%
2.	Intra	2	40%
Total		5	100%

The table shows that 2 prefixes of prefix of location with its total 5 frequency of occurrence in the English textbook for grade 9. The prefix *intra* and the prefix *inter* were found 2 (40%) and 3 (60%) respectively in their frequency of occurrence. The prefixes *sub* and *trans* were not found in the English textbook for grade 9.

5.   Prefix of Degree or Size

The description of the prefixes degree or size in terms of their frequency of occurrence is given below:

<center>**Table No. 8**</center>

<center>**The Total Frequency of Occurrence of Prefix of Degree or Size**</center>

S.N	Prefixes	Total Frequency	Percentage
1.	Over	8	61.54%
2.	Super	1	7.69%
3.	Under	4	30.77%
Total		13	100%

The table shows that there were 3 prefixes of degree or size. The frequency of occurrence of those prefixes was 13. The prefix *super,* the prefix *under* and the prefix *over* were found 1 (7.69%), 4 (30.77%) and 8 (61.54%) respectively in their frequency of occurrence. Among them, the prefix *super* had the lowest 1 (7.69%) frequency of occurrence and the prefix *over* had the highest 8 (61.54%) frequency of occurrence. The prefixes *out, hyper, ultra, mini, sub* and *arch* were not found in the English textbook for grade 9.

6. Prefix of Attitude

The description of attitude in terms of its frequency of occurrence is given below:

Table No. 9

The Total Frequency of Occurrence of Prefix of Attitude

S.N	Prefixes	Total Frequency	Percentage
1.	Anti	2	50%
2.	Co	2	50%
Total		4	100%

The table shows that there were 2 prefixes of attitude with its total 4 frequency of occurrence in the English textbook for grade 9. Both the prefix *anti* and the prefix *co* were equally found 2 (50%) and 2 (50%) respectively in their frequency of occurrence. The prefixes *pro* and *counter* were not found in the English textbook for grade 9.

7. Class Changing Prefixes

The description of class changing prefixes in terms of its frequency of occurrence is given below:

Table No. 10

The Total Frequency of Occurrence of Class Changing Prefixes

S.N	Prefixes	Total Frequency	Percentage
1.	Be	7	58.33%
2.	En	5	41.67%
Total		12	100%

The table shows that there were 2 class changing prefixes with total 11 frequency of occurrence in English textbook for grade 9. Among them, the prefix *en* and the prefix *be* were found 5 (41.67%) and 7 (58.33%) respectively

in their frequency of occurrence. The prefix *de* was not found in the English textbook for grade 9.

8.   Other Prefixes

The description of other prefixes in terms of its frequency of occurrence is given below:

Table No. 11

The Total Frequency of Occurrence of Other Prefixes

S.N	Prefixes	Total Frequency	Percentage
1.	Al	5	21.74%
2.	Astro	1	4.35%
3.	To	1	4.35%
4.	Up	5	21.74%
5.	Extra	1	4.35%
6.	Tele	1	4.35%
7.	Bio	2	8.70%
8.	Eco	1	4.35%
9.	Para	2	8.70%
10.	Photo	3	13.04%
11.	Semi	1	4.35%
Total		23	100%

The table shows that there were altogether 11 other prefixes and the frequency of occurrence of those prefixes was 23. The prefixes *astro, to, extra, tele, eco* and *semi,* the prefixes *bio* and *para*, the prefix *photo* and the prefixes *al* and *up* were found 1 (4.35%), 2 (8.70%), 3 (13.04%) and 5 (21.74%) respectively in their frequency of occurrence. Among them, the prefixes indicating *astro, to, extra, tele, eco* and *semi* had the lowest 1 (4.35%) frequency of occurrence and the prefixes *al* and *up* had the highest 5 (21.74%) frequency of occurrence.

4.2.3.2 Analysis of Suffixes

Out of total 56 suffixes of study only 48 suffixes were found in the English textbook for grade nine. The total frequency of occurrence of each suffix is presented as follows:

Table No. 12

The Total Frequency of Occurrence in Suffixes

S.N	Suffixes	Total Frequency	Percentage
1.	Able	8	2.45%
2.	Ation	6	1.84%
3.	Age	3	0.92%
4.	Al	17	5.21%
5.	Ance	6	1.84%
6.	Ary	3	0.92%
7.	Ate	7	2.15%
8.	Ative	2	0.61%
9.	Cide	1	0.31%
10.	Cy	3	0.92%
11.	Dom	2	0.61%
12.	Eer	2	0.61%
13.	Ence	2	0.61%
14.	Ent	2	0.61%
15.	Ery	1	0.31%

