

CHAPTER - I

INTRODUCTION

1.1 General Background

Human beings are the supreme and unique creatures of the world. They have got uniqueness in different aspects. Out of many unique aspects, language is the most striking in the world has got this property. Language, thus, makes human beings distinct from other creatures.

Language is the system of communication in speech and writing that is used by people of a particular country or area. People use language to send and receive message for various purposes such as expressing their thoughts, desires, emotions, feelings, storing knowledge, transmitting message, exchanging ideas, etc. It is the language which fuses past, present and future together. Defining language is a complex task. Everyone who uses language gets puzzled if we ask what a language actually is. Language has been defined variously by various scholars. In the Encyclopedia, Britanica, language is defined as "a system of conventional, spoken and written symbols by means of which human beings, as a member of social group and participants in a culture, interact and communicate." In the Cambridge Encyclopedia, language has been defined as "A species communicative ability, restricted to humans, which involves the use of sounds, grammar and vocabulary, according to a system of rules."

According to Todd (1991, p. 6), a language is a set of signals by which we communicate. Likewise Wardaugh (1942, p. 3) defines language as "A system of arbitrary vocal symbols used for human communication."

Thus, language has been defined variously. No single definition of language is perfect in itself. However, it is widely accepted that language is arbitrary, voluntary and vocal system of human communication.

1.2 Statement of the Problem

Vocabulary is the key item of any language. The use of proper words in a proper way makes the language meaningful and effective too. The students in

the schools of Nepal hesitate using English language even in their needs and even if they use it, they commit mistakes in even minor things. This fact fascinated the researcher to conduct a study on the performance of Nepalese higher secondary level students in terms of identification and formation of the lexical terms. So, identification and formation of major word classes in higher secondary level has been taken as a problem and the research has been conducted to find out the real condition and suggest some possible measures to improve it.

1.3 Objectives of the study

The objectives of the study are as follows:

- a. To examine the ability of grade eleven students in identifying and forming major word classes in terms of derivational suffixes.
- b. To suggest pedagogical implications.

1.4 Significance of the Study

The study will be significant for all those who are involved in the field of English language teaching directly and indirectly. It is expected to be very useful for teachers, students, researchers, syllabus designers, textbook writers, etc. in designing the vocabulary items in the syllabus/textbooks and to carry on teaching learning activities fruitfully.

1.5 Delimitations of the Study

The study has the following limitations:

The study is limited to the Class XI students of six higher secondary schools of Jhapa district. Three of them are community based schools and three of them are institutional schools. It is limited to the schools that are situated in Birtamode Municipality of Anarmani Resource Centre. The area of study is limited to derivational (suffixation) process for identification and formation of major word classes (noun/verb/adjectives/adverb).

1.6 Definition of Key Terms

Adjective: A word that describes a person or thing.

Adverb: A word that adds more information about place, time, manner, cause, or degree to a verb, on adjective, a phrase or another adverb.

Derivative: A word or thing that has been developed or produced from another words or thing.

Item: In this study, an item refers to a question type which was used in the test (there were ten different items in the test).

Major word class: It refers to the open classes like noun, verb, adjective and adverb.

Morphology: Study of the smallest grammatical unit of language and of their combination to make words.

Noun: A word that refers to a person, a place, or a thing, a quality or an active or a thing.

Suffix: A letter or a group of letter added to the end of word to make another word.

Verb: A word or group of words that expresses on action (such as eat), an event (such as happen) or a state (such as exist).

Vocabulary: All the words that a person knows or uses or all the words in particular language, the words that people use when they are talking about a particular subject.

Words: A single unit of language which means something and can be spoken or written.

Word Formation: in this study, word formation refers to the formation of word class like noun, verb, adjective and adverb through the process of suffixation.

Word Identification: in this study, word identification refers to the identification of word class like noun, verb, adjective and adverb.

World class: A group of words all of which are members of the same class or part of speech.

CHAPTER-II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Review of Theoretical Literature

2.1.1 Language as a System of Systems

Language is a system. All languages are systemic. Each language contains millions of rules that speakers figure out as they acquire the language.

According to Chisholm et. al. (1976:5) language is the inter-locking networks of rules that constitutes the linguistic system: rules about how to form words and how to pronounce them, how to put words in their places next to one another, and how words and especially combinations of them relate to the meaning that the speakers wish to communicate. This interlocking network of rules is central to all language: how words are to be formed, pronounced and combined to achieve meanings. Again he (pg. 23) includes that a system of vocal symbols that men use to carry on their affairs to communicate with and more. The system has three parts. First, there is the sound system itself. This is called the phonological system. Second, there is a two -part grammatical system one that governs the way words are formed (morphology) and another that governs the arrangement of words in sequences (syntax) and the roles they play. These two systems, the phonological and the grammatical, together are the bases of the third system, the semantic system, the one that has to do with meaning. In fact, there is yet another system, a supra-system that ties the others together and relates them to each other.

It is clear out that language is basically a system of vocal sounds which is used for conveying meaning. The question may arise, how does the language convey the meaning? The answer, however, is not so difficult as language does the communication with the help of a number of interdependent systems, and this is why we call it "a system of systems".

The various sub-systems of this complex language system or levels of language are:

Phonology: A system of organizing sounds

Morphology: A system of marking words

Syntax: A system of arranging words

Semantics: A system of organizing meanings

All of these systems occur in hierarchical order because they are interrelated to each-other. This interrelationship between different systems makes a complex of language.

Here, one of the levels of language 'Morphology' has been explained briefly which is the concern of this study.

Morphology

'Morphology ' is simply the study of words forms. According to Varshney (199:129) morphology is a level of structure between the phonological and the syntactic. He again states that morphology is the science and the study of smallest grammatical units of language and of their combination to make words. Bauer (199:13) says that morphology is a branch of linguistics deals with the internal structure of word forms. These units are called morphemes, which may be defined as the smallest meaningful units of grammatical description.

Morphology studies the internal structure of words that is the ways in which morphemes function as constituents of word structure, for example the word "Unconditionally" may be said to consist of four morphemes, un-condition-ally. Condition is a free morpheme since it can occur on its own. The other three morphemes are bound since they must always co-occur with free morphemes. That is why, in conclusion, the study of word form is the concern of morphology.

Morphology is generally divided into two fields: inflectional morphology and derivational morphology (Todd, 1991: 43-46). Inflectional morphology is the study of how words change their forms to indicate number, person, tense, etc. Derivational morphology is the study of how morphemes are combined to change of one word class to another class. Stockwell, et al (2011:11) includes that the process of creating new words is called derivational morphology.

Morpheme

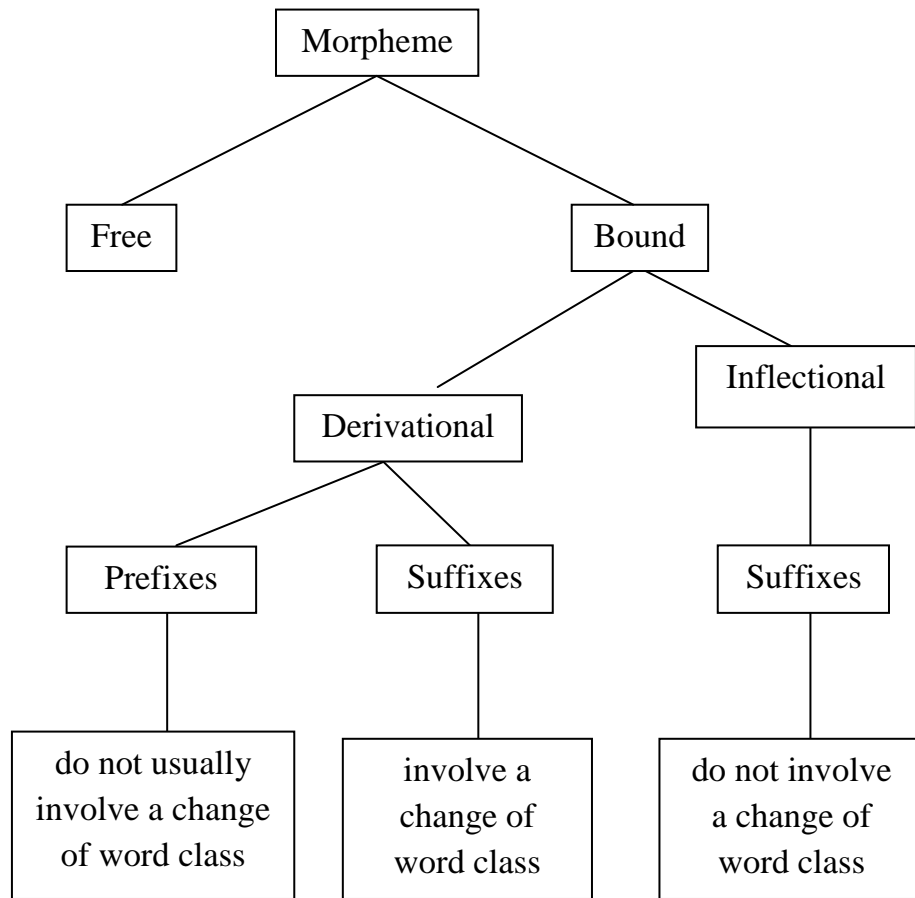
Morpheme is the minimum grammatical unit. For example, the constituents un-faith-full-ness of the word unfaithfulness are morphemes which cannot be segmented any further at the grammatical level of analysis. "The 'morpheme' is the smallest difference in the shape of a word that correlates with the smallest difference in word or sentence meaning or in grammatical structure" (Katamba, 1993:24).

