

CHAPTER ONE

INTRODUCTION

This chapter consists of the introduction to the topic. In this chapter, the researcher attempted to present general background along with a short glimpse of the English language, aspects of language, aspects of learning word, word formation and affixation in detail.

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 thought, feelings, emotions and desires as well. 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 a various ways by various linguists. According to Bloch & Trager (1942), "Language is a system of arbitrary vocal symbols by means of which a social group co-operates." (as cited in Lyons 2002, p. 3). To Sapir (1978), "Language is a purely human and non-intuitive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (as cited in Lyons 2002, p. 3). Likewise, Benton (vol.10, p. 642) defined 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".

Hence, 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 system. Only auditory system is language and others are not. The auditory sounds are also of different types as hiccup, belch, fart, sneezing, etc. These are also devoid of language. Moreover, vocal sounds can be voluntary and involuntary. Language includes only voluntary vocal sounds. And only the systematic sound symbols are the area of language. (Neupane et, al. (2010).

Though, language has been defined variously 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

In this modern world, English is taken natively as well as non-natively because of its implications and needs. To clarify it, Kachru (1986, as 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 United States of America, Britain, Australia, etc are found in this circle. The second circle, the outer circle in which English had 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.

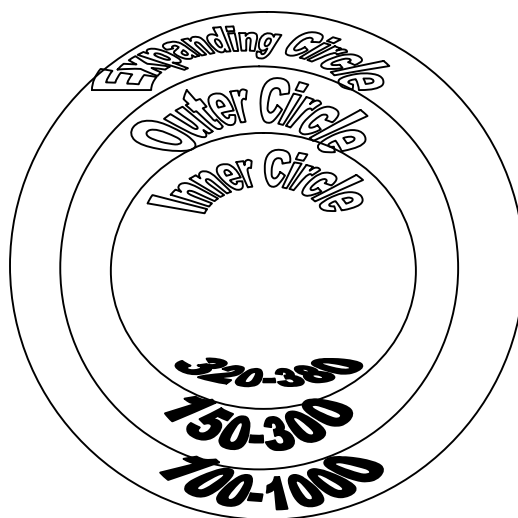


Figure 1.1: Kachru's 1985 circle

The importance of English language can be realized from the fact that there is globalization in commerce, industry, services, international Education, exchanging programs, job opportunities in European and American world. Different programmers, such as military expertise, peace keeping campaigns, force supplies to nations for controlling internal and international conflicts, need of making unity of the people. 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 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. 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 also influenced by English.

In the context of Nepal, English language was introduced in 1954 AD 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 was realized and English was introduced in higher education with the establishment of Tri-Chandra College in 1918AD. Now, English is taught from Nursery to Bachelor level as a compulsory subject and to Ph. D. as optional or major 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.

In Nepal, Nepali is influenced by English although Nepali is the national language for official use and native tongue of the majority. The reason behind this is intrusion of English over Nepali. Being dependent on international communities is one cause behind it. Any language consists of different aspects.

1.1.2 Aspects of Language

As language structures are skeleton of language and vocabulary provides vital organs and flesh for skeleton, the structures (grammar) and vocabulary (word) are the aspects of language. The ability to manipulate grammatical structures and the knowledge of vocabulary are equally important to convey the message from speaker to hearer. In language, accuracy in grammatical structures is given more emphasis than appropriate selection of word. But in reality, both the aspects are equally important because they both are interdependent to each other.

1.1.2.1 Vocabulary

Vocabulary is one of the aspects of teaching or learning of language. It is defined as a list of words. Words are the bricks of language. Vocabulary items are most important units of language. Every sentence is formed with words. Teaching and learning vocabulary means getting students acquainted with words. Words are of different types. According to the function in language, words are divided into two as content words; nouns, verbs, adjectives and adverbs and function words; conjunctions, prepositions, articles, numerals, pronouns, quantifiers, interjections, etc. (Aarts & Aarts, 1986, p. 22). A word can have its connotative and denotative meanings as well as different levels of meaning, such as lexical meanings; the meaning given in dictionary, syntactical meaning; the meaning which is conveyed by the word order, morphological meaning; the meaning which is conveyed through the forms of words, intonational meaning; the meaning which is conveyed by the way the word is pronounced and cultural meaning; the meaning related to a particular culture. The vocabularies can be learnt involving listening, speaking, reading and writing skills.

1.1.2.2 Grammar

Being one aspect of language, grammar plays a vital role in language teaching and learning. The words or vocabularies used in language should be systematic and regular and only grammar can make them systematic because the meaningful arrangements of forms in a language constitute its grammar. It is the science of language and an analytical study of language structures and forms. It explains the structural details of a sentence and is concerned with the general rules of syntax. In this regard, Venkateswaran (1998, p.129) has expressed his view about grammar as:

Language is a type of rule-governed behavior. Grammar is a sub-set of those rules which govern the configurations that the morphology and syntax of a language assure. Grammar is the description of structure of

language and the way in which linguistic units, such as words and phrases are combined to produce sentence in the language. It usually takes into account the meaning and functions these sentences have in the overall system of the language.

So, grammar is the study of language which involves morphology, syntax and semantics. The knowledge of grammar is inevitable to express our ideas, feelings, experiences, etc. appropriately in our life.

1.1.3 Aspects of Learning/Teaching Word

Learning a word means more than just knowing its meaning. Understanding the meaning is only one aspect of learning a word. If word has become part of one's vocabulary, one should have mastery over its pronunciation, meaning, spelling, grammatical function and usage. Learning new words is one of the most important and difficult task in learning language. There are certain properties of words that students need to know. They are called aspects of learning words. Learning/teaching word means learning the aspects of words like meaning, use, formation, grammar, etc. According to Harmer (1991, p. 155), there are four aspects of learning a word which are described below.

1.1.3.1 Word Formation

A word is a combination of sound in speech and letters in writing. So, it includes pronunciation and spelling. A minor change in pronunciation or spelling can bring significant change in meaning of a word. So word formation means knowing how words are written and spoken and knowing how they can change their forms.

Words can change their shape and grammatical value, too. Students need to know the facts about word formation and how to twist words to fit into different grammatical contexts. Thus, the verb 'run' has the participles 'running' and 'run'. The present participle 'running' can be used as an adjective and 'run' can also be a noun.

Students also need to know how suffixes and prefixes such as 'im' or 'ly' change the shape and meaning of the word. For example, if we add 'im' to the word 'perfect' (imperfect) and 'ly' to the word 'quick' (quickly), not only the form but also the meaning is changed.

1.1.3.2 Word Grammar

Word grammar is one aspect of learning words. Various forms of a word and its structure is called word grammar. Words reflect certain grammatical patterns. One can make a distinction between countable and uncountable nouns. Countable can be both singular and plural but uncountable can only be singular. For example; we can say 'one chair' or 'two chairs' but we can't say 'furniture' and 'furnitures'. This difference is reflected in grammatical rules. The word 'chair' can collocate with plural verb where as the word 'furniture' can't do so. Verb triggers certain grammar, too. 'Tell' is followed by an object + to + infinitive and so is 'ask' but the verb 'say' does not work in the same way. Similarly, modal verbs like 'can', 'must', etc. are followed by a bare infinitive with out to.

Students should also know what phrasal verbs are and how they behave. They should know how adjectives are ordered? What position can adverbs use?

1.1.3.3 Word Meaning

Vocabulary items frequently have more than one meaning. For example, the

word 'book' refers to something you used to read. It is a set of printed pages fastened together inside a cover, as a thing to be read. But same 'book' in the phrase 'open a book' refers to 'bet' and 'by the book' means 'according to the law'.

Word meaning changes according to context in which it is used. If we see a woman in a bus station arguing at the ticket office saying 'I booked my tickets two days before, here 'book' refers to 'reservation'. Sometimes, the words have meaning in relation to other words- sense relation. For example, the word 'vegetable' has general meaning where as 'carrots', 'cabbages', 'potatoes', etc, have specific meaning. 'Good' has opposite sense with 'bad' and 'bad' has same sense with 'evil' and so on.

