

# **CHAPTER-ONE**

## **INTRODUCTION**

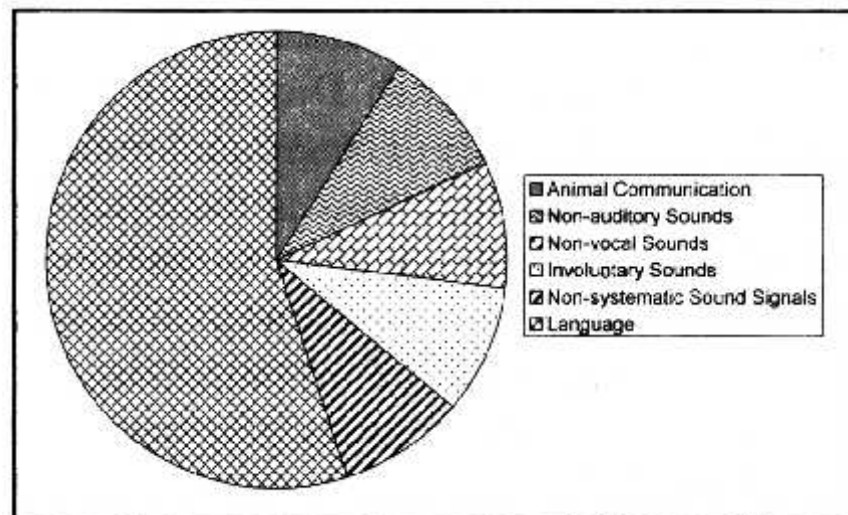
This chapter consists of the introduction to the topic. In this chapter, the researcher has attempted to present general background along with the short glimpse of the English language, its importance, levels of language, morphology, word formation, affixation and suffixation in detail. As the suffixation is the main concern of the researcher, he has attempted to present the suffixes of four parts of speech viz. noun suffixes, verb suffixes, adjective suffixes and adverb suffixes. Moreover, this chapter consists of multiple functions of certain suffixes and the line of demarcation between derivation and compound formation. Similarly, review of the related literature, objective of the study and significance of the study are the major parts of this chapter.

### **1.1 General Background**

Language is a means of communication. It is species specific as it is God's special gift to mankind. It is the universal medium through which human beings can express their thoughts, feelings, emotions and desires. Language makes understanding between each other. We cannot think any social, academic and artistic activities in the absence of language.

In this regard, 'language' has been defined in various ways by various linguists. According to Sapir (1978, p. 8), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols." To Corder (1973, p. 32), "Language, by which; man communicates, a system of communication; for the purpose of communication." Similarly, Benton (vol. 10, p. 642) defines language as "The expression of ideas by means of speech sounds combined into words. Words are combined into sentences. This combination answering to that of ideas into thoughts."

Therefore, language is a voluntary, vocal system of human communication. First, language is a means of communication. By communication, we mean exchange of feelings, emotions, experiences, etc. Although, language is only the property of human, the animals also communicate but the system is different. They are devoid of language. Human communication also involves visual, auditory, olfactory, gustatory and tactile systems. Language involves other sound signals but only auditory sound signals are excluded from language. The sound signals which are auditory are of several types. They can be hiccup, belch, fart, sneezing, etc. These are also devoid of language. It involves only those auditory sound signals which are produced through mouth. So, language is vocal. The voluntary vocal sounds are easily controllable and involuntary, which cannot be easily controlled. Hence, not all vocal sound signals come under the domain of language but it includes only those which are voluntary. In addition, only systematic sound signals lie in the scope of language (Neupane et al., 2010, p. 3). This is summarized in the following pie-chart (figure 1).



**Figure 1 Means of Communication**

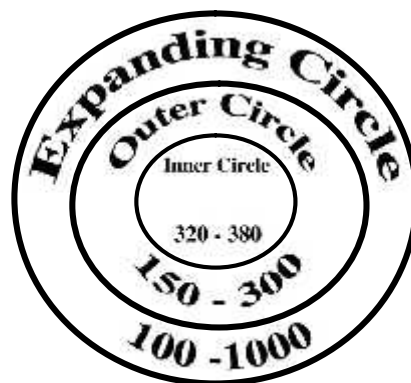
Source: Neupane et al., 2010, p. 3

In spite of several definitions given by various scholars, no single definition is perfect in itself. However, it is widely accepted that language is a complex human phenomenon and its existence is found only with human beings.

### 1.1.1 A Short Glimpse of English Language

There are many languages in the world. All of them are equally important, so far as the communicative value is concerned. However, some languages play a dominant role in a particular place, situation and occasion. Among them English language is the most widely used language in the world since it has served the function of lingua franca. Hence, it is a global language.

In this modern world, English is taken natively as well as non-natively because of its implications and needs. To clarify it, Kachru (1986, cited in Harmer 2001, p. 17) has described the world of English in terms of three circles. The first circle is inner circle, where English is primary language. The countries like USA, Britain, Australia, etc. are found in this circle. The second circle, the outer circle in which English has become an official or widely used second language. The outer circle includes the countries like India, Nigeria, Singapore, etc. Finally, the third circle, the expanding circle, where English is learnt as a foreign language. The countries such as Poland, Mexico, Japan, Hungary, etc. fall under expanding circle. This division can be shown in the diagram.



**Figure 2** Kachru's, 1985 Circle

Source: Harmer, 1986, p. 17

The importance of English language can be realized from the fact that there is globalization in commerce, industry, services, international education,

exchanging programmes, job opportunities in European and American world. Different programmes, such as military expertise, peace keeping campaigns, force supplies to notations for controlling internal and international conflicts, need of making unity of the people emphasize the importance of English language. From the point of view of curricular activities too, the importance of English language is increasing. Language and literature, science and technology, geography, history, the field of journalism and media, all the disciplines of studies in current teaching situations, most of teaching materials, etc. are prepared in English. The supplying of students to European and other American countries also encompass the importance of English. Timilsina (2011, p. 4) writes:

Now the one who is not commanded in English cannot survive in this modern world because trade, industry, curricular activities, etc. are mostly dominated by English language. Specially, the countries of third world like Nepal, speaking English is symbolic to being educated. Not only this, the regional and local dialects are influenced by English language.

In the context of Nepal, it was introduced in 1954 A. D. with the foundation of Darbar High School by Rana Prime minister Janga Bahadur Rana. It was used only for Royal and high class families. But later on the importance of English language was realized and English was introduced in higher education with the establishment of Trichandra College in 1918 A. D. Now, English is taught from Nursery to Bachelor level as a compulsory subject. The English language teaching in Nepal in past was very poor due to several problems. Vocabulary teaching was not considered as important as grammar. During sixties, vocabulary was neglected when audio-lingual method was in dominant. After the advent of communicative language teaching, in the eighties, vocabulary teaching became prominent. Learning a language is compared with learning

vocabulary because person having more control of vocabulary can make use of language more properly and effectively.

Nepali is influenced by English language although Nepali is a national language for official use and native tongue of the majority in Nepal. Intrusion of English over Nepali can be the main reason behind this influence. A language has several levels. The levels of a language are presented below.

### **1.1.2 Levels of Language**

For centuries language has been used as a major tool of exchanging ideas, emotions and thoughts among human beings. Language has been a part of our daily life. We use it for different purposes. However, we do not think seriously how all these things have been possible through language. No doubt that there are definite systems within it. Every language in the world has been empowered by its levels and systems. The levels found within languages are:

- i A system of organizing sounds (phonology)
- ii A system of making words (morphology)
- iii A system of arranging words (syntax)
- iv A system of organizing meanings (semantics)

The systems of language have made the language lively and prosperous.

Phonology is the study of the sound systems of language since speech sounds are used to convey meaning, sound systems cannot be fully understood unless they are studied in a wider linguistic context. A language learner, for instance, must master the production and perception of the sounds of a given language. the goal of phonology is, then, to study the properties of the sound systems which speakers must learn or internalize in order to use their language for the purpose of communication.

As the word morphology consists of two words ‘morph’ which means ”form” and “-ology”, which means “the study of”, it is the study of forms. In other words, it is the study of morphemes. In linguistics, it refers to the branch of

language studies which deals with what morphemes are and how they operate in the structure of a word (Thakur 2008, p. 1).