Classes of Morphemes

Ronald W. Langacker has divided morphemes into two classes: lexical and grammatical. Lexical morphemes are forms like book, study, good, quickly, etc. that are noun, verb adjective and adverb respectively which have meaning in isolation. Grammatical morphemes are forms like some, on, at, but, oh, etc. that are quantifiers, articles, prepositions, conjunctions, interjections, etc.

Many linguists have regarded that a more acceptable and more satisfactory classification of morphemes is into free and bound forms. The whole classification can be classified in the diagram as follows:

Fig. 1 : Classification of morphemes



Prefixes, which are attached before a base (as in dislike, where dis- is a prefix), suffixes, which are attached after a base (as in freedom, where- dom is a suffix) and infixes, which are attached inside a base. In English, as in many other Indo-European languages, prefixation is always derivational while suffixation may be either derivational or inflectional. For example, in the form un-touchables, able is a derivational suffix, un is derivational prefix and -s is an inflectional suffix (Bauer 1993: 18).

Class Maintaining Class-Changing

A class- maintaining process of derivation produces lexemes which belong to the same form class as the base, while a class-changing process of derivation produces lexeme which belong to a form class other than the form class of the base. For example, if-ly is added to the noun 'king'. The adjective 'kingly' results, since a noun has been turned into an adjective, this is a case of class-

changing derivation. But if- dom is added to the same noun 'king' another noun kingdom results, and this is thus a case of class maintaining and derivational suffixation is typically class- changing (Bauer: 1993: 31).

This study is especially concerned with derivational suffixes. Examples of derivational suffixes regarding word formation of noun, verb adjective and adverb are given in details on page no. 11-15.

2.1.2 Language Aspects

Learning a language means learning its aspects and skills. Language aspects refer to pronunciation, spelling, vocabulary, grammar and communicative function. Therefore, there are four language aspects. Here, one of the aspects, 'vocabulary' has been explained briefly as follows:

Vocabulary

Vocabulary is a vital language aspect. According to Wallace (1982:9), there is a sense in which learning a foreign language is basically a matter of learning the vocabulary of that language. If we are rich in vocabulary, we can communicate with that language easily.

Harmer (1951:153) states, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Vocabulary includes simple words, complex words and idioms.

Word is the smallest linguistic form which can occur on its own in speech and writing words may be simple, compound or complex. The words are classified into content words (lexical meaning) and function words (grammatical meaning). Content words come under minor word classes like helping verb, preposition, article, etc. Content words are inflected whereas the set of function words is closed. That is to say, there are infinite numbers of content words but limited numbers of function words.

Aspect of Learning Words

The learning of a word in the context of any second or foreign language learning concentrates mainly on the following four areas/aspects of vocabulary.

Word meaning

Word use

Word formation (word form)

Word grammar

Here, one of the aspects of learning words "word formation" has been explained briefly which is the concern of this research work.

Word Formation

The study of word-formation seems to be emerging from a fallow period suddenly word formation is of central interest to theoretical linguists of all persuasions because of the light it throws on the other aspects of language. Unfortunately, there is little agreement on the methodology or basic theoretical background for the study of word-formation, so that the field is currently a confused one (Bauer, 1993:1). The subject of word formation has not until recently received very much attention from descriptive grammarians of English, or from scholars working in the field of general linguistics. (Adams: 1973:I)

Words can change their shape and their grammatical value too. Students need to know facts about word formation and how to twist to fit different grammatical contexts. For example, word 'explode' (v₁ present plural) may have forms or shapes like explodes, exploded, exploding, explosive, explosiveness, explosively, inexplusive, etc.

According to Adams (1993:6), the ability to make and understand new words is obviously as much a part of our linguistic competence as the ability to make and understand new sentences. Students also need to know how suffices and prefixes work to change the form of word or even to derive new words. Word formation, then, means knowing how words are written and spoken and

knowing how they can change their form. Katamba (1993:41) includes that the assumption that languages contain words is taken for granted by most people. He says that word building elements are used to create word structure. To quote Bauer (1993:7), "any discussion of word formation makes two assumptions; that there are such things as words and that at least some of them are formed". Word formation is a universal character found in all of the languages in the world. But it is clear that because of the specific differences in each language, the process of word formation may differ in variable degree in another.

One of the important areas of linguistic studies is the study of how new words are formed. The process by which new words are formed in English are presented below.

Coinage

It is the process of inventing new words to meet the needs. Necessity is the mother of invention so as we need words. These words are also called neologism. Words like aspirin, nylon, Xerox, etc. belong to this group of words.

Re-duplication

It is the process of word formation in which a part or whole of the root is repeated. For example: goody-goody, walkie-talkie, hanky-panky, etc.

Back Formation

It involves in the process of reduction by which shorter words are made out of longer words. This also involves the use of analogy to create forms that are similar to ones already in existence in the language. For example: gatecrash from gatecrasher, pop from popular, opt from optional, etc.

Suppletion/modification

It is a radical kind of phonological variation which occurs when a single morpheme is realized in different context by sound sequences that have no phonological similarity at all. This process is also known as process of

modification in the formation of new words. For instance, in go-went, well-better, goose-geese, etc.

Blending

It is a process of forming new words by joining two words by taking parts of both words and welding the parts into a new whole. For example: smoke+fog=smog, break+lunch=brunch, etc.

Acronym

This is the process of creating a new word out of the initial letters. These are also known as abbreviation. For example: TV, BBC, M. ed., SAARC, etc.

Clipping

It is the process of forming new words by cutting off beginning and end of words or both. This occurs when a word or more than one syllable is reduced to a shorter form, often in casual speech. For example : ad from 'advertisement', lab from laboratory, etc.

Derived Affixation

This process involves the formation of new words by combining derivational affixes or bound bases with existing words. For example: examine (v) = examination (n.) arbitrary (adj.) = arbitrariness (n.), etc.

Compounding

This process involves combining of two roots without any change in their shapes. Sometimes, the compounded words have quite different meanings from the attached roots and sometimes not. For example: book + shelve= bookshelf black + berry = blackberry, egg + plant = eggplant, super + market = supermarket, etc.

Loaning/Borrowing

When a word is loaned or borrowed into one language from other language, it is called loaning and the word is called loaned or borrowed word. For example;

'Pidgin' is borrowed in English from Chinese.

'Restaurant' is borrowed in English from French.

Conversion

When a word of one grammatical class is used as a word of another grammatical class without any change in its form, its process is known as conversion. For example; nouns, such as paper, butter, bottle, vacation, can, via, etc. come to be used as verbs in the following sentences.

He's papering the bedroom walls.

Have you buttered the toast?

We bottled the home-brew last night, etc.

2.1.3 Word Classes

The last suffix of a word always determines what part of speech the word belongs to i.e., whether it is a noun, verb, adjective or adverb. Very often it seems that is all the suffix is doing: just converting a noun into an adjective (friend-friendly) or an adjective into a verb (final-finalize) (Stockwell, et. Al. 2001:92). The traditional concept of parts of speech has been replaced by the word class. There are two types of word class: major word classes and minor word classes (Aarts, F. and J. Aarts, 1986:22).