1.1.3.4 Word Use

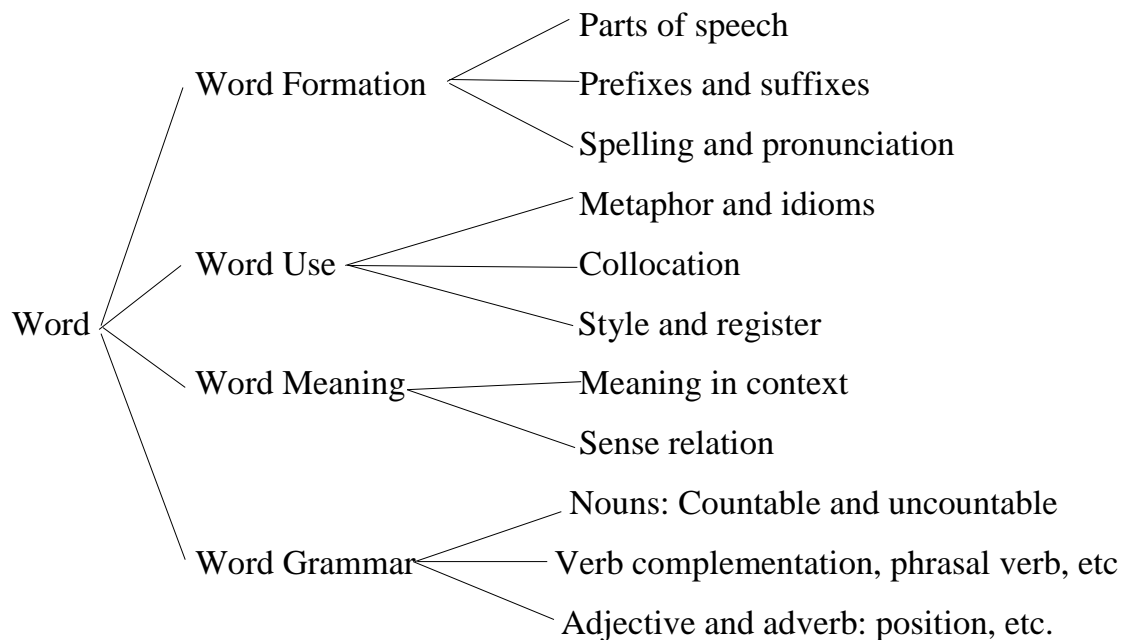
Word use is also one of the aspects of learning/teaching words. What a word means can be changed, stretched or limited by how it is used and this is something students need to know about. A word can be used differently in different situations. Each and every word can't be used in each and every situation, that's why one should be very careful in using words.

Word meaning is frequently stretched through the use of metaphor and idiom. Metaphor is the way of describing by saying that it is like something else i.e. indirect comparison between two things. For example; the word meaning of 'hiss'- noise of snake- can be stretched to describe the way people talk to each other. "Don't move or you're dead", she hissed. That is metaphorical use. Similarly, in idiom more than two words convey single meaning. For example, He's a real snake in the grass". The underlined phrase refers to a deceitful person. The other idioms, raining cats and dogs, putting catamounts the pigeons, etc. have their meaning in phrase but not in isolation.

Similarly, word meaning is also governed by collocation- that is which words go with each other. Collocation is the way in which words are used together regularly. Some words can occur in a particular situation. They have close relation while occurring with certain words, otherwise they will be meaningless. For example, we can have headache, earache but not leg ache or throat ache. Similarly, 'bad' collocates with 'boy' not with 'egg', 'curd', etc.

Use of word is also governed by register and style. We often use words only in certain social and topical. For example, two doctors talking about illness will talk in a different register than one of them who then talks to the patient in question- who has never studied medicine. Style implies formal and informal use of words.

Harmer (1991, p. 158) has summarized the aspects of learning words in the following way:



1.1.4 Word Formation

In general, the process of forming new word is called word formation process and the way of forming new word is called word formation. It is universal

character found in all the languages in the world. But the process of word formation is different in each language.

One of the area of importance in linguistic studies is the study of how new words are formed (Thakur, 1998 p. 16). As for example, the English word 'nationality' is formed with the combination of three morphemes as 'nation' 'al' and 'ity'. There are different types of word formation processes according to Yule (1993) and Thakur (2008) which are presented here.

1.1.4.1 Affixation

Affixation is the process of forming new words by adding affixes. The affixes are of three types. They are: a) prefix; the morphemes which are added before root, for example, 'un' in 'unnatural'. b) Suffix; the morphemes which are added after root, for example; 'ful' in 'beautiful' and c) infix; the morphemes which are added with in word. In English no infixes are found.

1.1.4.2 Compounding

When two or more words are joined together to make a longer word, it is technically known as **compounding**. A compound word may be noun (bookcase), pronoun (herself), adjectives (over sensitive), verb (over take), adverb (some where), etc.

1.1.4.3 Back Formation

A very specialized type of reduction process is known as **back formation**. in which, a word of one type is reduced to form another word of a different type. A good example of backformation is the process where by the noun 'television' first came into use and then the verb 'televise' was created by reducing the suffix 'ion'. The other examples are:

edit (from editor),

donate (form donation),
emote (form emotion), etc.

1.1.4.4 Conversion

A change in the function of a word, as, for example, when a noun comes to be used as verb without any reduction is generally known as **conversion**. For example; A number of nouns, such as paper, bottle, butter through the process of conversion, come to be used as verbs in the following sentences:

He is papering the bed room walls.

Have you buttered the toast?

She is bottling water now.

1.1.4.5 Clipping

The element of reduction which is noticeable in blending is even more apparent in the process described as **clipping**. This occurs when a word of more than one syllables is reduced to a shorter form, often in causal form. For example;

advertisement	-	aid
influenza	-	flu
mathematics	-	maths
telephone	-	phone

1.1.4.6 Acronym

Some new words are formed from the initial letter of a set of other words, it is called **acronyms**. These acronyms often consists of capital letters as UNESCO (United Nations Education for scientific and cultural organization), NELTA (Nepal English Language Teachers' Association), BBC (British Broadcasting Corporation) etc. But they can lose their capitals to become everyday terms.

Such as laser (light an amplification by simulated emission of radiation), radar (radio detecting and ranging).

1.1.4.7 Duplication

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

hanky - panky

ding - dong

zig - zag

hop - pop, etc.

1.1.4.8 Blending

The combination of two separate forms to produce a single new term is also present in the process called **blending**. The new words which are formed by the process of blending are called blends or portmanteau words. e.g.

smoke + fog = smog

breakfast + lunch = brunch

motor + hotel = motel

Television + broadcast = telecast

oxford + Cambridge = Oxbridge, etc.

1.1.4.9 Word Manufacture

The process of forming new word by arbitrarily selecting any new acceptable sequence of sounds and using it as the name of an object is known as **word manufacture**. These words have no etymology. This process is the product of development in science, technology and trade. e.g.

Kodak,

Konika, etc.

1.1.4.10 Multiple Formation

Although we have concentrated on each of these word formation processes in isolation, it is possible to trace the operation of more than one process at work in the creation of a particular word which is known as **multiple formation**. At least two processes are obligatory for the formation of such words. e.g.

handkerchief - hank + y = hanky (clipping + affixation)

snowballed = snow + ball + ed (compounding + affixation)

nightgown - nighty + y = nighty (clipping + affixation)

1.1.5 Affixation

Before dealing with affixation, it is worth to mention morpheme. "A morpheme is the minimal meaningful unit of grammatical description in the sense that it cannot be segmented any further at the grammatical level of analysis." (Aarts & Aarts, 1986, p. 17). The English word 'stopped' is composed of two morphemes 'stop' and 'ed'. The morpheme 'stop' is free morpheme; which can be used by itself and '- ed' is bound morpheme; which can only appear in the structure of a word in conjunction with at least one other morpheme. Free morphemes are root or base words. The bound morphemes are all the affixes in English.