The table shows that there were altogether 48 suffixes in the English textbook for grade 9 and the total frequency of those suffixes was 326. The suffixes *cide, ery, fy, ish ,ology, ty* and *way*, the suffixes *ative, dom, eer, ence, ent, ese, graphy, ian, ism, ize/ise, less, ory, ward* and *wise,* the suffixes a*ge, ary, cy* and *fully*, the suffixes *hood, ist, or* and *th,* the suffixes *ic, self* and *ship*, the suffixes *ation, ance, ible* and *ness,* the suffixes *ate* and *ial*, the suffix *able,* the suffixes *ful* and *ive*, the suffixes *lty* and *ous,* the suffixes *al* and *ment,* the suffix *y*, the suffix *ion* and the suffix *ly* were found 1 (0.31%), 2 (0.61%), 3 (0.92%), 4

(1.23%), 5 (1.53%), 6 (1.84%), 7 (2.15%), 8 (2.45%), 10 (3.07%), 13 (3.99%), 17 (5.21%), 18 (5.52%), 34 (10.43%) and 70 (21.47%) respectively in their frequency of occurrence. The suffixes *cide, ery, fy, ish, ology, ty* and *way* had the lowest 1 (0.31%) frequency of occurrence and the suffix *ly* had the highest 70 (21.47%) frequency of occurrence.

4.2.3.3 Comparison and Analysis of the Variables

Based on the objectives of the study, the variables namely inflectional affixes, derivational affixes, prefixes and suffixes have been compared in the following section:

A.   Inflectional Affixes Vs Derivational Affixes

There were total 8 inflectional affixes and 80 derivational affixes in the English textbook for grade 9. The comparison between them is shown in the following table:

Table No. 13

The Total Frequency of Occurrence of Inflection and Derivational Affixes

S.N	Affixes	Total Frequency	Percentage
1.	Inflectional Affixes	1081	70.47%
2.	Derivational Affixes	453	29.53%
Total		1534	100%

The table shows that the total frequency of occurrence of the inflectional and derivational affixes was 1534. Among them, the inflectional affixes had 1081 (70.47%) frequency of occurrence and the derivational affixes had 453 (29.53%) frequency of occurrence. It shows that the total frequency of occurrence of the inflectional affixes was more than the total frequency of occurrence of derivational affixes by 628 (40.94%) in the English textbook for grade nine.

B.   Prefixes Vs Suffixes

There were 32 prefixes and 48 suffixes in the English textbook for grade nine. The total frequency of occurrence of them was 453. The comparison between them is shown in the following table:

Table No. 14

The Total Frequency of Occurrence of Prefixes and Suffixes

S.N	Affixes	Total Frequency	Percentage
1.	Prefixes	127	28.04%
2.	Suffixes	326	71.96%
Total		453	100%

The table shows that the frequency of occurrence of the prefixes and the suffixes were found 127 (28.04%) and 326 (71.96%) respectively. Based on the table, the frequency of occurrence of the suffixes was more by199 (43.93%) than the frequency of occurrence of the prefixes in the English textbook for grade nine.

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The summary, conclusion and implication of this study have been given below.

5.1   Summary

This is the summary of the study on the basis of the analysis and interpretation done in the chapter four of this report. Then, conclusion of this study is drawn and finally implications of the study are suggested for further educational practice in the last section of the chapter.

The present study is entitled as "Use of Affixes in the English Textbook for Grade Nine". It has been carried out to find out the affixes used in the English textbook for grade 9. It also aimed to describe, analyze and categorize affixed words used in the English textbook for grade 9 on basis of different variables. These variables included inflectional affixes, derivational affixes, prefixes and suffixes on which the study was conducted.

The whole study is divided into five different chapters. The first chapter introduction includes the background of the study, objectives of the study, research questions, significance of the study and delimitations of the study. This chapter provides the picture of the context that raises issues to be discussed in the study, rational behind selecting the topic questions that are to be answered in the study, significance of the study and the scope of the work to be performed. In the second chapter, I attempted to review the store house of knowledge or the theories which could guide my study. I reviewed the previous works done in the department applying the theories related to my topic. In this chapter, I have tried to provide authenticity to my study by presenting theoretical literature, empirical literature and conceptual framework developed on the basis of the review. The third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection, procedure of data collection and data analysis and interpretation

procedures. It attempts to lead the whole research study. Collected data are presented, analyzed and interpreted in the fourth chapter. It is divided into two sections. In the first section, analyses of the affixes used in the English textbook for grade nine, and in the second section, categorization of affixes are done on the basis of the variables like inflectional affixes, derivational affixes, prefixes and suffixes.

The last chapter summarizes and concludes the whole study in the first two sections, and some implications of the study are categorized under the policy level, practice level and further research are presented. This chapter is followed by references and appendices to make the study reliable, valid and authentic.