It is possible to distinguish between major and minor word-classes. The former are also called open classes, their membership is unrestricted and indefinitely large since they allow the addition of new members. Minor word classes are closed classes, their membership is restricted since they do not allow the creation of new members. Moreover, the number of items they comprise is, as a rule, so small that they can easily be listed. In English, there are four major word classes: nouns, verbs, adjectives and adverbs. The minor word classes are: prepositions, conjunctions, articles, numerals, pronouns, quantifiers, and interjections. Here, major word classes are dealt separately which are the concerns of this study.

Major Word Classes

Aarts, F. and J. Aarts (1986:22-31) state the four major classes in the following ways:

I. Nouns

Within the class of nouns, we can distinguish members which are identifiable as nouns on the basis of typical derivational suffixes. Moreover, most nouns are morphologically characterized by their ability to take typical inflectional suffixes.

Some typical derivational suffixes of nouns are:

-age: coverage, postage	-ance: acceptance, utterance
-ation: information, introduction	-dom: freedom, kingdom
-ee: divorcee, employee	-eer: engineer, mountaineer
-ece: difference, existence	-ess: actress, governess
-ette: cigarette, maisonette	-hood: childhood, parenthood
-ism: idealism, modernism	-ist: specialist, Marxist
-ment: development, amendment	-ness: bitterness, exactness
-ship: friendship, kinship	

II. Verbs

There are three derivational suffixes that are typical of the class of verbs:

-en: broaden, darken	-ize/ise: economize, nationalize
-ify: glorify, simplify	

III. Adjectives

Many members of the class of adjectives are identifiable on the basis of typical derivational suffixes. Many adjectives are also characterized by the fact that they inflect for the comparative and the superlative. Some typical derivational suffixes of adjectives are:

-able(-ible): preferable, visible	-ful: beautiful, useful
-ic (-ical): economic (al), historic(al)	-ish: greenish, tallish

-ive: massive, restive

-less: endless, speechless

-like: ladylike, manlike

IV. Adverbs

Many adverbs can be identified on the basis of typical derivational suffixes. Some adverbs inflect for comparison. Some typical derivational suffixes for adverbs are:

-ly: fully, wisely

-ward (s): afterwards, homewards

-wise: clockwise, edgewise

Although, -ly is the most productive of these suffixes, it should be born in mind that not all words ending in -ly are adverbs. For instance, words like beastly, friendly, lonely, etc. belong to the class of adjectives.

This study is specified to identify and form such above major word classes in terms of derivational suffixes.

Stockwell, R. and D. Minkova (2001:92-94) present examples of derivational suffixes with their meanings in detail as follows:

Suffixes which form adjectives from pronouns or verbs

-able "fit for doing, fit for being done" as in agreeable, comfortable, incalculable

-al (-ial, -ical, -ual) "having the property of" as in conjectural, fraternal, dialectal, sensual, comical, analytical, ministerial

-an, -ian "belonging to, resembling" as in reptilian, Augustan, plebeian, patrician

-ary "having a tendency or purpose" forms adjectives, and then secondarily nouns, as in secondary, discretionary, rudimentary and tributary

-ate "full of" forms adjectives from nouns, pronounced [eit], as in passionate, affectionate, extortionate

-ese "belonging to place" forms adjectives from locative nouns, as in Japanese, New Yorkese, Journalese

- esque "having the style of X" forms adjectives usually from nouns, as in
Romanesque, lawyeresque, statuesque
- esc "become" as in tumescent, coalesce
- ful "full of X" forms adjectives from nouns, as in peaceful, powerful, skillful
- iac "pertaining to the property X" as in elegiac, hypochondriac, maniac
- ic "having the property X" forms adjectives, as in alcoholic, atheistic,
naturalistic, romantic. -ical is an occasional variant, as in comical, comical
- ism "to become like X" forms adjectives from nouns, as in churlish, boyish,
irish, modish
- ive "characterized by" forms adjectives from most stems, especially verbs, as
in abusive, retrospective
- less "without, free from" forms adjective from noun, as in faultless, keyless,
fearless
- ly "appropriate to, befitting", as in friendly, timely, shapely, fatherly
- oid "having the shape of, resembling, as in humanoid
- ory "connect with, serving for" forms adjectives as in obligatory,
inflammatory, illusory; also forms nouns with the meaning "place where", as
in dormitory, lavatory, refectory
- ose "full of, abounding in" as in verbose, morose, jocose
- ous "of the nature of X" forms adjectives, as in virtuous, torturous, glorious,
grievous
- some "like, characterized by, apt to" forms adjectives from almost any kind of
stem, as in cumbersome, awesome, bothersome
- y "fully of, characterized by" forms adjectives from nouns, as in mighty,
moody, healthy

Suffixes which form abstract nouns

- asy, -acy "state or quality" as in advocacy, intricacy, accuracy, ecstasy
- age "condition, state, rank, office of" as in anchorage, postage, coinage
- ance, -ence "state, act, or fact of" forms abstract nouns from verbs, as in
repentance, perseverance, emergence

- add(e) "general noun" as in accolade, brigade, cannonade, ballad, salad, parade, lemonade, comrade, sonata, armada
- al "act of" forms abstract nouns from verbs, as in renewal, revival, trial
- ation "state of being X-ed" forms abstract nouns from verbs of four types : those ending in -ify, -ize, -ate, and a few without endings (like damn, inform). Examples: purification, organization, contemplation, information, etc.
- ery, ry "collectivity" forms abstract nouns from concrete nouns, as in masonry, carpentry, slavery, savagery
- hood "state of, condition of" forms abstract nouns from concrete nouns, as in childhood, womanhood, priesthood
- ia "condition of" as in euphoria
- icity "abstract noun from -ic" as in historic/historicity, electric/electricity
- ism "doctrinal system of principles" as in communism, realism, romanticism
- ity "state, quality, condition of" forms abstract nouns from adjectives, as in agility, diversity, actuality
- ment "condition of being X" forms abstract nouns from verbs and adjectives, as in advancement, treatment, abandonment, aggrandizement, amusement, merriment
- ness "state, condition, quality of" forms abstract nouns usually from adjectives, but not verbs, as in bitterness, fairness, idleness, deafness
- ship "state, condition" forms abstract nouns usually from concrete nouns, as in dictatorship, trusteeship, workmanship

Suffixes which form agentive nouns

- ant, -ent "one who" forms agentive nouns from verbs, as in agent, defendant, participant
- arian "member of a sect, holding to a doctrine" forms nouns or adjectives, as in utilitarian, egalitarian, authoritarian, septuagenarian
- ast "one associated with X" as the enthusiast, pederast
- er "agent" forms agentive nouns from verbs, as in baker, thriller, worker, teacher, sweeper, retriever

-ist "one connected with often agent" as in socialist, perfectionist, dentist, pugilist, ventriloquist

-ician "one skilled in some art or science" as in physician, musician, magician, mathematician

Suffixes which form verbs from roots and stems

-ate "cause X to happen" pronounced [eit], as in create, contaminate, frustrate, terminate

-en "to become" forms verbs from adjectives, as in darken, chasten, cheapen, deafen

-ify "to cause (be) X" forms a causative verb, as in purify, denazify, sanctify, verify, amplify

-ize "to cause to be X" forms a causative verb from almost any stem, as in popularize, legalize, plagiarize, miniaturize, weatherize

Miscellaneous Suffixes

-arium, -orium "locative, a place for or connected with" as in aquarium, vivarium, honorarium, auditorium, crematorium

-ess "feminine of X" as in tigress, laundress, stewardess

-let "diminutive", as in leaflet, dribblet

In this way, in conclusion, words are identifiable as nouns on the basis of the syntactic and morphological properties. Adams (1992:17) says, "Among the features that we expect of nouns are: the ability to take the plural and genitive inflections, to take certain characteristic suffixes like -er, -ance, -ness, -ism, to be preceded by determiners, like a, the, this, my, another, to follow prepositions, to act as the subject or the object of a sentence'. In a simple way, noun refers to a person, a place or a thing, quality or an activity.