Syntax is the grammar of sentences describing how the words are put together in sentences. It deals with the rules governing their combinations in sentences. In this regard, Hockett (1970, p. 177) says, “Syntax includes the ways in which words, and supra segmental morphemes are arranged relative to each other in utterances.” Semantics is the study of meaning. Since meaning is a part of a language, it is a part of linguistics. Semantics is a new field of study. In this regard Matthews (2007, p. 361) writes that semantics made its debut in the late 19<sup>th</sup> century as an emerging science. It aims at providing a clear understanding of how language operates at the level of meaning. Hence, it is the scientific and objective study of meaning.

### **1.1.3 Morphology: An Introduction**

Originally, the word morphology was used only in biological science. Biologists use this word to refer to that branch of biology which deals with the form and structure of plants and animals. In linguistics, “it refers to that branch of language studies which deals with what morphemes are and how they operate in the structure of a word” (Thakur 1998, p. 1). Morphology is the study of word forms from the structural point of views. It is the linguistic study of word formation.

Morphology deals with the internal structure of words. It is the grammar of words. Hockett (1970, p. 117) writes, “Morphology includes the stock of segmental morphemes, and the ways in which words are built out of them.”

Morphology has two main branches: inflectional morphology and derivational morphology. Inflectional morphology is the study of how words change their forms to indicate number, person, tense, etc. Derivational morphology is a study of how morphemes are combined to form new words by changing one word class into another class.

### **1.1.4 Some Fundamental Concepts in Morphology**

Morphology deals with the structure of words. It deals with what morphemes are and how they operate in the structure of word. To clarify the term morphology, it is worth to mention some essential basic concepts which are as follows:

#### **1.1.4.1 Word**

Morphology is the study of words. It shows word structure in terms of classes of morphemes. “Words are like eyes. We can see everything through eyes but we cannot see them. We define almost everything in grammar in terms of words but what a word is often not considered” (Gautam 2004, p. 5). It seems quite easy to identify words in written form because they are separated by spaces. But when we enter into the abstract features, we find many problems in identification. It is not clearly definable linguistic unit. What a word is or is not depends ultimately on our total view of grammar.” A word according to Oxford Advanced Learner’s Dictionary, “A single unit of language which means something and can be spoken or written.” In spite of so many definitions given by many different scholars, no one seems completely satisfactory.

#### **1.1.4.2 Morpheme**

A morpheme is the smallest unit of semantic content. It cannot be decomposed into smaller units. According to Lynos (1968, p. 181), “A morpheme is the minimal unit of grammatical analysis.” It is the indivisible unit of grammatical function. It can be either meaningful in itself or can mark tense, person , etc. Similarly, Katamba (1993, p. 24) writes, “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.”

Thus, the term morpheme refers to the smallest, indivisible unit of semantic content or grammatical function which words are made up of. A morpheme

cannot be decomposed into smaller units which are either meaningful by themselves or mark a grammatical function like number, person and tense, etc.

Morphemes are of two types: free morpheme and bound morpheme. According to Thakur (1998, p. 8), "... can be used as a word by itself. A bound morpheme, on the other hand, is one which can only appear in the structure of a word in conjunction with at least one other morpheme. It cannot be used as a word by itself." In students, for example, "student" is free morpheme whereas "-s" is a bound morpheme.

All the affixes in English are bound morphemes. An affix is a morpheme which only occurs when attached to some other morpheme or morphemes as root or stem or base. Affixes are peripheral morphemes which cannot function like head morphemes.

From the point of view of position they occupy in a word in relation to its root morpheme, affixes can be divided into three types known as prefixes, infixes and suffixes. A prefix is a word element that is added at the beginning of a word to form another word or to obtain another form of same word. An infix is a word element that is inserted into the middle of a word to form another word. In the word 'unreasonable' for example, 'un'- is a prefix and '-able' is a suffix. Infixes are not common in English. They can be illustrated from other languages like Tagalog, i.e.,

Su: lat = writing

Su *mu*:lat = one who wrote

### **1.1.4.3 Root**

A root is a form which is not further analyzable, either in terms of derivational and inflectional morphology. According to Bauer (1993, p. 20), "It is that part of word form that remains when all inflectional and derivational affixes have been removed." In the form 'untouchables', for example, the root is 'touch', to



which first the suffix ‘-able’ then the prefix ‘un-’ and finally the suffix ‘-s’ have been added.

#### **1.1.4.4 Stem**

A stem is of concern only when dealing with inflectional morphology. A stem cannot be analyzed in terms of derivational affixes. According to Bauer (1993, p. 20), “The stem is the part of the word form that is in existence before any inflectional affixes have been added”. It may contain more than one root. In the words ‘wheelchairs’ and ‘untouchables’, the stems are wheel chair and untouchable.

#### **1.1.4.5 Base**

Bases are also the stems but both derivational as well as inflectional affixes can be attached to them. According to Bauer (1993, p. 21), “ A base is any form to which affixes of any kind can be added.” This means that the affixes attached to a base may be inflectional affixes selected for syntactic reasons or derivational affixes which alter the meaning or grammatical category of the bases. In other words, all roots are bases but all bases are not roots. Bases are called stems only in the context of inflectional morphology. For example, ‘economy’ is base of economic and ‘economic’ is base of economical.

#### **1.1.5 Word Formation**

The term word formation refers to the productive nature of language. To quote Bauer (1993, p. 7), “Any discussion of word formation makes two assumptions; that there are such things as words and 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 one another.

Therefore, among the several areas of word formation to the best of his

knowledge the researcher has attempted to include all of its area in the preceding paragraphs. One of the important area 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 (Thakur 1998, p. 61).

#### **1.1.5.1 Compound Formation**

When two or more words are joined to make a longer word, the process is known as compound formation. A compound word may be a noun(man), a pronoun(herself), an adjective (oversensitive), a verb (overtake), an adverb (somewhere), a preposition (into) or an interjection (heigh-ho).

#### **1.1.5.2 Back Formation**

When a new word is formed by deleting the suffix or what erroneously looks like a suffix at the end of word, the process is known as back formation. For example, lazy-laze, typewriter-typewrite.

#### **1.1.5.3 Derivation**

When a new word is formed by adding prefix, suffix and inserting infix into root or base is known as derivation. The derivational process of word formation is also known as 'affixation' process. However, inserting infix into a root or base is not found in English. For example, en + courage = encourage, play + er = player, friend + ship = friendship.

#### **1.1.5.4 Duplication**

When a new word is formed by repeating an item with a change in initial consonant or with a change in medial vowel, the process is known as duplication. For example,

honkey - panky,

tick-tock,

zig - zag.

### **1.1.5.5 Conversion**

When a word of one grammatical class is used as a word of another grammatical class without any change in its form, the process is known as conversion. For example Why are they *bottling* water?

### **1.1.5.6 Clipping**

The process whereby a word is made smaller without any change in its meaning or its grammatical class is called clipping. For example

Telephone - phone

Influenza - flu

### **1.1.5.7 Acronymy**

A word composed of initial letters of a group of words is called an acronym and the process is known as acronymy.

For example, BBC, TB, NELTA, NATO, etc.

### **1.1.5.8 Blending**

When a new word is composed by combining the meaning and also the sound of two words, the process is known as blending. The words formed by this process are called blends or portmanteau words. For example

Oxford + Cambridge = Oxbridge

Slang + language = slanguage

Breakfast + lunch = brunch

Smoke + fog = smug

### **1.1.5.9 Word Manufacture**

It refers to the process of arbitrarily selecting any acceptable sequence of sounds and using it as the name of an object. The words have no etymology.

The process is the product of the development in science, technology and trade.

For example, Kodak, Konika, etc.



In the process of affixation, if the affixes added to the root change only the form of the root, they are called inflectional affixes but if they change the word class, it is known as derivational affixes. For example, the plural suffix ‘-s’, ‘-es’, past suffix ‘-ed’, comparative suffix ‘-er’, etc. are inflectional suffixes. And the prefixes ‘a-’, ‘de-’, ‘ex-’, etc. and the suffixes ‘-able’, ‘-er’, ‘-ship’ are derivational. (Aarts & Aarts 1986, p. 17)

### 1.1.7 Suffixation

Suffixes can be classified with reference to the word-class that results when they are added to a base. Alternatively, they can be classified with reference to the grammatical class of the base to which they are added. The suffix *-ish* at the end of words like *boyish*, *childish* and *snobbish*, for example can be described as an adjective suffix because the addition of this suffix has a de-nominal function in the sense that it changes a noun into another word-class. The suffix *-ee* at the end of words like *employee* and *examinee* is a noun suffix because the addition of this suffix results in the formation of noun. This suffix has a de-verbal function in the sense that it is added to a verb .