The word which consists of more than one morpheme, there is usually one morpheme which is central and one or more morphemes which are peripheral. The central morphemes which functions like head and the peripheral morphemes function as modifier. The central morpheme is known as root and peripheral morphemes are known as affixes and the way of forming new word by adding affixes is called affixation. A root in other words is a part of word which remains after all affixes have been removed. For example; in the word 'international', 'nation' is the root and 'inter' and 'al'

are affixes. Affixes are formative morphemes added to root. The affixes are of three types; prefixes, suffixes and infixes.

1.5.1.1 The Prefix, the Suffix and the Infix

From the point of view of the position they occupy in a word in relation to its root morpheme, the affixes can be divided into three types as prefixes, suffixes and infixes. A prefix is a word element that is added at the beginning of the word to form another word. A suffix is a word – element that is added to the end of a word to form another word or to obtain another form of same word. And an infix is a word element that is inserted into the middle of a word to form another word. For example, in the word ‘unfriendly’, ‘un_’ is a prefix and ‘_ly’ is suffix. Infixes can be easily illustrated from tagalog, a language from the Philippines. (Thakur, 2008, p. 9)

In the process of affixation if the affixes added to the root changes only the form of the root, it is called inflexional affixes and if the affixes added to the root changes the word class, it is known as derivational affixes for example, the plural suffix ‘_s’, ‘_es’, past suffix ‘_ed’ comparative suffix _er, etc are inflexional suffixes. And the prefixes a_, de, _ex,_non, etc and the suffixes ‘_able’, ‘_er’, ‘_less’, ‘_ship’, etc are derivational. (Aarts & Aarts: 1986)

On the basis of Aarts and Aarts (1986) and Thakur (2008), there are different types of affixes which are illustrated in the following sections.

i Prefixes in English

The Primary Function of prefix in English is to change the meaning of base to which it is added. It is only in a small number of cases that a prefix in English changes the grammatical class of the base. Except in the case of inflexions, suffixes, on the other hand nearly always change the grammatical class of the base to which they are added. The best way of classifying prefixes in English,

therefore, is to classify them on the basis of their grammatical function (Thakur (2008, p. 21). They are

Prefixes referring to parts of human body or their function

audi (o) hear – audition, audio- visual

cardi (o) – cardiology, cardiac

derm - dermatitis, dermatology

hemo – hemoglobin, hemophilia

Prefixes referring to man's immediate or larger environment.

astro – astronaut, astronomy

cosm(o) – cosmonaut, cosmology

hydro – hydrology, hydrophobia

Evaluative prefixes

mal- maltreat, maladjustment

mis- misinforms, mislead

super – superman, super five

ultra – ultra modern, ultra-religious

Reversative prefixes

de – decentralize, deforests

dis – disconnect, discomfort

un – undo, unnatural etc.

Locative prefixes

inter – international, interference

tele – telephone, telecast

under – undercurrent, undergrowth

Prefixes of time

ante – antenatal, ante nuptial

ex – ex wife, ex president

pre – prenatal, pre Augustan

Prefixes of size or extent

hyper – hyperactive, hypercritical

micro – micro computer, microbiology

sub – sub conscious, subnormal

Prefixes of orientation

anti – anticlockwise, antiscientific

counter – counter act, counter-attack

pro – pro American, pro British

Negative Prefixes

a – Amoral, a sexual

dis – disobey, disorder

im – immoral, immortal

Number prefix

abi – ambiguous, ambivalence

bi – biannual, bi lingual

multy – multilateral, multi national

ii Suffixes in English

Suffixes are bound morphemes added to the back of the root. Suffixes can be classified with reference to the word class that results when they are added to base. Alternatively, they can be classified with reference to the grammatical class of the base to which they are added. The suffix '_al' at the end of 'accidental, magical and musical' for example can be described as an adjective suffix because the addition of suffix results in the formation of an adjective. So, we can say that suffix has dominant function in the sense that it changes one word class into another as noun into adjective. A suffix may belong to one grammatical class in the case of some words but it may be classified differently in the case of some other words. In words like brotherly and friendly, _ly is an adjective suffix having a de nominal function but in words like foolishly and wisely '_ly' operates like an adverb suffix having de adjectival function. According to Thakur (2008, p. 26,) the principles of suffix classification in English are listed here.

Adjective suffixes

Adjective suffixes having de nominal function

_al - accidental, magical

_ed - discussed , blue- eyed

_ful - eventful, useful

_ic - atomic, heroic

Adjective suffixes having a de adjective function

_ly – deadly

_al – economical

_ish – bluish

_some – queer some

Adjective suffixes having a de verbal function

_able – changeable, drinkable

_ive – active, decorative

Adverb suffixes

Adverb suffixes having a de adjectival function

_ly – beautifully, foolishly

Adverb suffixes having de nominal function

_ward (s) – backwards, homewards

_wise – discipline-wise, money-wise

Noun suffixes

Suffixes used to form abstract and concrete noun

_age – frontage, mileage

_hood – brother hood, man hood

_ism – Hinduism, racism.

_eer – auctioneer, mountaineer,

_er – Londoner, villager,

_ess – actress, tigress

_let – booklet, leaflet.

Noun suffixes having a de-adjectival function

_ism – classicism, romanticism

_ity – falsity, nicety

Noun suffixes having a de-verbal function

_al – denial, survival

_ant – assistant, informant

_ation – examination, justification

_er – driver, reader.

Verb suffixes

Verb suffixes having a de nominal function

_ate – chlorinate, hyphenate

_fy – beautify, solidify

_ize – computerized, dramatize

Verb suffixes having a de adjectival function

_en – harden, ripen

_ize – legalize, modernize

iii Infixes in English

An infix is a word-element that is inserted into the middle of a word to form another word. In English language, we cannot clearly detect the infixes but in languages like Philippines and others infixes can be easily detected

(Thakur(2008) P. 32)