Nouns can be formed from other classes by adding suffixes after the words. For example:

(a) Noun from Noun

ie. : aunt + ie = auntie

dom : king + dom = kingdom
ship : friend + ship = friendship
mate : room + mate = roommate
ess : waiter + ess = waitress etc.

(b) Noun from Adjective

ity : sane + ity = sanity
ness : bright + ness = brightness
ance : abundant + ance = abundance
ibility : accessible + ibility = accessibility
side : green + side = greenside

(c) Noun from Verb

age : spoil + age = spoilage
ee : employ + ee = employee
ent : respond + end = respondent
or : act + or = actor
ence : exist + ence = existence

The class of verb has a specific function in a sentence. It is the element which is used as the minimal predicate of a sentence, co-occurring with a subject, e.g. He came; Birds fly, etc. Adams (1974:21) states "we may say that verbs are typically associated with reference to time, with activity and changing conditions." Simply, verb word expresses an action, an event, or a state.

Verbs can be formed from other classes by adding suffixes after the base. For example:

(a) Verb from Noun

ify : simple + ify = simplify
ise/ize : popular + ize = popularize
fy : glory + fy = glorify
en : moist + en = moisten

(b) Verb from Adjective

en : deaf + en = deafen

en : sick + en = sicken

(c) Verb from Verb

ed : wait + ed = waited

ing : walk + ing = walking

In the words of Adams (1993:17), "Adjectives are identified by such characteristics as the ability to assume comparative and superlative forms, to be preceded by adverbs of degree, like very, to appear in both positions in the frame, the Noun is large" .

Generally, adjective word describes a person or thing. Adjectives can be formed from other classes by adding suffices after the base. For example;

(a) Adjective from Noun

ial : editor + ial = editorial

y : dirt + y = dirty

able : reason + able = reasonable

an : Europe + an = European

like : child+ like = childlike

(b) Adjective from Adjective

ish : young + ish = youngish

ly : dead + ly = deadly

most : top + most = topmost

er : old + er = older

y : yellow + y = yellowy

(c) Adjective from Verb

some : trouble + some = troublesome

th : warm + th = warmth

able : read + able = readable

ive : attract + ive = attractive

ent : depend + ent = dependent

(d) Adjective from Adverb

based : broadly + based = broadly based

bound : homeward + bound = homeward bound

off : well + off = well off

Adverb class is a word adds more information about the place, time manner, cause or degree to a verb or adjective, a phrase or another adverb (Oxford Advanced Learner's Dictionary, Seventh Edition: 23).

Adverbs can be formed from other classes by adding suffixes after the base. For example;

(a) Adverb from Noun

ward (s) : back+ward (s) = backward (s) down : palm+down = palm down

wise : weather + wise = weather wise wide : world + wide = worldwide

(b) Adverb from Adjective

ly : strange + ly = strongly

sharp + ly = sharply

2.2 Review of Empirical Literature

Several researches have been carried out in the field of vocabulary achievement and so less in word formation but no research had been conducted on ability in identifying and forming major word classes in a more specific way by analyzing in terms of different variables; under the supervision of the department of English Education. Some of the researches which were related to this topics are reviewed below :

Chudal (1997) carried out a research entitled a study of English vocabulary achievement of the students of grade six. The objectives of his research were to investigate students' achievement of English vocabulary used in the English textbook of class six; to analyze the difficulty level of the vocabulary on the basis of the students' intellectual maturity and to make a comparative study of English vocabulary achievement of the students of class six on the basis of sex and locality. He found that the grade six students' proficiency in the achievement of the English vocabulary used in the text book of class six was not satisfactory. Another finding was that the difficulty level of the vocabulary

used in the English textbook of grade six was higher than that of the students' intellectual maturity. English vocabulary achievement of boys was found better than that of girls and the urban school students' vocabulary achievement was better than their counterpart.

Karki (2000) has carried out a research on a study of English vocabulary achievement of the students of grade eight. The purposes of this study were to investigate students' achievement of English (nouns and verbs only) used in the English textbook of grade seven and to compare the vocabulary achievement in the noun with the achievement in the verbs of the students of grade eight. He found that the English vocabulary achievement of the students of grade eight was found satisfactory in total.

Tiwari (2001) conducted a study entitled a study on English vocabulary achievement by the students at grade ten. The objectives of this study were to investigate students' achievement of English vocabulary used in the new English textbook of grade ten and to analyze the difficulty level of the vocabulary items used in the textbook. The conclusion of this study was that the English vocabulary achievement of the students of grade ten was not found satisfactory in total since majority (i.e.52%) of the students were found below the average level.

Gautam (2004) conducted a research entitled proficiency in English word formation. The objective of this study was to find out the students' proficiency in word formation in terms of suffixes of B.Ed. 1st year and the finding of the study shows that the total proficiency in word formation was not found so satisfactory, since majority of the students scored below (%).

Saud (2004) carried out a study entitles use of adjectives and adverbs: a case of B.Ed. students. The objective of his study was to find out the B.Ed. second years' proficiency in the use of adjective and adverbs. The conclusion of his study was the overall proficiency of B.Ed. second year students in the use of 60.92% of the marks which was above 50% marks.

2.3 Implication of the Review for the Study

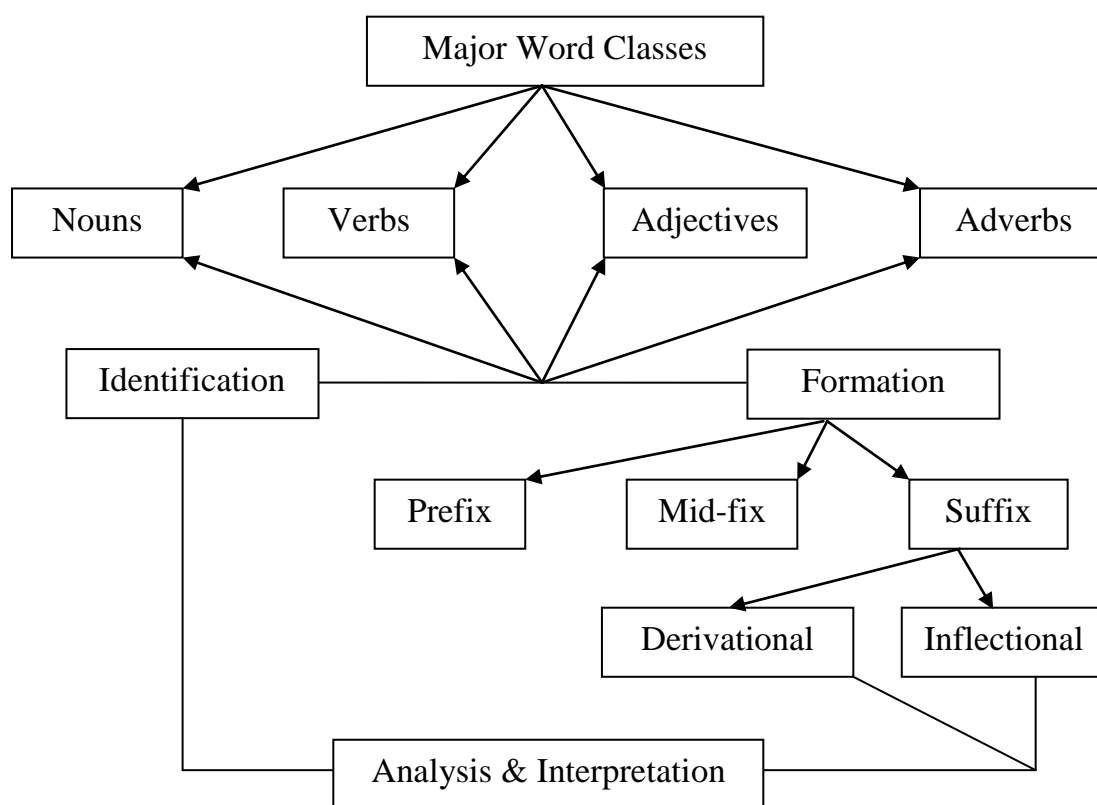
The review of the related literature has helped to model the framework of my research as the mould. The literature studied has supplied with the information about word formation and its implication in a language class. It has also helped to determine the aspects of vocabulary to be considered in terms of classroom activities in a language class.