A suffix may belong to one grammatical class in the case of some words but it may have to be classified differently in the case of some other words. In words like *brotherly*, *friendly*, *-ly* is an adjective suffix having a de-nominal function but in words like *foolishly* and *wisely*, it operates like an adverb suffix having a de-adjectival function. In view of these principles of classification, suffixes in English can be discussed in terms of the following types and subtypes (Thakur 2008, p. 26).

These suffixes are of the following types.

#### Adjective Suffixes

- |     |   |
|-----|---|
| 1   | Adjective suffixes having a de-nominal function |
| -al | accidental, magical, musical                    |
| -ed | diseased, talented, simple-minded               |

-ful	eventful, graceful, useful
-ic	atomic, heroic, poetic
-ish	boyish, childish, foolish
-less	careless, colourless, useless
-ly	brotherly, motherly, scholarly
-ous	humorous, poisonous, zealous
-worthy	praiseworthy, blameworthy
-y	dusty, filthy, hairy

## 2 Adjective suffixes having a de-adjectival function

-ly	deadly
-al	economical
-ish	bluish, greenish
-some	queersome

## 3 Adjective suffixes having a de-verbal function

-able	eatable, likeable
-ive	active, decorative

## **Adverb Suffixes**

Like adjective suffixes, adverb suffixes also are of two types:

### 1 Adverb suffixes having a de-adjectival function

-ly	nicely, wisely
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### 2 Adverbs suffixes having a de-nominal function

-ward(s)	earthward, backwards, homewards
-wise	discipline-wise, education-wise

## **Noun Suffixes**

These suffixes can be discussed in terms of the following types and subtypes:

1	a	-age	frontage, mileage
		-ery	robbery, rocketry
		-hood	manhood, brotherhood

-ism	impressionism, racism
-ship	friendship, membership

These suffixes are used in the formation of abstract nouns.

b	-eer	profiteer, mountaineer
	-er	Londoner, villager
	-ess	actress, hostess
	-ette	cigarette, kitchenette
	-let	booklet, leaflet

As opposed to the suffixes listed in (a), these suffixes are used in the formation of the concrete nouns.

## 2 Noun suffixes having a de-adjectival function

-ism	classicism, romanticism
-ity	falsity, nicety

## 3 Noun suffixes having a de verbal function

-al	denial, recital
-ant	assistant, informant
-ation	examination, justification
-ee	appointee, employee
-er	driver, player
-or	actor, survivor
-ment	amazement, development

As one can easily infer from the example listed here, the suffix *-er*, *-or* in words like actor are the two variants of the same noun suffix.

## Verb Suffixes

Like adjective suffixes and adverb suffixes, verb suffixes also are of two types.

### 1 Verb suffixes having a de-nominal function

-ate	chlorinate, hyphenate
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-fy            beautify, codify  
-ize           computerize, dramatize

2        Verb suffixes having de-adjectival function

-en            harden, ripen  
-ize            legalize, modernize

### **1.1.7.1 Multiple Functions of Certain Suffixes**

A derivational suffix may not always be added to a base of the same grammatical class. In words like *childish* and *womanish*, for example, the suffix *-ish* has been added to a noun base and has in that sense a de-nominal function. But in words like *blackish* and *brownish* it has been added to an adjectival base and has in that sense a de-adjectival function. In words like *arrival* and *survival*, the suffix *-al* has a de-verbal function but in words like *governmental* and *phenomenal* it has a de-nominal function. In words like *eatable* and *punishable*, it has a verbal function. In words like *kingdom* the suffix *-dom* has a de-nominal function but in words like *freedom* it has a de-adjectival function. In words, like *cowardly* and *scholarly*, the suffix *-ly*, has a de-nominal function but in words like *happily*, it has a de-adjectival function. Similarly, in words like *brotherhood*, the suffix *-hood* has a de-nominal function but in words like *falsehood*, it has a de-adjectival function. Hence, a single suffix may have more than one function.

### **1.1.7.2 The Line of Demarcation Between Derivation and Compound Formation**

In course of time, affixes sometimes acquire the status of a full word. Suffixes like *-ism* and *-ist* are good examples. These two prefixes are Greek suffixes that came to English via Latin and French. Nowadays, these two suffixes have also been used as independent words, particularly in their plural forms. The following are some of the illustrations of their use as independent words:

1        Now, alas! You would soon squabble about socialism or some of those *isms*.



- Walpole

All the *isms* of the day shall be dissipated.

- Fraser's Magazine

2 We must not take every great physicist -or some other *ist*- for an apostle.

- George Eliot

He is nothing -no *ist*, professes no *ism* but superbism and irrationalism.

- Shelly

(as cited in Thakur, 2008, p. 30)

By definition, compounds are words the immediate constituents of which can themselves be used as independent words.

Just as some affixes in English have acquired the status of words, some words in English seem to be in the process of being downgraded to the status of an affix. Words like *postman*, and *policeman*, for example, have traditionally been described as compound words because, like the first constituent, the second constituent of each of these words can be used as a complete word. The second element *-man* in such words is not exactly identical with *man* used as an independent word, however. Besides, the second element *-man* in these words refers to certain positions or vocations and not necessarily to adult male humans in those positions or vocations. However, a contrast can still be seen between words like *policeman* and *policewoman*. It can, therefore, be argued that *-man* in such words has not yet attained the status of a suffix, though it seems to be on the way to becoming a suffix.

### 1.1.8 Summary

Morphology deals with the internal structure of word forms. It has two main branches: inflectional morphology and derivational morphology. Inflexional morphology is the study of how words change their form to indicate number, person, tense, etc. On the other hand, derivational morphology is the study of how morphemes are combined to form new words by changing word classes.

For forming new word, there must be a root or a free morpheme and bound morphemes. Among affixes also, prefixes are added to the beginning of a word and suffixes are added to the end of a word. These affixes are of two types in English. They are inflectional affixes and derivational affixes. Inflectional affixes are only suffixes whereas derivational affixes are either prefixes or suffixes. According to Thakur (2008, p. 10), inflectional suffixes in English are of seven types. They are:

- i plural suffix: books, pens
- ii genitive suffix: Jon's, Socrates'
- iii third person singular number present tense suffix: runs, goes
- iv past suffix: played, moved
- v present participle suffix: playing, running
- vi past participle suffix: misused, played
- vii comparative and superlative suffix: nicer, nicest, smaller, smallest

All other types of suffixes in English are derivational suffixes. For the clarification of this, (Aarts & Aarts 1986, p. 16) has summarized those things in the table. (Table 1)

**Table 1**  
**Suffix**

<b>Derivation</b>	<b>Inflexion</b>
-able: readable	Plural: boys
-dom: kingdom	Genitive: boy's
-er: employer	3 <sup>rd</sup> person singular: asks
-hood: childhood	Past tense: asked
-ity: nationality	-ed participle: asked
-less: careless	-ing participle: asking
-ness : largeness	Comparative: greater
-ship: friendship	

(Aarts & Aarts, 1986, p. 16)

## 1.2 Review of the Related Literature

The researcher for this study was interested to find out the proficiency of Graduate level (B. Ed. II) students in using suffixes in English. Some of the research studies done in the related area in the past have been presented in the following paragraphs.

**Bhandari (2002)**, in her thesis entitled **Affixation in English and Nepali: A Comparative Study** has concluded that similarities were found in both prefixation and suffixation. But no infixation is found in both the languages. Similarly, **Gautam (2004)**, carried out a research entitled **Proficiency in English Word Formation**. In this study, he has concluded that proficiency in adverb formation is found more satisfactory than adjective and verb. The proficiency in high frequent words is much better than low frequent words.

Likewise, **Saud (2004)**, in his thesis entitled **A Study on the Use of Adjectives and Adverb** concludes that proficiency of students in the use of adjectives was found better than that of adverb. Similarly, girls were found better than boys in both items.

Moreover, **Tiwari (2004)**, in his thesis **An Analysis of the Vocabulary in the English Textbook for Grade Four** concludes that most of the word forms used in the text book of grade four were of nouns. Similarly, number of word forms of verb, adjective and adverb were found in the second, third and fourth position respectively.

Besides them, there is next research similar to Bhandari (2002), it is carried out by **Tumbapo (2005)**, in his research, entitled **Verbal Affixation in English and Limbu: A Comparative Study** has concluded that affixes in Limbu are determined by inclusiveness and exclusiveness of the first person, dual and plural pronouns as subject in a sentence whereas such type of system is not available in English.