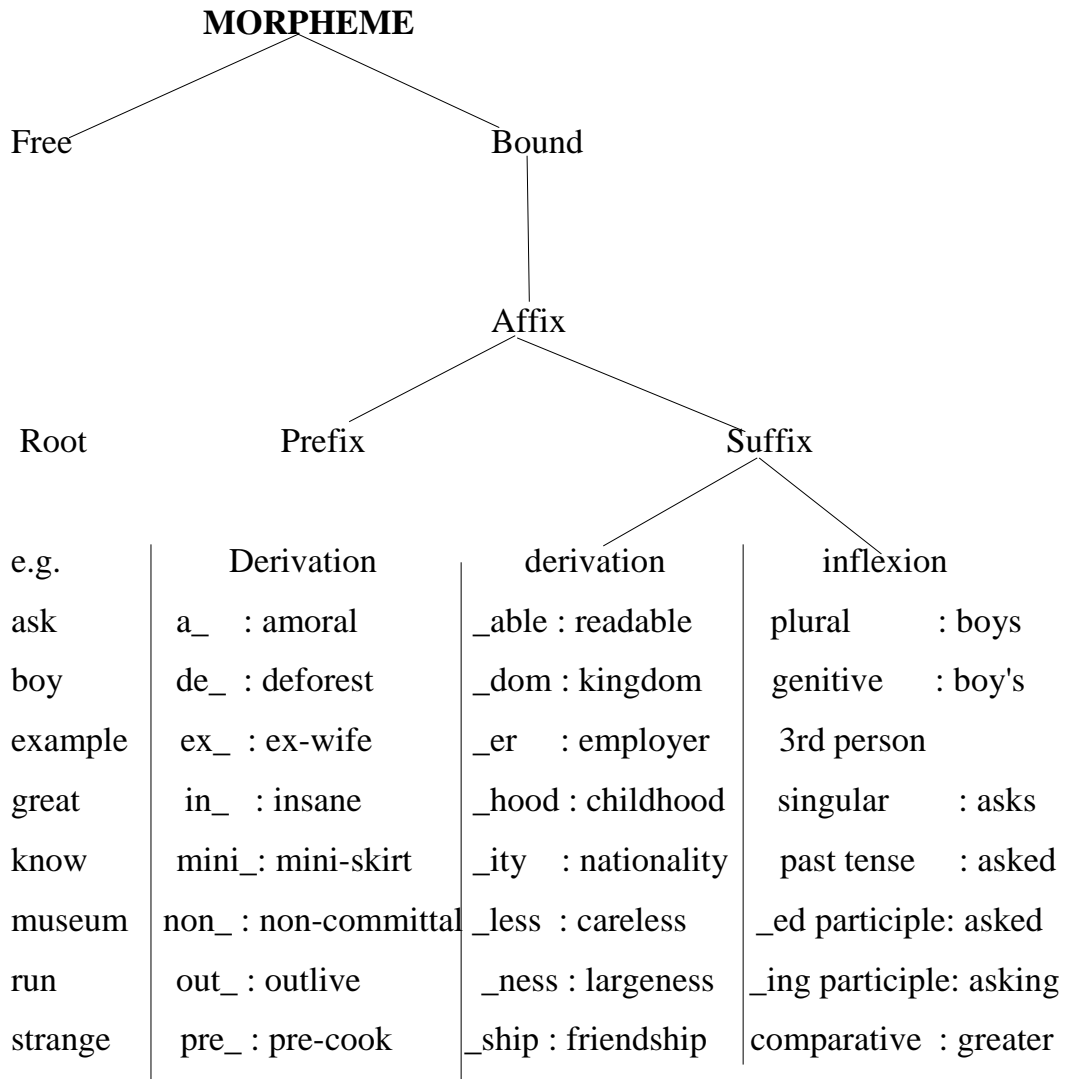
1.5.2 Summary

Morphology deals with the internal structure of word forms. It has two main branches: inflexional 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. For forming new word, there must be a root or a free morpheme and affixes or bound morphemes. Among affixes also prefixes are added to the beginning of a word and suffixes are added to the end of word. These affixes are of two types in English. They are inflexional affixes and derivational affixes. The inflexional affixes are only suffixes where as derivational affixes are either prefixes or suffixes. According to Thakur (2008), inflexional 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, discarded
- 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) has summarized those things in this tree diagram.



1.2 Review of the Related Literature

Many research works have been carried out in the area of proficiency, error analysis, comparative study, grammar, vocabulary, etc. Like-wise, many research works have been carried out at comparative study of verbal affixation between languages like English and Rai, English and Magar, English and Tharu, etc. Some researches 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 of the languages.

Although she has done comparative study, **Gautam (2004)** carried out a research entitled **Proficiency in English Word Formation**. In his study, he has concluded that proficiency in adverb formation is found more satisfactory than adjective and verb. The proficiency in high frequent word is much better than low frequent words. Similarly, **Tiwari (2004)** in his thesis **An Analysis of the Vocabulary in the English Textbook for Grade Four** concluded that most of the word forms used in the textbook of grade four were of nouns. Similarly, number of word forms of verb, adjective and adverb were found in second, third and fourth. The frequency of occurrence was found high in 'is'. Again on other side, there is next research similar to Bhandari (2002), it is carried out by **Tumbapo (2005)**. He, 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.

There are some research studies on errors in word formation. In this connection, **Niroula (2005)** has carried out a research on **Errors in Word Formation Committed by the 10th Graders**. The study has found that affixation in word formation process is major and more satisfactory than others. Affixation of usually using affixes such as *_es, _ed, im_, in_, etc.* have high frequency. In those word formation processes multiple formation, word manufacture are difficult and commit more errors than affixation, compounding. On the next bench, **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). **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 language have person marker, number marker, 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 out the proficiency of +2 level students in selection and organization of morphemes to form new words by adding affixes in English language.

1.3 Objectives of the Study

The objectives of the study were as follows:

-) To find out the students' proficiency in the use of affixation.
-) To analyze the students' proficiency in terms of prefixes and suffixes.
-) To analyze the difficulty level in prefixes and suffixes.
-) To suggest some pedagogical implications.

1.4.1 Significance of the Study

With the help of this study, one can get a true picture of proficiency in affixation as a word formation process, achieved by +2 level students. The study will be significant for the future researchers who want to study in similar areas. It will be a new step in the sense that the students, teachers of English language, text book writers, syllabus designers, linguists, grammarians, methodologists and also to those who are directly or indirectly involved in teaching and learning as second or foreign language will be benefited a lot.

1.5 Definitions of the Key Terms

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

Question types: In this study, a question type refers to the eight different types of questions. They are: forming adjective, forming noun, making negative, adding prefixes, fill in the blanks, tick the best answer, finding mistake and correcting and classifying words.

Word Formation: Word formation in this study refers to formation of new word by adding suffixes and prefixes.

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

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

Suffixes: Suffix are the affixes which are added after base or root to form new word.

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

CHAPTER TWO

METHODOLOGY

This chapter consists of sources of data as primary and secondary sources, population of study, sampling procedure, tools for data collection, process of data collection, process of data analysis and limitation of study.

2.1 Sources of Data

The research was mainly based on the field study. The sources of data used during the study were primary sources as well as secondary sources which were as follows.

2.1.1 Primary Sources

For this study, the primary sources of data were students of grade twelve from different higher secondary schools of pokhara valley.

2.1.2 Secondary Sources

I consulted various sources for this purpose. I consulted research works produced so far in the field of morphology. I studied different books on morphology, affixation, English word formation, etc. The compulsory English; **The Meaning into Words and The Heritage of Words** of grade twelve were also the main source for this study. Moreover, I consulted different journals, encyclopedias, websites, etc. for completion of this research study.

2.2 Population of Study

For this study, the total population was randomly selected eighty students of grade twelve from Pokhara valley. The selected schools and number of samples were as follows:

The name of School		No of Students
1	Shree Janapriya Higher Secondary School.	16
2.	Shree Bindhayabashini Higher Secondary School	16
3.	Shree Talbaharai Higher Secondary School	16
4.	Shree Navin Higher Secondary School	16
5.	Shree Janagajrit Higher Secondary School	16
Total		80

2.3 Sampling Procedure

For this purpose, I visited the selected schools and took sixteen students randomly who were studying in grade twelve.

2.4 Tools for Data collection

For the development of tools, first of all, I collected 80 words randomly from **Meaning into Words and The Heritage of Words** which are the textbooks for compulsory English in grade twelve. Among the selected words, forty four suffixes and thirty six prefixes were used in the test but no infixes were used because no infixes are found in English language.

I prepared eight different sets of objective type questions to test the students' proficiency in prefixes and suffixes (Appendix- A). There were eighty different questions in eight different question sets. Among them 44 questions were based on suffixes and 36 questions were based on prefixes, (Appendix- A). The number of words for suffixes and prefixes were determined on the basis of occurrence in the collected words.

There were ten questions in each different set from 1 to 8. Those eight sets were categorized into different items.

In set 1, the students were asked to add suffix to form adjective. In set 2, they were asked to add suffix to form noun. In set 3, they were asked to make negative by adding the given options. Like wise, in set 4, they were asked to add any prefix to form new word. In set 5, they were asked to fill the blanks with correct suffix or prefix according to the given situation. In set 6, they were asked to choose the best answer from the four alternatives given. In this set the number of prefix and suffix were equal. Similarly, in set 7, the students were asked to find out the mistake in bold printed word and correct the incorrect one by using correct form. And at last, in set 8, they were asked to classify the given words in proper column. There were separate columns for nouns, adjectives, adverbs, verbs and negatives (Appendix-A).