The study of different dissertations and researches has provided enough materials for the present research as they have mentioned about the use and positive aspects word formation. The materials of these dissertations have been useful for the present dissertation to explore the word formation capability of students.

2.3 Conceptual Framework

On the basis of the ideas gathered from review of literature, the following conceptual framework has been developed in order to carry out the research work.

Fig. 2 : Framework of the Research



CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

In the present research, survey method are implied which have enabled the researcher to find out the ability of Grade XI students in identifying and forming major word classes in terms of derivational suffixes. The study is basically a qualitative one even though some quantitative tools are also implied in some cases. Mostly views are be presented and analyzed qualitatively and measurable data are presented and analyzed quantitatively. So the nature of the present study is of mixed type.

3.2 Population and Sample

The populations of the study are schools running higher secondary level, the Higher Secondary Level English Teachers and the students studying in Grade XI in the schools of Birtamode Municipality, Jhapa. For the selection of the sample population, 3 public and 3 institutional schools are selected. Two English teachers and eight students studying in Grade XI are selected from each school. The population and the sample selection can be presented in the table below.

Table 1 : Population and Sample Selection

S.N.	Description	Total Population	Sample Population
1	Public Higher Secondary Schools	3	3
2	Institutional Higher Secondary Schools	10	3
3	English Teachers	30	12
4	Students	600	48

Source : Field Survey, 2015

3.3 Sampling Procedure

The public schools are selected on purposeful sampling procedure whereas the institutional schools are selected on the basis of random sampling procedure.

The English teachers and the grade XI students are selected on the basis of random sampling procedure.

3.4 Data Collection Tools

Test items are used as the tool for data collection. Close ended questions are used to collect data for this study. Some other questions are used to collect opinions and experiences of the teachers and students through open ended questions. To find data on formation of words, test items are used with 48 sample students from public and institutional higher secondary schools.

3.5 Data Collection Procedures

After preparing a set of questionnaires, the selected public and institutional schools were visited one by one. The researcher took permission with the head teacher/principal and consulted the selected English teachers as well as the selected students. The researcher explained the purpose of the study and requested to provide their opinions through questionnaires. Finally, the researcher collected the questionnaires from the respondents and thanked all of them. For the secondary sources of data, the researcher consulted the thesis supervisor, related book shops, libraries and websites.

3.6 Data Analysis and Interpretation Procedure

The obtained data is interpreted and analyzed in prose and presented with the help of tables/charts following descriptive as well as statistical approaches as per need.

CHAPTER-IV

RESULTS AND DISCUSSION

This chapter consists of the analysis of the data collected. The data is analyzed in terms of school wise, sex wise, item wise and word class wise basis. The data are presented statistically and analyzed quantitatively as well qualitatively as per need.

4.1 Results

1. Total ability identifying and forming major word classes was found satisfactory since majority of the students scored above 50%. Total full marks of the test was 4800. Out of the full marks, students scored 2809 marks, i.e. 58.52% which was above the average.
2. There were two types of test items : word identification and word formation. The full marks 2400 was for word identification and 2400 for word formation. Out of 2400 full marks, students scored 1578 marks, i.e. 65.75% in word identification and 1231 marks, i.e. 51.29% in word formation. The result in the both was satisfactory since the students scored above the average.
3. The result of words identification (65.75%) was better than that of word formation (51.29%).
4. Boys were found satisfactory only in word identification (63.41%) but poor in word formation (47.41%) since they did not cross the average in word formation.
5. Girls were found satisfactory both in word identification (68.08%) and word formation (55.16%) since they crossed the average.
6. In the analysis of the school wise data, it was found that the students of Bir Amarsingh HSS were comparatively weaker than any other schools. Devi and Newton were found to go better.

4.2 Discussion

4.2.1 Holistic Analysis

Total Ability of the Students

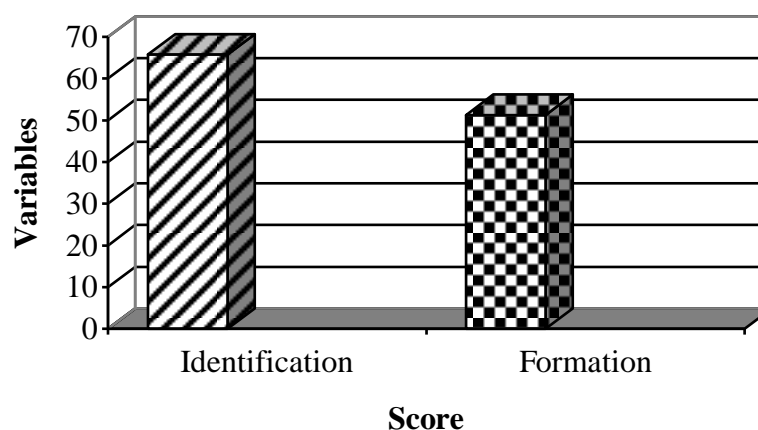
The table below shows the total ability of the students in identifying and forming major word classes.

Table 2 : Total Ability

S. N.	Variables	NS	NW	FM	Marks	%	Avg.	GT			
								NW	FM	Marks	%
1	Identification	48	2400	2400	1578	65.75	58.52				
2	Formation		2400	2400	1231	51.29		4800	4800	2809	58.52
	Total	48	4800	4800	2809	58.52		4800	4800	2809	

(Source : Field Survey, 2015)

Fig. 3 : Total Ability



The above table and figure show the total ability in identifying and forming major words classes on the test. The full marks for the word identification was 2400 of the test having 2400 words for the 48 students. The students secured 1578 marks out of the total marks, i.e. 65.75 percent of the marks, their status of ability in word identification was good. The full marks for the word formation was 2400 of the test having 2400 words for the 48 students. The students secured 1231 marks out of the total marks, i.e. 51.29 percent of the marks in the test. Since they obtained 50 percent marks, their status of ability in word identification was satisfactory. In comparison to

word formation, word identification seemed better since 14.46 percent was more in identification than in formation.

The grand total full marks were 4800 of the test with 4800 words for the 48 students. The students secured students 2809 marks out of the total marks, i.e. 58.52 percent of the marks in the test. Total ability in identifying and forming major word classes was found satisfactory since students secured above the average (50%) marks.

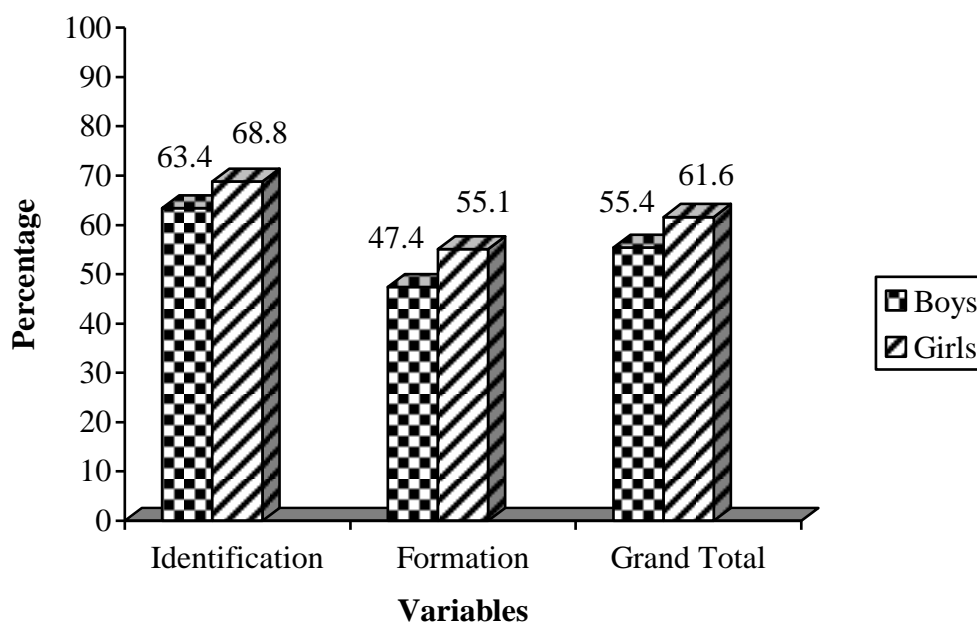
4.2.2 Sex wise Analysis

Table 3 : Sex Wise Analysis

S. N.	Variable	Identification (1200)			Formation (1200)			Grand Total (2400)		
		M.O.	%	Avg.	M.O.	%	Avg.	M.O.	%	Avg.
1	Boys (24)	761	63.4	65.75	569	47.4	51.3	1330	55.4	58.5
2	Girls (24)	817	68.1		662	55.1		1479	61.6	
	Total	1578			1231			2809		

(Source : Field Survey, 2015)

Fig. 4 : Sex Wise Analysis



Analyzing the marks secured by the students in terms of sex, we came to the conclusion that the percentile scores by the girls was higher than their boys counterparts in both words identification and formation as well in total. Since girls obtained 68.08 percent in word identification and 55.16 percent in word formation, as well 61.62 percent in total whereas boys obtained 63.41 percent in word identification and 47.41 percent in word formation, as well 55.41 percent in total. It was found that the girls crossed above the average marks in both word identification and formation as well in total whereas boys crossed above average marks only in word identification but below the average in word formation, however, they crossed above the average in totality.