Regarding some research studies on errors in word formation, **Niroula (2005)** has carried out a research on **Errors in Word Formation Committed by the 10<sup>th</sup> Graders**. The study has found that affixation in word formation process is major and more satisfactory than others.

In the same connection, **Padhya (2008)**, has carried out a research study entitled **Proficiency in the use of Phrasal Verbs: A Case of Tenth Graders**. This study shows that the proficiency in phrasal verb found satisfactory. The students were found good in matching items in comparison to sentence making and fill in the blanks.

The study on affixation verbally as a comparative study has done by **Ghising (2009)**, in his research study **Verbal Affixation in English and Tamang** has found that there are no infixes in both the languages. English language has more negative prefixes but Tamang has only one negative prefix. And both the languages have person marker, number marker and tense marker suffixes.

The above mentioned studies were carried out on the area of vocabulary achievement, contrastive/comparative study and on error analysis. So, this study is different from previous ones in the sense that it attempts to find the level of proficiency of B. Ed. II year students in selection and arrangement of suffixes to form new words by adding them in English language.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- ) To analyze the students' proficiency in using suffixes.
- ) To find out the students' proficiency in English suffixation as word formation process.
- ) To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study will be significant for the further researchers who want to study in

similar areas. It will be a new step in the sense that the students, teachers, textbook writers, syllabus designers, methodologists and also to those who are directly or indirectly involved in teaching and learning English as a second or foreign language especially in the context of Nepal and in all foreign/second language contexts.

## **1.5 Definition of the Key Terms**

**Affix :** The letter or letters added to a root or base is called affix.

**Affixation:** The process of forming new word by adding affixes is called affixation.

**Prefixes:** The affixes which are added before a root or base to form new word are called prefixes.

**Question types:** In this study, a question type refers to the seven different types of questions.

**Set :** In this study, set refers to a group of questions which was used in test paper.

**Suffixes:** Suffixes are the morphemes which are added after base or root to form new words.

**Suffixation:** The process of forming new word by adding suffixes is called suffixation.

**Word Formation:** Word formation in this study refers to the formation of new words by adding affixes.

## **CHAPTER-TWO**

### **METHODOLOGY**

The methodology which the researcher has followed in this study mainly consists of sources of data as primary and secondary sources, population of study, sampling procedures, tools for data collection, process of data analysis and limitation of study.

#### **2.1 Sources of Data**

The research was mainly based on the field of study. The sources of data used during the study are primary as well as secondary sources. As it was the study which tried to find out the proficiency level of students, primary sources of data were must. Similarly, the researcher consulted various secondary sources of data so that he could get enough information on the related field.

##### **2.1.1 Primary Sources**

For the primary sources of data the researcher had selected eighty students studying major English from Prithvi Narayan Campus, Pokhara. So, in this study, the researcher had tried to find out the proficiency of certain level students in using suffixes. Therefore, he selected the students of B. Ed. II year studying major English. Likewise, for the convenience of the researcher in the limited field, he selected Prithvi Narayan Campus located at Pokhara, Kaski. So, for this study, the primary sources of data were students of B. Ed. II year studying major English from Prithvi Narayan Campus, Pokhara, Kaski.

##### **2.1.2 Secondary Sources**

For the secondary sources, the researcher consulted the books on Morphology, Affixation, English word formation and Suffixation.

The major English: **Expanding Horizons in English** of B. Ed. II year was also the main source of study. Moreover, the researcher consulted journals of

NELTA, encyclopedia, websites, articles, ELT sites, etc. to get sufficient information on the related area for the completion of this research study.

## **2.2 Population of the Study**

For this study, the total population was randomly selected. The eighty students studying B. Ed. II year majoring English from Prithvi Narayan Campus, Pokhara were the primary sources of data. It was so because the researcher was interested to find out the proficiency of Bachelor level students in major English.

## **2.3 Sampling Procedure**

For this purpose, the researcher visited the selected campus and took eighty students randomly who were studying B. Ed. II year majoring English. As the selected campus was near to the researcher he selected Prithvi Narayan Campus. Similarly, out of more than four hundred students, it was difficult to take the sample in such of limited time that is why he selected the students randomly to get the accurate information.

## **2.4 Tools for Data Collection**

For the development of tools, first of all, the researcher collected 80 words randomly from **Eng. Ed. 322 Expanding Horizons in English** which is the text book for major English in B. Ed. II year. The researcher selected this course book since he was interested to find out the students' proficiency in the recently included course book in course of study for the students of B. Ed. II year in major English. Among the selected words, 32 were adjectives, 18 were verbs, 20 were nouns and 10 were adverbs. He prepared seven different sets of objective type questions to test the students' proficiency in suffixes (see, Appendix A). There were eighty different questions in seven different question sets.

In set A, the students were asked to tick the best answer as multiple choice. In set B, they were asked to supply the correct form of the given words according to the context. Similarly, in set C, they were asked to distinguish the parts of speech of the underlined words. Likewise, in set D, they were asked to change the form of the given words as indicated in the brackets. In set E, the students were asked to classify the given word in the provided column of noun, verb, adjective and adverb. Similarly, in set F, they were asked to find out the mistakes in the bold printed word and rewrite them correctly in proper form. Finally, in set G, they were asked to add suitable suffix by choosing from the box to form new words.

## **2.5 Process of Data Collection**

Having prepared question sets, the researcher visited the selected campus. He requested the campus administration and subject teacher to assign him a convenient date and time for the administration of the test. As assigned by them, he administered the test to 80 students of P. N. Campus, Pokhara. After the test administration he collected all the answer papers and examined them objectively. The obtained scores were analyzed and interpreted using descriptive approach and simple statistical tools i.e., percentage and rank.

## **2.6 Process of Data Analysis**

After collecting data, the researcher assigned marks to the students' performance. Positive mark was assigned for correct response and no mark was assigned for incorrect response. After assigning mark, the performance was derived (in table 2). Similarly, for its help, he used different tools such as percentage and rank to analyze the students' performance.

## **2.7 Limitations of the Study**

The basic limitations of the study were as follows.

- i Only the students of B. Ed. II year majoring English studying at Prithvi



Narayan Campus were the sources of data.

- ii Only eighty objective questions were used to test proficiency.
- iii The population of the study was limited to:
  - a Eighty students having at least 40 percent of girls.
  - b Students of Education stream only.
- iv Only suffixation was taken as word formation process to test proficiency.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter consists of analysis and interpretation of the collected data and performance shown by the B. Ed. II year students studying at Prithvi Narayan Campus, Pokhara in English suffixation. The performance of the students was tabulated and analyzed using simple statistical tools: percentage and rank.

After collecting the data, the answers performed by the students were assigned marks. Positive marks was assigned for correct response and no mark was assigned for incorrect response. After assigning marks, they were tabulated under various headings as presented below.

- 1 Total proficiency of students in suffixation.
- 2 Analysis and interpretation of suffixes in terms of noun, verb, adjective and adverb.
- 3 Analysis of difficulty level in English suffixation.

#### **3.1 Analysis and Interpretation of the Students' Proficiency in English Suffixation**

For the analysis and interpretation of the students' proficiency, the researcher categorized the students' achievement in five levels on the basis of their percentage of the correct responses. The five different levels are Excellent, Good, Satisfactory, Less satisfactory and Poor which are listed below:

**Table 2**  
**Students' Achievement Level**

S.N.	Students' mark	Rank	Students' proficiency
1	80%-100%	I	Excellent (E)
2	60%-80%	II	Good (G)
3	40%-60%	III	Satisfactory (S)
4	20%-40%	IV	Less satisfactory (LS)
5	0%-20%	V	Poor (P)

The word items for affixation with correct responses of 80% to 100% were categorized as the excellent level of achievement. Similarly, the correct responses of 60% to 80% were placed in the second position assigning good level. Likewise, in the third level, the items with correct responses of 40% to 60% were placed assigning satisfactory level. In the fourth level, the correct responses of 20% to 40% were placed assigning less satisfactory level of achievement. Finally, poor level was assigned to those responses whose percentage was between 0% to 20%. In this tabulated form of data, the initial letter of each level represents the level of achievement. They are: E for excellent, G for good, S for satisfactory, LS for less satisfactory and P for poor.

### 3.1.1 Total Proficiency of Students in Suffixation

The result of the test which was taken at the time of data collection was shown in table (see, Appendix B). The analysis and interpretation was carried out on the basis of this data.

The total proficiency of the students in whole test was measured with the help of average percentage they have secured on the test paper. This is shown in the table below.