5.2   Conclusion

The summary of the research enabled me to identify the affixes used in the English textbook for grade nine. The finding of my study helped me to figure out the conclusion. I present the conclusions as follows:

I have concluded that in the teaching and learning activities, word formation process is the main part in grammar. Word formation is the process of creation of new lexical units. It is the whole process of morphological variation in the constitution of words. Moreover, word formation means knowing how words are written and spoken and knowing how they can change their form and meaning. There are numerous word formation process as I have selected the 'affixation' in the English textbook for grade nine for my research study.

Affixation is one of the processes of word formation. It is a letter or group of letters added to the beginning or end of a word to change its meaning. Likewise, it is not related to the word meaning but also to the grammar, spelling, pronunciation and vocabulary. Therefore, it was necessary to carry out.

In the English textbook for grade nine, I found the use of affixes satisfactory. There were altogether 88 affixes including inflectional affixes, derivational affixes, prefixes and suffixes. Out of 88 affixes, there are 8 inflectional affixes

and 80 derivational affixes in the English textbook for grade nine. The total number of frequency of occurrence of those affixes was 1534. The total frequency of occurrence of inflectional affixes was 1081 and derivational affixes were 453. The total frequency of occurrence of prefixes and suffixes under derivational affixes were 127 and 326 respectively.

The study has shown that the frequency of occurrence of inflectional affixes is more than the derivational affixes and the suffixes have the highest frequency in comparison to the prefixes in English textbook for grade nine.

5.3 Implications

The present work is the researcher's sincere effort to identify the affixes in the English textbook for grade 9. The researcher analyzed and described the affixes used in the English textbook for grade 9. Based on the findings and conclusion, the major implications of the study for educational practice can be presented under the following three levels.

5.3.1 Implication at Policy Level

Policy is a plan of action agreed on chosen by a political party, a business, education, etc. Every country on state has its own policy. Teaching is also highly influenced by the policies formed by the nation. It is said that many policies are without adequate study in Nepal. The main implications of the study at policy level are as follows:

1. This information can be used for Ministry of Education to develop separate policy and make teaching materials to teach word formation processes and affixation.

2. Department of education can take direct benefit from the study to achieve its goal in implementing different programs and planning.

3. The study is, therefore, a definite need for curriculum development centre for designing new curriculum, revising and improving the existing curriculum.

4. The course designer, curriculum developer, textbook writers and language teachers should internalize the result of this study to use the affixes equal times.

5. In the English textbook for grade 9, the inflectional affixes are more than the derivational affixes by 628 (40.94%) in terms of frequency of occurrence. So, textbook writers should use equally the both affixes.

6. In the textbook, only 28.04% of prefixes are used in comparison to the frequency of occurrence of suffixes so frequency of occurrence of prefixes should be increased. So, this study can help to increase and decrease the affixes to textbook writers.

5.3.2 Implication at Practice Level

To talk about the practice level, the first and foremost thing is to apply affixation in teaching English. Teachers should be trained to teach English and affixation under word formation processes. The findings suggest several courses of action for the schools and headmasters to design school improvement plan. Some of the practical level implications are as follows:

1. An implication of the findings is that the study should be taken into account when individual subject teachers can be guided to improve their teaching by taking feedback from the study summarized in this section.

2. Another practical implication is that textbook writers and instructional materials providers will be benefitted from this study.

3. The professional language teacher can effectively use the study in their practice of language teaching.

4. The findings of the present study are significant for the grammarians who write a book of grammar.

5. This study is equally important for the teachers who are teaching English as a foreign language at school.

6. This research is beneficial to those who are preparing English textbooks as the second language textbooks and the curriculum development centre, especially for the preparation of a language curriculum.

7. Affixaation is one of the major processes of the English word formation. The teachers who teach English as the second or foreign language will encourage the students to increase the vocabulary power through affixation process.

8. This research will be beneficial to all those who wish to learn the English word formation processes and study the morphology of a language.

9. Furthermore, it would be insightful for English teacher to identify, classify and interpret the affixes in the textbook.

5.3.3 Implication for Further Research

There is nothing perfect and complete in this world. Regarding the further researchers in affixation, it is important that a large scale of research studies should be carried out using more grammatical units, language aspects and word formation processes. Numerous of studies have been conducted in this field. There are many emerging areas like affixation, prefixation, suffixation and so on. All other sub-fields are yet to be researched. The main implications in this level are as follows:

1. This study can enable the other language researcher to gain new evidence to understand how languages are formed.

2. It would be interesting to assess the effect of affixation on learners.

3. This study would be useful for new researcher to identify the affixes used in the different grades and levels.

4. This research work is beneficial for those people who are going to conduct research on the use of prefixes and suffixes in the different languages.

5.   This study can be helpful to carry out the other English word formation processes accept affixation.

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