It showed that girls performed in a satisfactory way in both variables as well in total whereas, although the boys seemed satisfactory in word identification as well in total no found satisfactory in word formation.

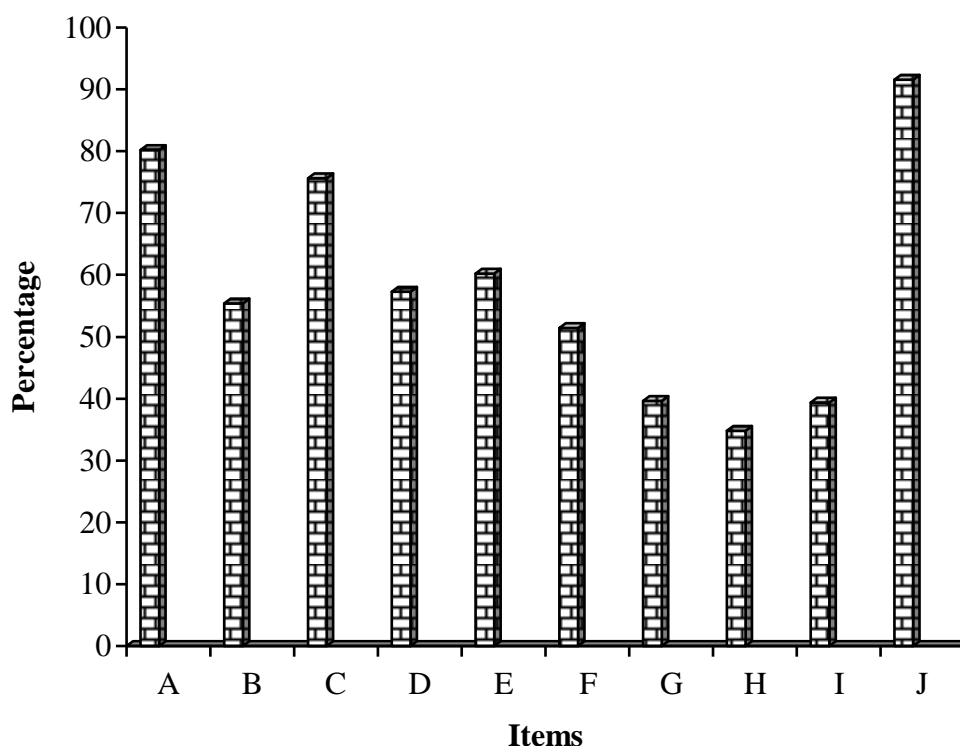
4.2.3 Item wise analysis

Table 4: Item Wise Analysis of the Total Ability

S. N.	Variable	Identification (480)			Formation (480)			Grand Total (2400)		
		M.O.	%	Avg.	M.O.	%	Avg.	M.O.	%	Avg.
1	Item A	385	80.2	65.7				1578	65.8	58.5
2	Item B	266	55.4							
3	Item C	363	75.6							
4	Item D	275	57.3							
5	Item E	289	60.2							
6	Item F				246	51.4	51.29	1231	51.3	
7	Item G				190	39.6				
8	Item H				167	34.8				
9	Item I				189	39.4				
10	Item J				439	91.5				
	Total	1578			1231			2809		

(Source : Field Survey, 2015)

Fig. 5 : Item Wise Analysis of the Total Ability



The table/figure above reflects the total ability in all ten testing items. There were 10 items of questions. Out of ten, five were for word identification and latter five were for word formation.

Regarding the word identification, students scored highest in item no. A (80.20%), and second, third, fourth and fifth position were held by item no. C (75.62%), E (60.20%), D (57.29%) and B(55.41%) respectively. The lowest scored was in item no. B (55.41%). Item no. A was to identify the words (noun/verbs/adjective/adverb) from the reading text which was the situational text. In item B, there students scored lowest marks was to classify the given words, which was non-situational context. It showed that students scored better in situational context than in non-situational context.

Regarding the word formation, students scored highest in item no. J scoring 91.45 percent. Item no. J was to form the adverb from the adverb from adjective. It showed that students felt so easy in forming adverb. Students scored lowest marks in item H scoring 34.79 percent, item no. H was to form verb forms noun and adjective. It showed that students felt so difficult in forming verb forms, since score as below the average, i.e. 34.79 percent. Second highest score was in item no. F (51.37%) in which they had to form two nouns, three verbs, tow adjectives and three adverbs in the

situational context, the result was satisfactory since the score was above the average, i.e. 51.37 percent. The third and fourth position were held by item no. G (39.58%) and I (39.37%) in which students had to form noun and adjective respectively. The result in item no. G and I was not satisfactory since the scores were below the average.

In total, out of 10 items, the result of J item was best since the score was above the average, i.e. 91.45% whereas the result of H item was worst since the score was below the average, i.e. 34.79%.

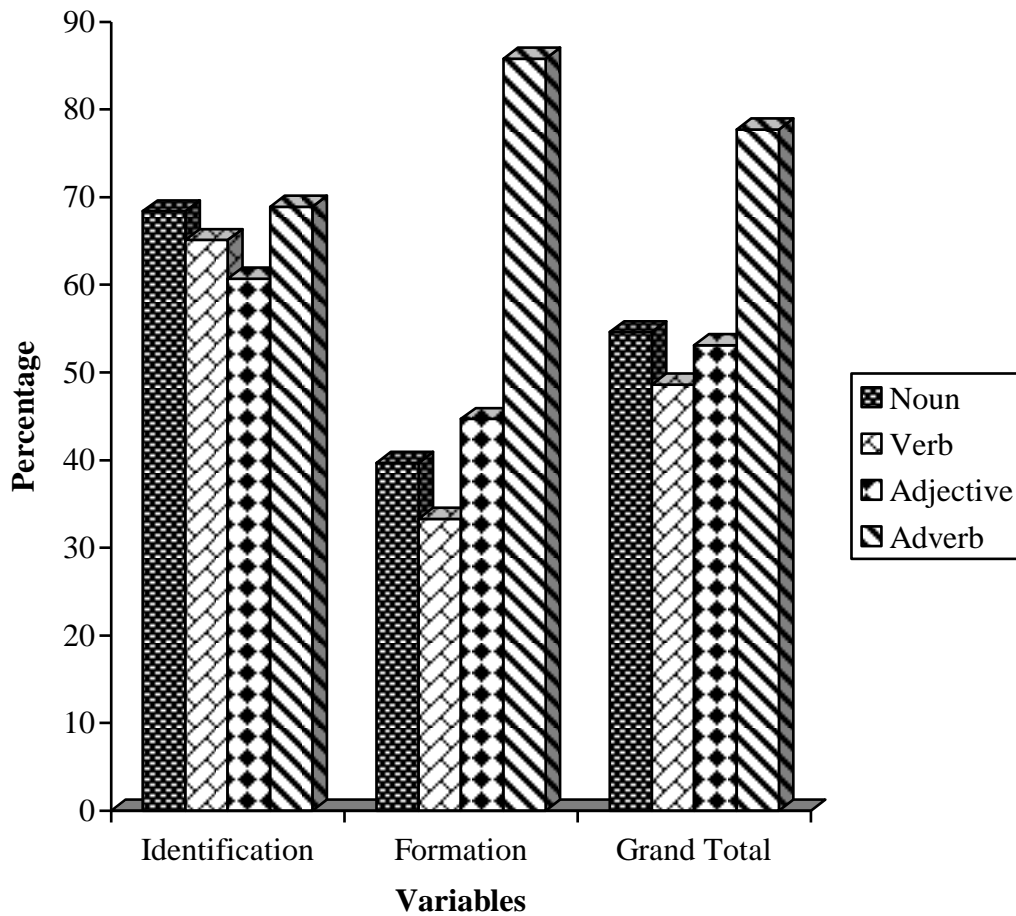
4.2.4 Word-Class Wise Analysis

Table 5: Word-Class Wise Analysis of the Total Ability

S N	Variables	Identification				Formation				Grand Total			
		FM	MO	%	Avg.	FM	MO	%	Avg.	FM	MO	%	Avg.
1	Noun	624	427	68.4	65.7	576	229	39.7	51.2	1200	656	54.6	58.5
2	Verb	576	375	65.1		624	208	33.3		120	583	48.6	
3	Adjective	624	379	60.7		576	258	44.7		1200	637	53.1	
4	Adverb	576	397	68.9		624	536	85.8		1200	933	77.7	
	Total	2400	1578			2400				4800	2809		