**Table 3**

#### **Proficiency in Suffixation**

Total sample	Average marks of students in percentage	Total word forms	Total correct responses	Total responses
80	44.75	80	2864	6400

Table 3 shows that the average score obtained by the students in whole test was 44.75%. So, proficiency level of students in whole test was found satisfactory.

### 3.1.2 Analysis of Students' Proficiency in English Suffixation

Under this heading, the students' proficiency in English suffixation was measured by analyzing the students' performance on given words separately. The total performance was shown in the table given below.

**Table 4**  
**Proficiency in Suffixation**

Suffixes	Total sample	Average mark in %	Total word forms	Total correct responses	Total responses	Level
able	80	42.75	5	171	400	S
ion		45.75	5	183	400	S
ly		56	10	448	800	S
ic		53.75	3	129	240	S
ize		51.25	8	328	640	S
ive		44.75	3	114	240	S
ory		35	1	28	80	LS
ment		55.625	4	178	320	S
ed		40.31	4	129	320	S
ty		46.25	1	37	80	S
ous		33	5	132	400	LS
al		42.92	6	206	480	S
er		53.33	3	128	240	S
en		22.25	5	89	400	LS
ance		22.5	2	36	160	LS
fy		37.5	3	90	240	LS
ful		57.92	3	139	240	S
ing		8.75	1	7	80	P
less		23.75	1	19	80	LS
or		58.125	2	93	160	S
ics		52.5	1	42	80	S
hood		86.25	1	69	80	E
ish		35	1	28	80	LS
ness		47.5	1	38	80	S
ate		3.75	1	3	80	P

Table 4 shows that the students' proficiency in English suffixation was measured with the help of twenty five suffixes. Out of twenty five suffixes

students' proficiency was found excellent in one suffix (-hood). The score obtained in that suffix was 86.25%. Similarly, most of the suffixes were found in satisfactory level. The suffixes which were found in satisfactory level are -able, -ion, -ly, -ic, -ize, -ive, -ment, -ed, -ty, -al, -er, -ful, -or, -ics and -ness. The students were able to score 40% to 60% of marks in those suffixes. Likewise, seven suffixes (-ory, -ous, -en, -ance, -fy, -less and -ish) out of twenty five suffixes were found in less satisfactory level as the students obtained the scores in between 20% to 40%. Finally, two suffixes (-ing and -ate) out of 25 suffixes were found in poor level since the score obtained by the students was 0% to 20%.

### 3.1.3 Analysis of Students Proficiency in Terms of Noun

Under this heading the researcher has attempted to find out students' proficiency in noun formation in terms of suffixes. Nine suffixes with twenty questions (items) were used to test students' proficiency. The overall students' performance in those suffixes is shown in the table below and analyzed in preceding paragraphs.

**Table 5**  
**Proficiency in Noun**

Suffixes	Total sample	Average mark in %	Total word forms	Total correct responses	Total responses	Level
ion	80	45.75	5	183	400	S
ment		55.625	4	178	320	S
ty		46.25	1	37	80	S
er		53.33	3	128	240	S
ance		22.5	2	36	160	LS
or		58.125	2	93	160	S
ics		52.5	1	42	80	S
hood		86.25	1	69	80	E
ness		47.5	1	38	80	S

The table 5 shows that the students' proficiency in noun formation was measured with the help of nine suffixes. The students were found proficient in

one suffix i.e., -hood and placed it in excellent level. Among eighty students 86.25% were able to respond this suffix correctly. Similarly, the students were found satisfactory in seven suffixes (-ion, -ment, -ty, -er, -or, -ics and -ness) out of nine. The average score found in those suffixes was above 50% although satisfactory level was represented by the score in between 40% to 60%.

Likewise, the students were found in less satisfactory level in one suffix i.e., -ance. Among 80 students, only 22.5% of the students were able to respond this suffix correctly. As the average mark of the students in noun formation was above 50%, there was not any suffix to measure the proficiency of the students in poor level.

So, the students' proficiency in total noun formation with suffixes was found satisfactory. Out of nine suffixes, above 50% students were found correct in five suffixes and below 40% students were found correct in four suffixes.

### 3.1.4 Analysis of Students Proficiency in Terms of Verb

The students' proficiency was analyzed and interpreted by using five suffixes for verb formation. The researcher, under this heading, has attempted to find out the students proficiency with the help of eighteen questions (items). The overall performance in those suffixes is summarized in the table below.

**Table 6**  
**Proficiency in Verbs**

Suffixes	Total sample	Average mark in %	Total word forms	Total correct responses	Total responses	Level
ize	80	51.25	8	328	640	S
ed		56.87	2	91	160	S
en		18.12	4	58	320	P
fy		37.5	3	90	240	LS
ate		3.75	1	3	80	P

Table 6 presents that the students proficiency in verb formation was measured with the help of five suffixes (-ize, -ed, -en, -fy and -ate). Eighteen questions

(items) were given to eighty students to measure their proficiency in verb. Out of five suffixes, the students were found in satisfactory level in two suffixes viz. -ize and -ed. In the suffix -ize, 51.25% students were able to respond it correctly. Similarly, in the suffix -ed, 56.87% students were able to respond correctly. Although the satisfactory level was measured in between 40% to 60%, the students were able to secure above 50% in both of the suffixes.

Likewise, the table shows that the students were able to secure 37.5% mark in the suffix -fy. As it was below 40%, it was assigned with less satisfactory level. Finally, two suffixes (-en and -ate) were found in poor level since less than 20% of the total students only were able to answer correctly. In those two suffixes, the students were found least proficient. In fact, the students were found very poor in adding “-ate” suffix to form verbs as it was only 3.75%.

Students’ proficiency in verb formation item in total was not found satisfactory because the students were found satisfactory only in two suffixes which is less than 40% of total suffixes.

### **3.1.5 Analysis of Students’ Proficiency in Terms of Adjective**

As mentioned in the table 7, students’ proficiency in adjective formation was measured with the help of twelve suffixes. Out of twelve suffixes, the proficiency of the students was found satisfactory in five suffixes (i. e., -able, -ic, -ive, -al and -ful). The average score of students in those five suffixes was found 42.75%, 53.75%, 47.5%, 42.92%, and 5.92% respectively. Out of twelve suffixes, students proficiency was found less satisfactory in six suffixes (-ory, -ed, -ous, -en, -less and -ish). The average score of students in those six suffixes was found 35%, 23.75%, 33%, 38.75% and 35% respectively. Among those six suffixes, the students were found least proficient in two suffixes viz. -less and -ed securing only 23.75%.

Finally, it is clear from the table that the students were found in poor level in the formation of adjective adding “-ing”. In other words, in this item, the students were found least proficient since they were able to secure only 8.75%.

Thus, students' proficiency level in adjective formation in total was found below 46%. Out of 12 suffixes, the students' proficiency was above 40% only in five suffixes.

**Table 7**  
**Proficiency in Adjective**

Suffixes	Total sample	Average mark in %	Total word forms	Total correct responses	Total responses	Level
able	80	42.75	5	171	400	S
ic		53.75	3	129	240	S
ive		47.5	3	114	240	S
ory		35	1	28	80	LS
ed		23.75	2	38	160	LS
ous		33	5	132	400	S
al		42.92	6	206	480	S
en		38.75	1	31	80	LS
ful		57.92	3	139	240	S
eng		8.75	1	7	80	P
less		23.75	1	19	80	LS
ish		35	1	28	80	LS

### **3.1.6 Analysis of Students Proficiency in Terms of Adverb**

Under this heading the researcher has attempted to find out student's proficiency in adverb formation with the help of suffix, -ly. The researcher has made ten questions having the suffix -ly to find out the proficiency of the students. The overall students' proficiency in the suffix is shown in the table below and analyzed in preceding paragraphs.



**Table 8**  
**Proficiency in Adverb**

Suffixes	Total sample	Average mark in %	Total word forms	Total correct responses	Total responses	Level
ly	80	56	10	448	800	S

Table 8 shows that the students' proficiency in adverb formation was measured with the help of the suffix -ly. The students were found in satisfactory level since they were able to achieve 56%. Although, the satisfactory level was assigned in between 40% to 60%, it is nearly 60%. So, almost it is good.

To find out the proficiency of the students in adverb formation, eighty items consisting ten adverbs were given to eighty students. Out of eight hundred responses, only four hundred forty eight responses were correct. In other words, the average mark of the students in adverb formation was 56%.

Therefore, the students' proficiency in adverb formation was found better than other ones.