2.5 Process of Data Collection

Having prepared question sets, I visited Shree Janapriya Higher Secondary School, Simalchaur-8, Pokhara, Shree Tal Barahi Higher Secondary School, Lake Side-6, Pokhara, Shree Navin Higher Secondary School, Gairapatan-4, Pokhara, Shree Bindhyabashini Higher Secondary School-Barpatan-2, Pokhara, Shree Janagajrit Higher Secondary School, Sarangkot-2, Pokhara. I requested school administration and subject teacher to assign me a convenient date and time for the administration of the test. As assigned by them, I administered the test to sixteen students from each school on different days. After the test administration, I collected all the answer papers and examined them objectively. The obtained scores were analyzed and interpreted using descriptive approach and simple statistical tools ie. percentage and rank.

2.6 Process of Data analysis

After collecting data, I assigned marks to the students' performance. One mark was assigned for correct response and no mark was assigned for incorrect response. After assigning mark, the school wise performance was derived (appendix B). With the help of this, I used different tools such as percentage, rank and level to analyse the students' performance.

2.7 Limitations of Study

The basic limitations of the study were as follows.

- i Only the students of those schools which are in pokhara valley were the sources of data.
- ii Eighty objectives questions (Thirty Six prefixes and Forty four suffixes) were used to test proficiency.
- iii The population of the study was limited to:
 - a Grade twelve students only from Government added Higher Secondary Schools.
 - b Eighty students having forty boys and forty girls.
 - c Students of Education Steam only were taken.
- iv Only Affixation (prefixes and suffixes) was taken as word formation process to test proficiency.
- v Only five schools were taken.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the collected data and the performance shown by the grade twelve students studying in selected schools of pokhara valley in English affixation. The performance of students was tabulated and analyzed using simple statistical tools, percentage, and rank.

After collecting data, the answers performed by the students were assigned marks. One mark 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 the use of affixation.
- 2) Analysis and interpretation of prefixes.
- 3) Analysis and interpretation of suffixes.
- 4) Analysis of the difficulty level in English affixation (in terms of prefixes and suffixes).
- 5) Analysis of difficulty level in total.

3.1 Analysis and Interpretation of the Students' Proficiency in English Affixation

The students' achievement was categorized in five levels on the basis of percentage of their correct responses. These five levels are listed below.

S.N.	Students' mark	Rank	Students' proficiency
1.	81%-100%	I	Excellent (E)
2.	61%-80%	II	Good (G)
3.	41%-60%	III	Satisfactory (S)
4.	21%-40%	IV	Less Satisfactory (LS)
5.	1%-20%	V	Poor (P)

The word items for affixation with correct responses of 81% to 100% were categorized as the excellent level of achievement. In the second place, the correct responses of 61% to 80% were placed with assigning good level. Similarly, the items with correct responses of 41% to 60% were placed in the satisfactory level of achievement. Likewise, less satisfactory level was assigned to those responses whose percentage was 21% to 40%. Finally, poor level was assigned to those responses whose percentage was between 1% 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 Affixation

The result of the test which was taken at the time of data collection was tabulated in appendix B. The analysis and interpretation was carried out on the basis of this data.

The total proficiency of 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 1
Proficiency in Affixation

Total Sample	Average marks of students In Percentage	Total word forms	Total Correct responses	Total responses
80	43.63	80	2792	6400

Table 1 shows that the average score obtained by the students in whole test was 43.63%. So proficiency level of students in whole test is found satisfactory.

3.1.2 Analysis of Students Proficiency in Affixation

Under this heading, the students' proficiency in English affixation was measured by analyzing the students' performance on given words separately.

The total performance is shown in the table given below.

Table 2
Proficiency in Affixation

Affixes	Total sample	Average mark of students in y	Total word forms	Total correct responses	Total responses	Level
ing	80	51	5	204	400	S
cy		50	1	40	80	S
ish		38.75	1	31	80	LS
ive		65	2	104	160	G
al		42.25	5	169	400	S
ful		38.12	2	61	160	LS
or		46.25	1	37	80	S
ity		11.25	2	18	160	P
tion		37.25	5	149	400	LS
ism		9.37	2	15	160	P
ence		3.75	1	3	80	P
ment		27.5	2	44	160	LS
an		66.87	2	107	160	G

ize		56.25	1	45	80	S
ic		51.66	3	124	240	S
ness		28.75	1	23	80	LS
er		87.5	1	70	80	E
ed		46.25	1	37	80	S
able		17.5	1	14	80	P
en		37.5	1	30	80	LS
ise		16.25	1	13	80	P
sh		22.5	1	18	80	LS
ly		33.75	1	27	80	LS
words		33.75	1	27	80	LS
dis	80	59.58	3	143	240	S
ir		48.12	2	77	160	S
un		58.12	8	372	240	S
im		58.75	3	141	240	S
mis		45.83	5	110	400	S
in		51	1	204	80	S
ultra		12.5	2	10	160	P
de		41.87	1	67	80	S
mini		21.25	1	17	80	LS
intra		36.25	1	29	80	LS
anti		15	1	12	80	P
sub		6.25	1	5	80	P
psycho		56.25	1	45	80	S
hot		36.25	1	29	80	LS
multi		82.5	1	66	80	E
re	13.75	1	11	80	P	
pre	26.25	1	21	80	LS	

Table no 2 shows that students' proficiency in English affixation was measured with the help of forty one affixes. Out of forty one affixes, students' proficiency was found excellent in two affixes (_er and multy_). The score obtained in those affixes was 87.5% and 82.5%. Similarly, only two affixes (_ive and _an) out of forty one were found good. The score obtained in those affixes was 65% and 66.87% respectively. The fifteen affixes (_ing, _cy, _al, _or, _ize, _ic, _ed, dis_, ir_, un_, im_, mis_, in_, de_ and psycho_) out of forty one were found satisfactory as they were responded correctly by 41% to 60% of total samples. Likewise, thirteen affixes (_ish, _ful, _tion, _ment, _ness, _en, _sh, _ly, _wards, mini_, intra_, hot_ and pre_) out of forty one were found in less satisfactory level as the students obtained the scores in between 21% to 40%. At last, nine affixes (_ity, _ism, _ence, _able, _ise, anti_, ultra_, sub_,

and re_) out of forty one were found in poor level since the score obtained by the students was in between 1% to 20%.

3.1.3 Analysis of Students Proficiency in terms of Prefixes

Sixteen prefixes with thirty six questions (items) were used to test students' proficiency in prefixes. The overall Students' performance in those prefixes is shown in the table below and analyzed in preceding paragraphs.

Table 3
Proficiency in Prefixes

Suffixes	Total sample	Average mark of students in %	Total word forms	Total correct responses	Total responses	Level
dis	80	59.58	3	143	240	S
ir		48.12	2	77	160	S
un		58.12	8	372	240	S
im		58.75	3	141	240	S
mis		45.83	5	110	400	S
in		51	1	204	80	S
ultra		12.5	2	10	160	P
de		41.87	1	67	80	S
mini		21.25	1	17	80	LS
intra		36.25	1	29	80	LS
anti		15	1	12	80	P
sub		6.25	1	5	80	P
psycho		56.25	1	45	80	S
hot		36.25	1	29	80	LS
multi		82.5	1	66	80	E
re		13.75	1	11	80	P
pre		26.25	1	21	80	LS

Table 3 shows that the students' proficiency in prefixes was measured with the help of seventeen prefixes. The students were found proficient in one prefix ie. multy_ and placed it in excellent level. Among eighty students 82.5% were able to respond this prefix correctly. Similarly, students were found satisfactory in eight prefixes (dis_, ir_, un_, im_, mis_, in_, de_ and psycho_) out of seventeen. The average score found in those prefixes was above

50% although satisfactory level was represented by the score in between 41% to 60%. Likewise, four prefixes (mini_, intra_, hot_ and pre_) were found in less satisfactory level as those prefixes were correctly responded by 21.25%, 36.25%, 36.25% and 26.25% respectively of total students. Lastly, four prefixes (ultra_, anti_, sub_ and re_) out of seventeen were correctly responded by less than 20% of total students since their responses were 12.5%, 15%, 6.25% and 13.75% respectively.