(Source : Field Survey, 2015)

Fig. 6 : Word-Class Wise Analysis of the Total Ability



The table/figure above shows the students' ability in terms of word classes. As mentioned in the table/figure above, students were found most proficient in adverb identification in which they secured 68.92 percent and least proficient in adjective identification in which they secured 60.73 percent. Similarly, students' ability in noun and verb identification was found in second and third position in which they secured 68.42 percent and 65.10 percent respectively. The average score of students in all word classes (noun/verb/adjective/adverb) was found satisfactory since the average score was above the 50 percent.

In word formation, students were found most proficient and least in verb formation. The average score of students in adverb and verb formation were 85.89 percent and 33.33 percent respectively. Similarly, ability of the students in adjective and noun formation was found in second and third positions. The average score of students in adjective and noun were 44.79 percent and 39.75 percent respectively. The report

showed that students were satisfactory only in adverb formation since they secured above average whereas no satisfactory in noun, verb and adjective formations since they secured below the average score.

In total, students were found most proficient in adverb and least proficient in verb.

The average score of students in adverb and verb were 77.75 percentage and terms of totality were found second and third position. The average scored of students in noun and adjective were 54.66 percent and 53.08 percent respectively. The students' ability in adverb, noun and adjective was found satisfactory since the average score was found above average and no satisfactory in verb (48.58%) since the average score was found below average score.

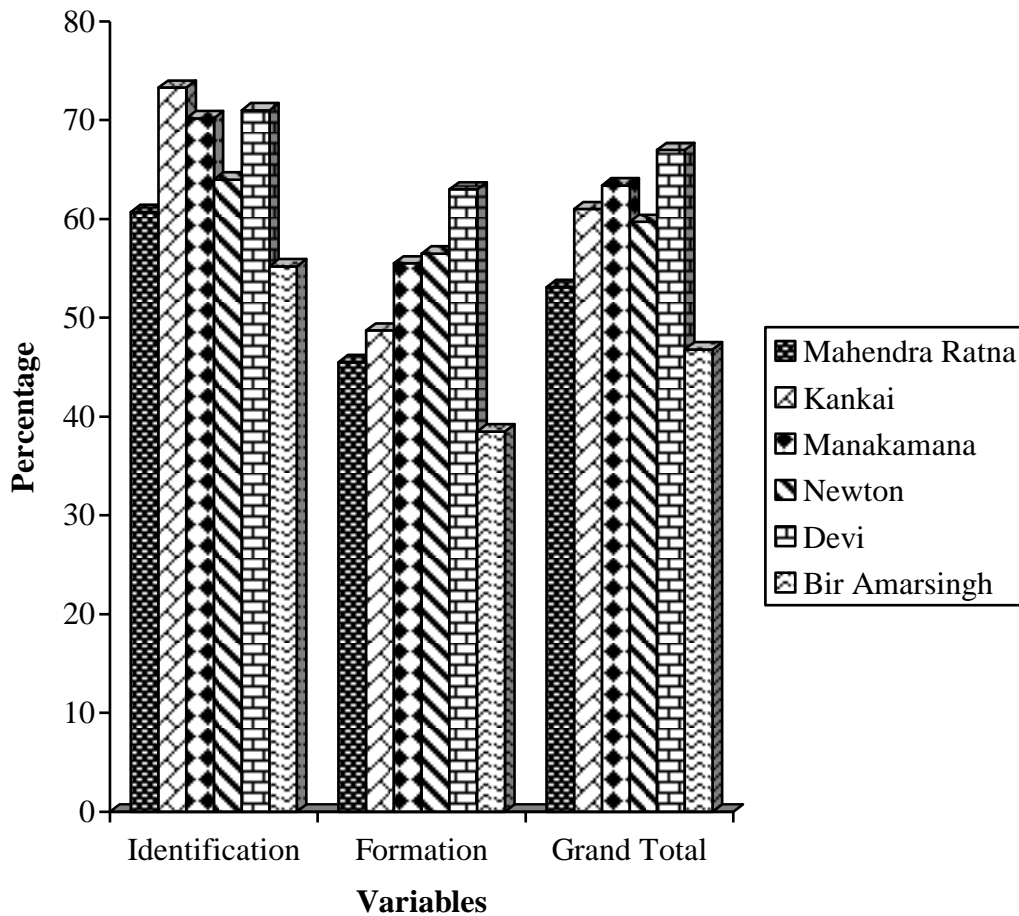
4.2.5 School Wise Analysis

Table 6 : School Wise Analysis of the Total Ability

S. N.	Variable	Identification (200)				Formation (200)				Grand Total (400)			
		FM	MO	%	Avg.	FM	MO	%	Avg.	FM	MO	%	Avg.
1	Mahendra Ratna	400	243	60.7	65.7	400	195	45.5	51.3	400	425	53.1	58.5
2	Kankai	400	293	73.3		400	222	48.7		400	488	61	
3	Manakamana	400	281	70.2		400	226	55.5		400	507	63.4	
4	Newton	400	256	64		400	252	56.5		400	478	59.7	
5	Devi	400	284	71		400	154	63		400	536	67	
6	Bir Amarsingh	400	221	55.2		400	123	38.5		400	375	46.8	
	Total	2400	1578			2400	1172						

(Source : Field Survey, 2015)

Fig. 7 : School Wise Analysis of the Total Ability



The above table/figure presents marks that the students of different schools obtained on the major word class identification and formation.

School wise analysis of the marks in word identification and formation showed that out of 400 full marks for each school in word identification, the students of Kankai HSS obtained 293 marks i.e. 73.25 percent, the Students of Devi HSS obtained 284, i.e. 71.00 percent. The students of Manakamana HSS obtained 281, i.e. 70.25 percent, the students of Newton HSS obtained 256, i.e. 64.00 percent. The students of Mahendra Ratna HSS obtained 243, i.e. 60.75 percent and the students of Bir Amarsingh HSS obtained 221, i.e. 55.25percent from the highest to lowest respectively. In other words Kankai HSS was in the first position whereas Bir Amarsingh HSS was the last position. All the schools seemed satisfactory in word identification since they cross the average score. In totality, the average score in word

identification was 65.75 percent which was the above average so it was found satisfactory.

School wise analysis of marks in word formation showed that out of 400 full marks for each school. The students of Devi HSS obtained 252marks, i.e. 63.00 percent, the students of Newton HSS obtained 226 marks, i.e. 56.50 percent. The students of Manakamana obtained 222, i.e. 55.50 percent, the students of Kankai HSS obtained 195, i.e. 48.75 percent, the students of Mahendra Ratna HSS obtained 182, i.e. 45.50 percent and the students of Bir Amarsingh HSS obtained 154, i.e. 38.50 percent from the highest to lowest respectively. In other words, Devi HSS was the first position whereas Bir Amarsingh HSS was the last position. The result showed that three schools like Devi HSS, Newton HSS and Manakamana HSS were found satisfactory in word formation since they cross the average score whereas three schools like Kankai HSS, Mahendra Ratna HSS and Bir Amarsingh HSS were not found satisfactory since they did not cross the average score. In totality, the average score in word formation was 51.29 percent which was the above average so it was found satisfactory.