### **3.1.7 Analysis of Students Proficiency in Suffixation Based on Seven Category Items**

There were seven different sets (multiple choice, filling gaps, distinguishing forms, changing forms, classifying, finding mistakes and adding suffixes) of questions to measure students' proficiency in English suffixation. Each set contains ten word forms except the set D which contains twenty word forms. Similarly, each word form carries one mark. The analysis and interpretation of students' performance in those eight different sets is presented with the help of the table. (see, Appendix C)

The table in the appendix C shows the students proficiency in suffixation in different sets. The question types were categorized into seven rubrics.

According to the percentage of correct responses, the suffixes were grouped in five levels (i.e., Excellent, Good, Satisfactory, Less Satisfactory and Poor)

Out of seven suffixes in multiple choice set, two suffixes were found good, one was found satisfactory and four were found in less satisfactory level. There were altogether 800 responses out of which 372 were correct. Thus, the percentage of correct responses in set A was 46.5. Similarly, among eight suffixes in set B, one suffix was found good, three suffixes were found satisfactory and four suffixes were in less satisfactory level. The overall performance in set B was 41.37%.

In distinguishing the form of given word, in set C, the students proficiency was found satisfactory in two suffixes and less satisfactory in four suffixes. In that set, there were seven suffixes with eight hundred responses out of which only three hundred fifteen were responded correctly. The overall proficiency in that item was 39.37%. Likewise, in set D, two suffixes were found in good level, two in satisfactory level, four in less satisfactory level and two in poor level. The average percentage in that item was 41.19. In the set E, there were ten suffixes out of which three suffixes were found in satisfactory level, six in less satisfactory level and one in poor level. The average percentage in this item was 35.25.

In the set F which was related to finding out mistakes and correcting them, students were found most proficient in forming adverb with the suffix -ly and least proficient in forming verb with the suffix -ate. The average mark in forming adverb was found 81.25% which was according to the level. Similarly, the students were able to secure only 3.75% of mark in forming verb with the suffix -ly. Like-wise, the students' proficiency in that item was 73.75%. Moreover, their proficiency was found satisfactory in two suffixes, less satisfactory in one suffix and poor in three suffixes. The overall proficiency in that item was 44.625%.

Finally, in the set G, there were altogether ten suffixes. Out of which the students were excellent in five suffixes, good in two suffixes, satisfactory in one suffix and less satisfactory in one suffix.

The overall proficiency in that adding suffixes item was 70% which was the highest average mark in comparison to other sets.

### 3.2 Analysis of the Difficulty Level

The word forms which were used for testing proficiency were categorized into five ranks to find out their difficulty. The levels were categorized according to the correct responses of the students. The categorization is as follows:

**Table 9**

**Categorization of Students' Performance**

S.N.	Rank	Level	Correct response in %
1	I	Excellent	80%-100%
2	II	Good	60%-80%
3	III	Satisfactory	40%-60%
4	IV	Less satisfactory	20%-40%
5	V	Poor	0%-20%

The words which were formed correctly from 80% to 100% were placed in first rank i.e. Excellent level and they were thought as the easiest suffixes for the students. The words which were formed from 60% to 80% were placed in second rank i.e. Good level and those suffixes were thought as easier to form word. The words which were responded correctly from 40% to 60% were placed in third rank i.e. satisfactory level and those suffixes were thought as average level of difficulty. Likewise, the correct word forms from 20% to 40% were placed in fourth rank and they were leveled as less satisfactory and those affixes were thought as more difficult level of difficulty. And the fifth rank or last rank was leveled as poor in which the correct word forms from 0% to 20% were placed and thought as most difficult suffixes to form words.

### 3.2.1 Analysis of Difficulty Level of Word Forms in Terms of Suffixation

The eighty word forms with twenty five suffixes were categorized into five ranks according to their percentage. The overall performance in those word forms is summarized in the table (see, Appendix D).

The table in appendix D shows that there were 80 words with suffix. Out of eighty word forms, seven words (musical, possessive, computerize, changeable, brotherhood, suddenly and obviously) were found in I rank i.e., excellent level and categorized as the easiest level of difficulty. Likewise, thirteen word forms (supervisor, heroic, peaceful, satisfaction, bitterly, driver, monthly, entertainment, prayer, argument, memorize, faithfully and aristocratic) were found in second rank i.e., good level and assumed as easier level of difficulty. Similarly, twenty one word forms (eventful, adopted, dramatize, genetics, abductor, wonderful, information, identify, trustfully, apologize, modernize, adventurous, harmonious, classical, employment, physical, hostility, discovered, destructible, philosophical and cleverness) were found in third rank and assumed as average level of difficulty. The thirty word forms (codify, greenish, possession, dauntless, ripen, rationalize, believable, improvement, fortunately, independence, overwhelmingly, disciplined, inheritance, wooden, political, democratic, internalized, fairly, climber, victorious, distinctive, fictitious, hospitable, cultivation, participatory, appreciative, criticize, successfully, comprehensible and inculcation) were found in fourth rank i.e., less satisfactory level and grouped as more difficult level of difficulty. Finally, nine word forms (editorial, lengthen, differentiate, astounding, soften, poisonous, beautify, legalize and strengthen) were found in fifth rank i.e., poor level and assumed as most difficult level of difficulty. The suffix -ate used to form 'differentiate' was found too difficult as only three students out of eighty responded it correctly. The suffix -able to form the word 'changeable' was easiest because seventy five students out of eighty were able to respond it correctly. Hence, in terms of major findings, the students were

found more proficient in forming adverb with the suffix -ly. Similarly, the students were found very poor in forming the verb with the suffix -ate.

### **3.2.2 Analysis of Difficulty Level in Total Suffixation**

Under this heading , the researcher has tried to analyze the difficulty level of suffixation in total.

The difficulty level of each word forms has been illustrated in the table (see, Appendix D). The table shows that, out of eighty words with suffixes seven word forms were found in excellent level. More than 80% of students were able to respond them correctly. Thirteen word forms were found in second rank which was placed in good level. Out of eighty word forms, twenty one word forms were found in third rank which were placed at satisfactory level and assumed as average level of difficulty. Similarly, thirty word forms were found in fourth rank which were placed in less satisfactory level and assumed as more difficult level of difficulty. Finally, nine word forms were found in fifth rank and placed in poor level assuming as most difficult level of difficulty. From the appendix D, he has found that there were twenty word forms of noun, eighteen word forms of verb, thirty two word forms of adjective and ten word forms of adverb. Similarly, it has also been found that forming adverb is comparatively easier than three other ones.

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

The main purpose of the study was to analyze the students' proficiency in using suffixes and to suggest some pedagogical implications. So, this chapter deals with the findings which were found from the analysis and interpreting the collected data and the recommendations which were suggested for further study from the derived findings. They are presented below.

#### 4.1 Findings

The findings derived on the basis of discussion of data are listed below:

- 1 The total proficiency in suffixation as word formation was found nearly satisfactory as the percentage of the students on whole test was on satisfactory level i.e., 44.75%.
- 2 The students' proficiency in noun formation was found satisfactory. Out of nine suffixes, students were able to score above 45% in eight suffixes (i.e., -ion, -ment, -ty, -er, -or, -ics, -hood and -ness). Students' proficiency was not found satisfactory in one suffix (i.e., -ance). The average score obtained in that suffix was 22.5%.
- 3 The students' proficiency in verb formation was found less satisfactory. Out of five suffixes in total, students were able to score above 40% only in two suffixes (i.e., -ed and -ize) whereas they obtained less than 40% in three suffixes (i.e., -en, -fy and -ate). They were found least proficient especially in the suffix -ate since they were able to score only 3.75%.
- 4 The study found that students' proficiency in adjective formation item was satisfactory. Out of twelve suffixes (i.e., -able, -ic, -ive, -ory, -ed, -ous, -al, -en, -ful, -ing, -less and -ish), the proficiency of the students'

found satisfactory in five suffixes (i.e., -able, -ic, -ive, -al and -ful). Their proficiency was not found satisfactory in seven suffixes (i.e., -ory, -ed, -ous, -en, -ing, -less and -ish).