So, the students' proficiency of total prefixes was found satisfactory. Out of seventeen prefixes, above 40% students were found correct in nine prefixes and below 40% students were found correct in eight prefixes.

3.1.4 Analysis of Students proficiency in Terms of Suffixes

The students' proficiency was analyzed and interpreted by using twenty four suffixes with forty four items. The overall performance in those suffixes is summarized in the table below.

Table 4
Proficiency in Suffixes

Suffixes	Total sample	Average mark of students in y	Total word forms	Total correct responses	Total responses	Level
ing	80	51	5	204	400	S
cy		50	1	40	80	S
ish		38.75	1	31	80	LS
ive		65	2	104	160	G
al		42.25	5	169	400	S
ful		38.12	2	61	160	LS
or		46.25	1	37	80	S
ity		11.25	2	18	160	P
tion		37.25	5	149	400	LS
ism		9.37	2	15	160	P
ence		3.75	1	3	80	P
ment		27.5	2	44	160	LS
an		66.87	2	107	160	G
ize		56.25	1	45	80	S
ic		51.66	3	124	240	S
ness		28.75	1	23	80	LS
er		87.5	1	70	80	E
ed		46.25	1	37	80	S
able		17.5	1	14	80	P
en		37.5	1	30	80	LS
ise		16.25	1	13	80	P
sh		22.5	1	18	80	LS
ly		33.75	1	27	80	LS
words		33.75	1	27	80	LS

Table 4, shows that students' proficiency in suffixes was measured with the help of twenty four suffixes. Out of twenty four suffixes, students' proficiency was found excellent in one suffix ie. _er. This was correctly responded by 87.5% of total students. Likewise, two suffixes (_ive and _an) were found in good level of achievement which were correctly responded by 65% and 66.87% respectively of total students. Similarly, seven suffixes (_ing, _cy, _al, _or, _ize, _ic, and _ed) were correctly response by 41% to 60% of total students. So, they were found satisfactory. Nine suffixes out of twenty four were found in less satisfactory level. The suffixes in this category were _ish,

_ful, _tion, _ment, _ness, _en, _sh, _ly and _wards. They were correctly responded by 21% to 40% of total students. At last, five suffixes (_ity, _ism, _able, _ence and _ise) were found in poor level since less than 20% of total students only were able to answer correctly.

So, students' proficiency in suffixes in total was not found satisfactory because the students were found satisfactory only in ten suffixes which is less than 40% of total suffixes. On the other hand, students were not found satisfactory in fourteen suffixes which are above 40% of total suffixes.

3.1.5 Analysis of Students Proficiency in Affixation Based on Eight Categories of Items

There were eight different sets (forming adjectives, forming noun, forming negative, adding prefixes, fill in the blanks, choose the best answer, finding mistakes and correcting and classifying) of questions to measure students' proficiency in English affixation. Each sets contents ten word forms of ten marks. The analysis and interpretation of students performance in those eight different sets is presented with the help of this table (Appendix -D).

The table in appendix D shows that the students' proficiency in affixation in questions types. The question types were categorized into eight rubrics as forming adjectives, forming nouns, making negative, adding prefixes, fill in the blanks, tick the best answer, correcting mistakes and classifying. According to the percentage of correct responses, the affixes were grouped into five levels (i.e. Excellent, Good, Satisfactory, Less satisfactory and poor)

Out of six affixes in forming adjective, three affixes were found satisfactory, one was found less satisfactory and two were found in poor level. There were altogether 800 responses out of which 343 were correct. Thus the percentage of correct responses was 36.63. Among six affixes in forming noun, only two affixes were found satisfactory, only one affix was found in less satisfactory

and three affixes were found in poor level. The overall proficiency in forming noun was 23.44.

In forming negative item, the students' proficiency was found good in two affixes, satisfactory in three and less satisfactory in one affix. The overall proficiency in that item was 49.82. Similarly, in adding prefix item, one affix was found in excellent level, three affixes were found in less satisfactory level and five affixes were found in poor level. Out of nine affixes, no affixes were found in good and satisfactory level. The average percentage in this item was 25.02.

The students' proficiency was found good in two affixes, satisfactory in five affixes, less satisfactory one affix and poor in one out of nine affixes but no affix was found in excellent level in fill in the blanks items. The average percentage was 56.6 in this item. Likewise, the students' proficiency in tick the best answer was found excellent in one affix, good in four affixes, satisfactory in one, less satisfactory in two and poor in one affix out of nine affixes. The overall proficiency in this item was 57.65.

The students' proficiency in finding mistake and correcting was found excellent in two affixes, good in two affixes, satisfactory in one affix, less satisfactory in two affixes and poor in two affixes out of nine affixes. The overall proficiency in this item was 48.75. At last, the students' proficiency in classifying item was found good in one affix, satisfactory in one affix, less satisfactory in five affixes and poor in three affixes out of ten affixes. The overall proficiency in classifying item was 31.65.

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 students. The categorization is as follows:

S.N	Rank	Level	Correct responses in %
1	I	Excellent	81% - 100%
2	II	Good	61% - 80%
3	III	Satisfactory	41% - 60%
4	IV	Less Satisfactory	21% - 40%
5	V	Poor	0% - 20%

The words which were formed correctly from 81% to 100% were placed in first rank i.e. Excellent level and they were thought as the easiest affixes for the students. The words which were correctly formed from 61% to 80% were placed in second rank i.e. Good level and those affixes were thought as easier to form word. The words which were responded correctly from 41% to 60% were placed in third rank i.e. satisfactory level and those affixes were thought as average level of difficulty. Likewise, the correct word forms from 21% 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 in the fifth rank or last rank was leveled as poor in which the correct word forms from 1% to 20% were placed and they were thought as most difficult affixes to form word.

3.2.1 Analysis of Difficulty Level of Word Forms in Terms of Affixation

The difficulty level of word forms in terms of affixation is mentioned in the table below. The Governmental Higher Secondary Schools (Shree Janapriya Higher Secondary School, Shree Navin Higher Secondary School, Shree Janagajrit Higher Secondary School, Shree Bindhyabashini Higher Secondary School and Shree Tal Barahi Higher Secondary School) were chosen randomly to administer the test. The test was administered to sixteen students of grade twelve in Education steam. The total number of students with correct responses in each word was counted separately. Then the word forms were categorized

into five ranks on the basis of percentage of the total number of correct responses.

3.2.1.1 Analysis of Difficulty Level in Prefixes

For finding out the difficulty level in prefixes, I have categorized the word forms with prefixes into five ranks. The word forms with their percentage, level and rank is shown in the table below.