4.2.6 Sex Wise Analysis in Each Testing Items

Table 7: Sex Wise Analysis in Each Testing Items

S. N.	Variable	Identification (240)				Formation (240)			
		Boys		Girls		Boys		Girls	
		M.O.	%	M.O.	%	M.O.	%	M.O.	%
1	Item A	189	75.7	196	81.6				
2	Item B	129	53.7	137	57				
3	Item C	166	69.1	197	82				
4	Item D	133	55.4	142	59.1				
5	Item E	144	60	145	60				
6	Item F					110	45.8	136	56.6
7	Item G					88	36.6	102	42.5
8	Item H					72	30	95	39.6
9	Item I					82	34.1	107	44.6
10	Item J					217	90.4	222	92.5
	Total	761	63.4	817	60	569	47.4	662	55.1

(Source : Field Survey, 2015)

The above table reveals the various facts regarding different items in terms of sex. Boys obtained the highest marks in item A (78.75%) and the lowest in item B (53.75%) whereas girls obtained highest in item A (81.66%) and the lowest in item B (57.08%) regarding the word identification. Both groups, boys and girls were found satisfactory in all items in terms of word identification.

Regarding the word formation, boys obtained the highest score in item J (90.41%) and the lowest in item H (39.58%). Boys crossed average score only in one item 'J'. It showed that boys were found satisfactory only in 'J' items but in other items like F, G, H and I, boys were not found satisfactory since, they did not cross average. Similarly girls were found satisfactory in two items, i.e. F and J, in which they crossed average but in items G, H and I, they were not found satisfactory since, they did not cross the average score. It showed that girls were better than boys.

CHAPTER -V

SUMMARY, CONCLUSION AND IMPLICATIONS

The main objective of this study was to find out the ability in identifying and forming major word classes in the higher secondary level students. For this study, 48 students were selected studying in grade twelve of Education stream from six different schools of Jhapa district. Testing item, for primary data as a tool was administered to the students and the collected data were analyzed and interpreted in terms of sex, item, word class and school wise.

The findings of the study were summarized and on the basis of them some recommendations were listed down in this concluding chapter.

5.1 Summary

Total ability identifying and forming major word classes was found satisfactory since majority of the students scored above 50%. Total full marks of the test was 4800. Out of the full marks, students scored 2809 marks, i.e. 58.52% which was above the average. There were two types of test items : word identification and word formation. The full marks 2400 was for word identification and 2400 for word formation. Out of 2400 full marks, students scored 1578 marks, i.e. 65.75% in word identification and 1231 marks, i.e. 51.29% in word formation. The result in the both was satisfactory since the students scored above the average. The result of words identification (65.75%) was better than that of word formation (51.29%). Boys were found satisfactory only in word identification (63.41%) but poor in word formation (47.41%) since they did not cross the average in word formation. Girls were found satisfactory both in word identification (68.08%) and word formation (55.16%) since they crossed the average. In the analysis of the school wise data, it was found that the students of Bir Amarsingh HSS were comparatively weaker than any other schools. Devi and Newton were found to go better.

5.2 Conclusion

After the analysis of the collected data and interpretation, it can be concluded that the total ability of the higher secondary level students in identifying and forming major word classes was found satisfactory. Added more vocabulary in the textbooks and allotted enough time for vocabulary exercises, the capacity of the students in forming words can be enriched well.

5.3 Implications

On the basis of the findings of the study, the researcher would like to list out the following pedagogical implications so as to develop the ability of identification and formation of major word classes as follows :

5.3.1 Policy Level

1. More and more practical exercises should be included in the course book of English about word identification and formation.
2. Vocabulary exercises should be added in the textbook of higher secondary level.
3. Questions concerning word class should be included in the examinations of higher secondary level.

5.3.2 Practice Level

1. Ability of the students in word identification and formation should be enhanced to meet their need, level and standard.
2. The concerned authority involved in this field should realize the importance and pay major attention to teach word identification and formation.
3. Students should be taught derivational suffixes contextually as well as rules of derivational suffixes for practicing the word identification and formation. Teachers should encourage the students to create new words using the derivational suffixes which are more productive.

4. Teachers should pay attention to the students for developing the habits of identifying and forming major word classes. The students should be habituated to identify and form new words.
5. If word classes are wrong in written and spoken language, the language becomes totally wrong. That is why the students should be made clearly aware in this matter.

5.3.3 Further Research Level

The present research work has been conducted in a limited time within a certain area. So it might not be appropriate to be generalized in the context of the whole country. In this context, it can be an opening for other similar research works like Formation of Major Word Classes in Grade XII, Vocabulary Capability of the Students of Grade XI, Vocabulary Capability of the Students of Grade XII. Similarly, there can be the research works conducted on Formation of Major Word Classes in High School Level, Formation of Major Word Classes in Grade Ten, Formation of Major Word Classes in Grade Nine, Vocabulary Capability of the Students of Grade Ten, Vocabulary Capability of the Students of Grade Nine, Vocabulary Capability of the Students of Grade Eight.

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STUDENTS' ACHIEVEMENT ON FORMATION OF MAJOR WORD CLASSES

APPENDIX I

TEST ITEM FOR THE STUDENTS

Name :

Sex :

Section :

Roll No. :

School :

Stream :

Date :

Time : 1 hr

Signature of the Student :

Attempt all the questions :

1. Classify the underlined words in the following text :

Helen presently found herself pulling down the house-blinds one by one with great care, and saying earnestly to each: "Missing always means dead." Then she took her place in the dreary procession that was impelled to go through an inevitable series of unprofitable emotions. The rector, of course, preached hope and prophesied word, very soon, from a prison vamp. Several friends, too, told her perfectly truthful tales, but always about other women, to whom, after months and months of silence, their missing had been miraculously restored. Other people urged her to communicate with infallible Secretaries of organizations who would communicate with benevolent neutrals, who could extract accurate information from the most secretive of Hun prison commandants. Helen did and wrote and signed everything that was suggested or put before her. (THE MAGIC OF WORDS; PAGE NO. 170)

Noun	Verb	Adjective	Adverb

- b. Look at the place and tell them about it afterwards.
 noun verb adjective adverb
- c. He realized that someone could take that dream away from him easily.
 noun verb adjective adverb
- d. Her body was lifeless and cold.
 noun verb adjective adverb
- e. He lit his cigarette lighter and saw someone standing at the foot of the bed.
 noun verb adjective adverb
- f. "Yes, I understand." he said impatiently.
 noun verb adjective adverb
- g. Sorry, I didn't mean to frighten you.
 noun verb adjective adverb
- h. A golden light was around her head.
 noun verb adjective adverb
- i. Luckily, it seemed that people of that class would do almost anything for money.
 noun verb adjective adverb
- j. I had to multiply \$245.54 per gram dry weight by 24436 grams.
 noun verb adjective adverb

5. Write the word class in the blanks:

- a. famous : _____
- b. mobilize : _____
- c. difference : _____
- d. evidently : _____
- e. heaviness : _____
- f. glorious : _____
- g. cautiously : _____
- h. scientist : _____
- i. wonderful : _____
- j. purify : _____

STUDENTS' ACHIEVEMENT ON FORMATION OF MAJOR WORD CLASSES

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

1. Which stream do you teach in grade eleven?
2. How do you teach about major word classes in your class?
3. What processes are to be conducted while teaching major word classes?
4. What are the productive responses made by the learners in your class while teaching major word classes?
5. Are you facing any difficulties in teaching about major word classes?
6. If yes, mention the major ones.
7. Are your students able to identify and form major word classes?
8. If no, what do you think are the roots of their problems?
9. What methods and techniques have you been applying to overcome their problems?
10. What methods and techniques do you think should be adopted to overcome the problems of identifying and forming major word classes?

**STUDENTS' ACHIEVEMENT ON FORMATION OF
MAJOR WORD CLASSES**

APPENDIX III

LIST OF SAMPLED SCHOOLS

S.N.	Name	Type
1	Mahendra Ratna Higher Secondary School	Public
2	Devi Higher Secondary School	Public
3	Bir Amarsingh Higher Secondary School	Public
4	Kankai Higher Secondary School	Private
5	Manakamana Higher Secondary School	Private
6	Newton's Education Academy Higher Secondary School	Private