- 5 The proficiency of the students in adverb formation was found satisfactory since they were able to score 56%.
- 6 Students were found better in forming adverbs using -ly suffix.
- 7 In terms of word classes, students' proficiency was found best in adverb formation. The proficiency of students in verb formation was found lowest. Similarly, students' proficiency in two word classes (i.e., noun and adjective) was found second and third positions respectively.
- 8 Students' proficiency was found satisfactory in multiple choice item since they were able to score 46.5% of marks.
- 9 As students were able to score 41.37% in filling gaps, their proficiency was also found satisfactory in it.
- 10 In the item distinguishing word forms, they were able to score 39.37%. So, their proficiency was less satisfactory in that set.
- 11 The students were found more proficient in changing word forms than that of classifying them. They were able to score 41.19% in changing word forms whereas only 35.25% in classifying them.
- 12 The proficiency of students was found good in adding suffixes. The students scored 70% as a whole in it.
- 13 Students' proficiency in finding mistakes and correcting them was satisfactory since they were able to secure 44.62%.

14 On the basis of students' response, seven words with suffixes were found of easiest level, thirteen words with suffixes were found of easier level, twenty one words with suffixes were found of average level, thirty words with suffixes were found of more difficulty level and nine words with suffixes were found of most difficult level.

## **4.2 Recommendations**

On the basis of the findings of the study, the researcher would like to suggest the following recommendations to develop the proficiency in English suffixation for word formation process.

- 1 As the proficiency of students in using suffixes was not found so satisfactory, it should be improved as their need, level, standard and situation.
- 2 While forming a new word one should be conscious enough about the other systems of language (i.e., syntactic and semantic). A teacher and a learner should have sound knowledge on what is and what is not accepted in a language and particular situation. For example, in English, the form "trustfully" cannot be directly found from "trust". It is only possible later on while "trustful" is formed. The semantic as well as syntactic aspect of language may determine form and functions of a particular word. Thus, the researcher would like to suggest all the teachers and learners to consider both syntactic and semantic aspects while forming new words.
- 3 The most of the words in English language are formed by adding suffixes. The same root or stem having same suffix can be of different word class according to the context. So that, the researcher would like to suggest all the teachers to teach the targeted word forms in linguistic context and the students to learn those word forms by creating appropriate situation.



- 4 As we can find so many irregularities in English language, it is not always possible to teach and learn the language in a rule governed way. Thus, the researcher would like to suggest all the teachers to teach the language getting the students involved in practice.
- 5 The proficiency was found better in such suffixes which are daily used even in the colloquial expressions. Therefore, the researcher would like to suggest all the curriculum designers, syllabus designers and textbook writers to use colloquial type of language which is used in our daily activities.
- 6 The students were not found so much conscious in meaning aspect as they have supplied suffixes without analyzing the meaning or sense which is given in the discourse. As for example;
  - a. The doctor has recommended the dose for using medicine.
  - b. The recommended dose for using medicine is 2 tablets per day.

In these two sentences, the same word recommended (i.e., recommend + ed) has given different meaning in two different situations. It is because of semantic aspect. So, all the teachers and the students are suggested to be conscious in semantic aspects of language.

- 7 Based on the findings of study, the researcher would like to suggest all the teachers to think about the difficulty level of word forms while dealing with suffixation.

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**APPENDIX A**  
**Test Paper**  
**B. Ed. 2<sup>nd</sup> Year**

Name of the student \_\_\_\_\_  
Name of the campus \_\_\_\_\_  
Level \_\_\_\_\_ Faculty \_\_\_\_\_  
Year \_\_\_\_\_ Time : 1:15 hrs.

**Attempt all the questions.**

**A Tick (✓) the best answer for the given spaces. 10×1=10**

- a The soul of human beings is never \_\_\_\_\_ .  
i destruction                      iii destructible  
ii destroy                          iv destructively
- b The \_\_\_\_\_ of bhakti, love, of God manifested in human form.  
i inculcate                          iii inculcation  
ii inculcated                        iv inculcates
- c Human soul is eternal, it is not \_\_\_\_\_ .  
i comprehend                      iii comprehensive  
ii comprehensible                  iv comprehension
- d The duty of an honest man is to do it \_\_\_\_\_ .  
i faith                                  iii faithful  
ii faithfully                          iv faithfulness
- e The Achaeans \_\_\_\_\_ established settlements in Ionia.  
i succeed                              iii success  
ii successful                          iv successfully
- f The monarchic system of government gave way to \_\_\_\_\_ system.  
i aristocracy                          iii aristocrat  
ii aristocratic                        iv aristocrats
- g It's the duty of all human races to \_\_\_\_\_ the terrorist attack.  
i critical                                iii criticism  
ii criticize                              iv critique
- h A reader has to be able to \_\_\_\_\_ the theme of a lesson.  
i memory                                iii memorize

- ii memorable                      iv memorial
- i The teacher should be \_\_\_\_\_ of students' efforts.
- i appreciate                      iii appreciation
- ii appreciative                      iv appreciatively
- j A good environment encourages \_\_\_\_\_ learning.
- i participate                      iii participation
- ii anticipatively                      iv participatory

**B Complete the following sentences using the correct form of the words given in the brackets. 10×1=10**

- a Fear advanced as \_\_\_\_\_ for armament. (argue)
- b The unknown cannot be \_\_\_\_\_ by a simple mind. (discovery)
- c The \_\_\_\_\_ of love is not possible if you give priority to possession. (cultivate)
- d Death valley is not considered as \_\_\_\_\_ place on earth. (hospital)
- e His suggestion met with some \_\_\_\_\_. (hostile)
- f The \_\_\_\_\_ loves of humanity is not qualitative. (fiction)
- g The hormones regulate the \_\_\_\_\_ processes. (physics)
- h There are \_\_\_\_\_ features between sex determination and sex differentiation. (distinct)
- i The government is aiming at full \_\_\_\_\_. (employ)
- j Genetic science is one of the \_\_\_\_\_ knowledge of this century. (victory)

**C Tick (✓) the best answers for the underlined words. 10×1=10**

- a Indian classical music is based on melody and rhythm.
- i noun                      ii verb                      iii adjective                      iv adverb
- b The person who climbs the mountain is called climber.
- i noun                      ii verb                      iii adjective                      iv adverb
- c Education fosters harmonious society.
- i noun                      ii verb                      iii adjective                      iv adverb
- d We all like fairly defined ideas.
- i noun                      ii verb                      iii adjective                      iv adverb
- e What is the internalized idea of Keller's speech?
- i noun                      ii verb                      iii adjective                      iv adverb
- f There is not a truly free and democratic nation in the world.

- i noun          ii verb          iii adjective          iv adverb
- g A prayer does not know love.
- i noun          ii verb          iii adjective          iv adverb
- h The political parties are not doing right work.
- i noun          ii verb          iii adjective          iv adverb
- i Why is mountaineering called an adventurous task?
- i noun          ii verb          iii adjective          iv adverb
- j They made artistic wooden horse.
- i noun          ii verb          iii adjective          iv adverb

**D Change the form of given words as indicated in the brackets. 20×1=20**

- |                          |                          |
|--------------------------|--------------------------|
| a Independent (noun)     | k Inherit (noun)         |
| b Fortune (adverb)       | l Discipline (adjective) |
| c Strength (verb)        | m Bitter (adverb)        |
| d Entertain (noun)       | n Apology (verb)         |
| e Philosophy (adjective) | o Poison (adjective)     |
| f Legal (verb)           | p Satisfy (noun)         |
| g Beauty (verb)          | q Trustful (adverb)      |
| h Modern (verb)          | r Identity (verb)        |
| i Month (adverb)         | s Soft (verb)            |
| j Drive (noun)           | t Information (verb)     |

**E Classify the given words in the following column. 10×1=10**

overwhelmingly, wonderful, improvement, believable, rationalize, ripen, astounding, dauntless, abductor, genetics

Noun	Verb	Adjective	Adverb

**F Find out the mistakes in the bold printed words and rewrite them correctly in proper form.**

**10×1=10**

- a Don't believe everything she tells you,. She tends to **drama**.  
\_\_\_\_\_
- b **Obvious**, love is not sentiment.  
\_\_\_\_\_
- c The children should get education in **peace** environment.  
\_\_\_\_\_

- d The negative side of love is that if we define it as **possess**.
- 
- e When I saw the snake, I shouted **sudden**.
- 
- f It is her **clever** that she solved the question with a trick.
- 
- g The two approaches have been **adopt** to the study of sex hormones.
- 
- h **Difference** between DNA and RNA.
- 
- i I need to **length** this skirt.
- 
- j The **editor** comments of the first page were praiseworthy.
- 

**G Add suitable suffix to form new word by choosing from the box below:**

**10×1=10**

- |                 |                   |
|-----------------|-------------------|
| a green _____   | f computer _____  |
| b brother _____ | g possess _____   |
| c event _____   | h hero _____      |
| d change _____  | i music _____     |
| e code _____    | j supervise _____ |