Table 5
Difficulty Level of Word Forms in Prefixes

SN	Targeted word forms	Students' with correct response	Percentage	level	rank
1	dissatisfy	30	37.5	LS	IV
2	irregular	40	50	S	III
3	unwanted	38	47.5	S	III
4	irrational	37	46.25	S	III
5	unable	65	81.25	E	I
6	impossible	60	75	G	II
7	dishonest	51	63.75	G	II
8	immortal	42	52.5	S	III
9	misuse	37	46.25	S	III
10	ineffective	21	26.25	LS	IV
11	indoor	74	92.5	E	I
12	ultramodern	10	12.5	P	V
13	decentralize	4	5	P	V
14	unpleasant	38	47.5	S	III
15	miniskirt	17	21.25	LS	IV
16	intramuscular	29	36.25	LS	IV
17	anticlockwise	12	15	P	V
18	mislead	9	11.25	P	V
19	subscript	5	6.25	P	V
20	uncommon	34	42.5	S	III
21	infertility	49	61.25	G	II
22	psychology	45	56.25	S	III
23	dispraise	62	77.5	G	II
24	inhospitable	9	11.25	P	V
25	deforestation	63	78.75	G	II
26	untranslated	23	28.75	LS	IV
27	misunderstanding	64	80	G	II
28	hot-tempered	29	36.25	LS	IV
29	uncomfortable	58	72.5	G	II

30	multinational	66	82.5	E	I
31	unfamiliar	58	72.5	G	II
32	remarkable	11	13.75	P	V
33	precaution	21	26.25	LS	IV
34	unforgettable	58	72.5	G	II
35	imperfect able	39	48.75	S	III
36	incorrect	51	63.75	G	II
	Total		47.19		

Table 5 shows that there were thirty six words with prefixes as for word formation. Out of thirty six words, unable, indoor and multinational were found in first rank i.e. they were found in excellent level and they were assumed easiest level of difficulty. Similarly, nine words (impossible, dishonest, infertility, deforestation, dispraise, misunderstanding, uncomfortable, unfamiliar and unforgettable) out of thirty six were found in second rank or good level and categorised as easier level of difficulty. Likewise, nine words (irregular, unwanted, irrational, immortal, misuse, unpleasant, uncommon, psychology and imperfect able) were found in third rank or satisfactory level and assumed average level of difficulty. Seven words (dissatisfy, ineffective, miniskirt, intramuscular, untranslated, hot-tempered and precautions) out of thirty six were found in fourth rank or in less satisfactory level and assumed as more difficult level of difficulty. At last, seven words (ultramodern, decentralize, anticlockwise, mislead, subscript inhospitable and remarkable) out of thirty six were found in fifth rank or in poor level and assumed most difficult level of difficulty. The prefix 'in_' used to form 'indoor' was found easiest for students in the sense that seventy four of them responded correctly out of eighty. On the other hand, the prefix 'de_' used to form 'decentralize' was found too difficult as there were only four correct responses out of eighty.

3.2.1.2 Analysis of Difficulty Level in Suffix

The forty four word forms with suffixes were categorized into five rank according to their percentage. The overall performance in those word forms is summarized in this table.

Table 6
Difficulty Level of Word forms in Suffix

SN	Targeted word forms	Students' with correct response	Percentage	Level	Rank
1	impressive	61	76.25	G	II
2	latency	40	50	S	III
3	astonishing	42	52.5	S	III
4	foolish	31	38.75	LS	IV
5	confusing	45	56.25	S	III
6	attractive	40	50	S	III
7	terrifying	29	36.25	LS	IV
8	accidental	12	15	P	V
9	careful	12	15	P	V
10	irrigative	31	38.75	LS	IV
11	survival	49	61.25	G	II
12	actor	37	46.25	S	III
13	subtraction	26	32.5	LS	IV
14	romanticism	7	8.75	P	V
15	falsity	3	3.75	P	V
16	examination	34	42.5	S	III
17	romanticism	8	10	P	V
18	information	45	56.25	S	III
19	interference	3	3.75	P	V
20	denial	5	6.25	P	V
21	governmental	44	55	S	III
22	governmental	41	51.25	S	III
23	foundation	31	38.75	LS	IV
24	Indian	41	51.25	S	III
25	cheerful	49	61.25	G	II
26	attractive	64	80	G	II
27	criticize	45	56.25	S	III
28	magician	66	82.5	E	I
29	economic	50	62.5	G	II
30	scientific	54	67.5	G	II
31	politeness	23	28.75	LS	IV
32	connection	13	16.25	P	V
33	climber	70	87.5	E	I
34	regarded	37	46.25	S	III
35	political	52	65	G	II
36	infertility	40	50	S	III

37	believable	14	17.5	P	V
38	improvement	4	5	P	V
39	ripen	30	37.5	LS	IV
40	rationalize	13	16.25	P	V
41	boyish	18	22.5	LS	IV
42	heroic	20	25	LS	IV
43	wisely	27	33.75	LS	IV
44	backwards	27	33.75	LS	IV

Table 6 shows that there were forty four words with suffix. Out of forty four word forms, two words (criticize and climber) were found in first rank i.e. Excellent level and categorized as the easiest level of difficulty. Likewise, seven word forms (impressive, attractive, scientific, political, economic, survival and cheerful) were found in second rank i.e. good level and assumed as easier level of difficulty. Similarly, thirteen word forms (infertility, regarded, criticize, Indian, governmental (1), governmental (2), information, examination, actor, attractive, confusing, astonishing and latency) were found in third rank i.e. Satisfactory level and grouped as average level of difficulty. The eleven word forms (backwards, wisely, heroic, boyish, ripen, politeness, foundation, subtraction, irrigative, terrifying and foolish) were found in fourth rank i.e. less satisfactory level and assumed as more difficult level of difficulty. Finally, ten word forms (rationalize, improvement, believable, connection, denial, interference, romanticism, falsity, careful, accidental, and romanticism) were found in fifth rank i.e. poor level and assumed as most difficult level of difficulty. The suffixes *_ence* and *_ity* used to form 'interference' and 'falsity' was found too difficult as only three students out of eighty responded them correctly. The suffixes *_an* and *_er* used to form 'magician' and 'climber' were found easiest because sixty six and seventy students out of eighty were able to respond them correctly.

3.2.2 Analysis of Difficulty Level in Total Affixation

The difficulty level of each word forms has been illustrated in appendix-C. The table shows that out of eighty words with affixes, five word forms were found

in excellent level. More than 81% of students could able to response those words correctly. Sixteen word forms were found in second Rank which was placed in good level. Out of Eighty words forms, 22 words forms were found in Third rank which were placed at satisfactory level and assumed as average level of difficulty similarly, eighteen word forms out of eighty were found in fourth rank which were placed in less satisfactory level and assumed as more difficult level of difficulty. Finally seventeen word forms were found in fifth rank and placed in poor level and assumed as must difficult level of difficulty. From the above mentioned table, I have found that out of fine word forms in excellent level, three words were of prefixes and two were of suffixes. Similarly, out of sixteen word forms in good level, nine words were of prefixes and seven were of suffix. And out of twenty two word forms in satisfactory level nine words were of prefixes and thirteen were of suffixes. Likewise, out of eighteen word forms in less satisfactory level, seven were of prefixes and eleven were of suffixes and out of seventeen word forms seven were of prefixes and ten were of suffixes. So, we can assume that forming word with prefixes is somehow easier than with suffixes.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings which are found from the analysis and interpreting the collected data and the recommendations which are 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 here.

- 1 The total proficiency in affixation as word formation was found nearly satisfactory as the percentage of the students on whole test was on satisfactory level i.e. 43.63.
- 2 The students' proficiency in prefixes was found satisfactory. Out of seventeen prefixes in total, students were able to score above 40% in nine suffixes (i.e. dis_, ir_, un_, im_, mis_, in_, cle_, psycho and multi_). Students' proficiency was not found so satisfactory in eight prefixes (i.e. Ultra_, mini_, intra_, anti_, sub_, hot_, re_ and pre_). The average score obtained in those prefixes was below 40%.
- 3 The students' proficiency in suffixes was not found so satisfactory since only ten suffixes (_ing, _cy, _ive, _al, _or, _an, _ize, ic, _er and _ed) out of twenty four, the students were able to score above 40%. The students' proficiency was not found so satisfactory in fourteen suffixes (_ish, _ful, _ity, _tion, _ism, _ence, _ment, _ness, _able, _en, _ise, _sh, _iy and _wards). The average score obtained in those suffixes was below 40%.