-able, -ive, -ish, -ic, -al, -hood, -fy, -ize, -ful, -or
--

**APPENDIX B**

**Analysis of Difficulty Level in Suffixation**

S.N.	Targeted word forms	Students' correct response
1	destructible	33



2	inculcation	30
3	comprehensible	20
4	faithfully	48
5	successfully	29
6	aristocratic	49
7	criticize	45
8	memorize	60
9	appreciative	20
10	participatory	28
11	argument	57
12	discovered	47
13	cultivation	33
14	hospitable	21
15	hostility	37
16	fictious	18
17	physical	32
18	distinctive	27
19	employment	41
20	victorious	18
21	classical	32
22	climber	20
23	harmonious	37
24	fairly	31
25	internalized	20
26	democratic	23
27	prayer	58
28	political	20
29	adventurous	43
30	wooden	31
31	independence	20

32	fortunately	28
33	strengthen	11
34	entertainment	50
35	philosophical	47
36	legalize	15
37	beautify	7
38	modernize	42
39	monthly	60
40	driver	50
41	inheritance	16
42	disciplined	18
43	bitterly	50
44	apologize	36
45	poisonous	15
46	satisfaction	51
47	trustfully	45
48	identify	47
49	soften	8
50	information	41
51	overwhelmingly	27
52	wonderful	41
53	improvement	30
54	believable	22
55	rationalize	27
56	ripen	24
57	astounding	7
58	dauntless	19
59	abductor	43
60	genetics	42
61	dramatize	35

62	obviously	65
63	peaceful	59
64	possession	28
65	suddenly	65
66	cleverness	38
67	adopted	44
68	differentiate	3
69	lengthen	15
70	editorial	5
71	greenish	28
72	brotherhood	69
73	eventful	39
74	changeable	75
75	codify	36
76	computerize	69
77	possessive	67
78	heroic	57
79	musical	70
80	supervisor	50

## APPENDIX C

### Proficiency in Different Sets

<b>Set A</b>						
Suffixes	Total sample	Average mark in %	Total word forms	Total correct responses	Total responses	Level
able	80	33.125	2	53	160	LS

ion		37.5	1	30	80	LS	
ly		48.125	2	77	160	S	
ic		61.25	1	49	80	G	
ize		65.625	2	105	160	G	
ive		25	1	20	80	LS	
ory		35	1	28	80	LS	
<b>Total</b>		<b>46.5</b>	<b>10</b>	<b>372</b>	<b>800</b>	<b>S</b>	
<b>Set B</b>							
ment		61.25	2	98	160	G	
ed		58.75	1	47	80	S	
ion		41.25	1	33	80	S	
able	80	26.25	1	21	80	LS	
ty		46.25	1	37	80	S	
ous		22.5	2	36	160	LS	
al		40	1	32	80	LS	
ive		33.75	1	27	80	LS	
<b>Total</b>			<b>41.37</b>	<b>10</b>	<b>331</b>	<b>800</b>	<b>S</b>
<b>Set C</b>							
al			32.5	2	52	160	LS
er		48.75	2	78	160	S	
ous		50	2	80	160	S	
ly	80	38.75	1	31	80	LS	
ed		25	1	20	80	LS	
ic		28.75	1	23	80	LS	
en		38.75	1	31	80	LS	
<b>Total</b>			<b>39.37</b>	<b>10</b>	<b>315</b>	<b>800</b>	<b>LS</b>
<b>Set D</b>							
ance		23.75	2	38	160	LS	
ly	80	57.19	4	183	320	S	
en		11.87	2	19	160	P	
ment		62.5	1	50	80	G	

al		58.75	1	47	80	S
ize		38.75	3	93	240	LS
fy		33.75	2	54	160	LS
er		62.5	1	50	80	G
ed		22.5	1	18	80	LS
ous		18.75	1	15	80	P
ion		57.5	2	92	160	S
Total		41.19	20	659	1600	S

**Set E**

ly	80	33.75	1	27	80	LS
ful		51.25	1	41	80	S
ment		37.5	1	30	80	LS
able		27.5	1	22	80	LS
ize		33.75	1	27	80	LS
en		30	1	24	80	LS
ing		8.75	1	07	80	LS
less		23.75	1	19	80	LS
or		53.75	1	43	80	S
ics		52.5	1	42	80	S
Total			35.25	10	282	800

**Set F**

ize	80	43.75	1	35	80	S
ly		81.25	2	130	160	E
ful		73.75	1	59	80	G
ion		35	1	28	80	LS
ness		47.5	1	38	80	S
ed		55	1	44	80	S
ate		3.75	1	3	80	P
en		18.75	1	15	80	P
al		6.25	1	5	80	P

Total		44.625	10	357	800	S
<b>Set G</b>						
ish	80	35	1	28	80	LS
hood		86.25	1	69	80	E
ful		48.75	1	39	80	S
able		93.75	1	75	80	E
fy		45	1	36	80	S
ize		86.25	1	69	80	E
ive		83.75	1	67	80	E
ic		71.25	1	57	80	G
al		87.5	1	70	80	E
or		62.5	1	50	80	G
Total		70	10	560	800	E

## APPENDIX D

### Analysis of Difficulty Level in Suffixation

S.N.	Targeted word forms	Students' correct response	Percentage	Level	Rank
1	destructible	33	41.25	S	III
2	inculcation	30	37.5	LS	IV
3	comprehensible	20	25	LS	IV
4	faithfully	48	60	G	II
5	successfully	29	36.25	LS	IV
6	aristocratic	49	61.25	G	II
7	criticize	45	56.25	LS	III
8	memorize	60	75	G	II

9	appreciative	20	25	LS	IV
10	participatory	28	35	LS	IV
11	argument	57	71.25	G	II
12	discovered	47	58.75	S	III
13	cultivation	33	41.25	LS	IV
14	hospitable	21	26.25	LS	IV
15	hostility	37	46.25	S	III
16	fictious	18	22.5	LS	IV
17	physical	32	40	S	III
18	distinctive	27	33.75	LS	IV
19	employment	41	51.25	S	III
20	victorious	18	22.5	LS	IV
21	classical	32	40	S	III
22	climber	20	25	LS	IV
23	harmonious	37	46.25	S	III
24	fairly	31	38.75	LS	IV
25	internalized	20	25	LS	IV
26	democratic	23	28.75	LS	IV
27	prayer	58	72.5	G	II
28	political	20	25	LS	IV
29	adventurous	43	53.75	S	III
30	wooden	31	38.75	LS	IV
31	independence	20	25	LS	IV
32	fortunately	28	35	LS	IV
33	strengthen	11	13.75	P	V
34	entertainment	50	62.5	G	II
35	philosophical	47	58.75	S	III
36	legalize	15	18.75	P	V
37	beautify	7	8.75	P	V
38	modernize	42	52.5	S	III

39	monthly	60	75	G	II
40	driver	50	65.5	G	II
41	inheritance	16	20	LS	IV
42	disciplined	18	22.5	LS	IV
43	bitterly	50	62.5	G	II
44	apologize	36	45	S	III
45	poisonous	15	18.75	P	V
46	satisfaction	51	63.75	G	II
47	trustfully	45	56.25	S	III
48	identify	47	58.75	S	III
49	soften	8	10	P	V
50	information	41	51.25	S	III
51	overwhelmingly	27	33.75	LS	IV
52	wonderful	41	51.25	S	III
53	improvement	30	37.5	LS	IV
54	believable	22	27.5	LS	IV
55	rationalize	27	33.75	LS	IV
56	ripen	24	30	LS	IV
57	astounding	7	8.75	P	V
58	dauntless	19	23.75	LS	IV
59	abductor	43	53.75	S	III
60	genetics	42	52.5	S	III
61	dramatize	35	43.75	S	III
62	obviously	65	81.25	E	I
63	peaceful	59	73.75	G	II
64	possession	28	35	LS	IV
65	suddenly	65	81.25	E	I
66	cleverness	38	47.5	S	III
67	adopted	44	55	S	III
68	differentiate	3	3.75	P	V



69	lengthen	15	18.75	P	V
70	editorial	5	6.25	P	V
71	greenish	28	35	LS	IV
72	brotherhood	69	86.25	E	I
73	eventful	39	48.75	S	III
74	changeable	75	93.75	E	I
75	codify	36	45	LS	IV
76	computerize	69	86.25	E	I
77	possessive	67	83.75	E	I
78	heroic	57	71.25	G	II
79	musical	70	87.5	E	I
80	supervisor	50	62.5	G	II