- 4 The proficiency of students was found average in forming adjective. The students scored above 40% in '_ing, _cy' and '_ive' affixes where as they were found below 40% in '_ish,' _al' and '_ful affixes.
- 5 Students' proficiency in noun formation by adding affixes was not found satisfactory. The students scored above 40% only in '_or' and '_tion' affixes where as they scored below 40% in '_al,' '_ity,' '_ism' and '_ence' affixes.
- 6 The proficiency of students in forming negative was found good. The students scored above 45% in five affixes out of six (ie. 'dis _,' '_er,' '_un,' '_im' and '_mis'. They scored below 45% only in one affix ie. _in.
- 7 Students proficiency in adding suitable prefix was not found satisfactory. Out of nine affixes in that category only one affix ie. in_is found best but the other eight affixes (' ultra_,' 'de_,' 'un_,' 'mini_,' 'intra_,' 'antu_,' 'mis_' and 'sub_') the students were able to score below 40%.
- 8 The students were found more proficient in using affixes which were presented in linguistic situation than the word forms presented in isolation. It was justified from the following numbers.
- 9 The proficiency of students' was found good in filling items. The students scored 50% in seven affixes (ie. _ment,' '_al,' 'in_' '_ity,' '_ an,' 'psycho_' and '_ful'. Where as they scored below 40% in '_tion' and 'dis_' out of nine affixes.
- 10 Similarly, students' proficiency was found good in choosing right affix. They scored above 60% in five affixes (ie. '_ive,' 'de_,' '_an,' 'mis_' and

'_ic' where as they scored below 40% in three affixes (ie. 'in_', 'un_' and 'hot_'. One '_ize' is found in average level.

- 11 Students proficiency was found satisfactory in finding mistake in given affixes. They scored above 40% in five affixes (ie. 'un_', 'multi_', '_er,' '_ed' and 're_' where as they were found not satisfactory in four affixes. They were '_ness,' '_ion,' '_al' and 'pre_'. They scored below 40% in those affixes.
- 12 On the basis of students' response, five words with affixes were found of easiest level, sixteen words with affixes were found of easier level, twenty two words with affixes were found of average level, eighteen words with affixes were found of more difficult level and seventeen words with affixes were found of most difficult level.

4.2 Recommendations

On the basis of finding of the study, I would like to suggest the following recommendations to develop the proficiency in English affixation for word formation process.

- 1 The total proficiency of the students of twelfth grade students was found nearly satisfactory in English Affixation. Although total proficiency was 43.63%, students' linguistic capacity is not sufficient in written and spoken discourse in English language. So, proficiency in English affixation should be improved as their need, level, standard and situation.
- 2 The proficiency of students was found better in prefixes. Therefore, I would like to suggest all the curriculum designer, syllabus designers and test book writers to use more words in which there are prefixes. Among prefixes also students' proficiency was found better in negative prefixes so, the concerned authorities are suggested to make frequent use of such word forms in lessons.

- 3 Students' proficiency in English suffixes was not found satisfactory. Therefore, the teachers and students are suggested to give more focus in suffixes because in English languages most words are formed by adding suffixes.
- 4 The students were found more proficient in those affixes which were presented in linguist situation such as, ticking the best answer, filling affixes, finding mistakes, etc. So that, I would like to suggest all the teachers to teach the targeted word forms in linguist context and the students to learn those word forms by creating appropriate situation.
- 5 Forming new word by adding affixes is a technical job. It does not mean shifting one word form into another. Shifting should be appropriate to the situation and condition. So the teachers and learners are suggested to consider situation and condition of word form in language.
- 6 The student were not found so much conscious in meaning aspect as they have supplied affixes without analyzing the meaning or sense which is given in sentence. As for example;
- i Ram has booked two tickets.
 - ii The booked tickets were dismissed.
- In these two sentences, the same word booked (ie book+ed) has given different meaning in two different situation. It is because of semantic aspect of language. So, all the teachers and students are suggested to be conscious in semantic aspect of language.
- 7 Based on the finding of study, I would like to suggest all the teachers to think about the difficulty level of word forms while dealing with affixation.

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APPENDIX A

Test Paper

Name of student:.....

Name of School:.....

Level: Higher secondary

Stream: Education

Class: xii

Time: 1.15hour

Attempt all the questions

1. Change the following words into adjectival form. 10

impress-	attract-
talent-	terrify-
astonish-.....	accident-.....
fool	care-.....
confuse-.....	irritate-.....

2. Make nouns from the words given. 10

survive-.....	exam-.....
act-.....	romantic-.....
false-.....	inform-.....
subtract-.....	interfere-.....
romantic-.....	deny-.....

3. Make negative of the following words by using in/im/dis/un/ir/mis. 10

satisfy-.....	possible-.....
regular-.....	honest-.....
wanted-.....	mortal-.....
rational-.....	use-.....
able-.....	effective-.....

4. Add suitable prefix to form new word to these words. 10

....door-.....muscular-.....
....modern-.....clockwise-.....
....centralize-.....lead-.....
....present-.....script-.....
....skirt-.....common-.....

5. Fill in the blanks. 10

- i. The word 'governmental' consists of root 'govern' and suffixes..... and.....
- ii. 'in_' in 'incorrect' is prefix.
- iii. The noun of the verb 'found' is
- iv. The word 'infertility' is formed by prefix, root fertile and suffix.....
- v. The suffix 'an' in the word 'Indian' makes noun India
- vi. In the word 'psychology' 'psycho' is
- vii. The affix '_ful' in 'cheerful' is
- viii. The word 'dispraise' is formed with prefix..... and root praise.

6. Tick (✓) the best answer. 10

- i. One should be to become superstar.
a. attract b. attraction c. attractive d. none of all
- ii. The opposite of hospitable is
a. inhospitable b. dishospitable c. imhospitable d. unhospitable
- iii. Toother is a good habit.
a. critical b. criticism c. criticize d. critique
- iv.creates hunger.
a. forest b. deforested c. deforestation d. all of them
- v Theshows different exciting events.
a magic b. magician c. magical d. magically
- vi..... texts can't be translated.
a. Translation b. Untranslation c. Untranslated d. None of all
- vii. Sometimecreates problem.
a. understand b. disunderstand c. misunderstanding d. disunderstanding
- viii. The government's.....policy is not much praiseworthy.
a. economy b. economic c. economies d. all of them
- ix.....people gets angry so fast.
a. Hot-tempered b. Hot-tempering c. Hot-tempers d. Low-tempered
- x. They are veryin their principle.
a. science b. scientist c. scientifically d. scientific

7. Find out the mistakes in the bold printed words in the given sentences and rewrite them properly. 10

- i. The **comfortable** chairs make students difficult to sit.
- ii. **Polite** is the ornament of student.
- iii. Those companies which are **national** sell goods to other countries.
- iv. There will be explosion if there is **connect** between positive and negative in electricity.

v. The person who climb mountain is called **climb**.

vi. The **familiar** words are difficult to understand.

vii. It is **regard** if we obey elders.

viii. It is **markable** that English is important.

ix. The **politic** parties aren't doing right work.

x. We should use **cautions** to be safe from HIV.

8. Classify the given words in the provided column.

10

believable, boyish, unforgettable, improvement, wisely,
ripen, imperceptible, heroic, rationalize, backwards.

Noun	Verb	Adjective	Adverb	Negative
.....
.....

The end

Appendix B
Proficiency in Whole Test

S.n	Words	J.H.S.S.	N.H.S.S.	B.H.S.S.	J.J.H.S.S	T.B.H.S.S.
Changing into adjectival form						
1	impressing	14	12	15	9	11
2	latency	13	4	12	3	8
3	astonishing	13	6	10	10	3
4	foolish	12	6	6	5	2
5	confusing	7	8	12	8	10
6	attractive	9	9	4	11	7
7	terrifying	5	5	6	4	9
8	accidental	3	2	4	2	1
9	careful	1	2	1	2	6
10	irritating	9	6	5	6	5
Changing into noun form						
11	survival	10	11	13	8	7
12	actor	9	11	8	5	4
13	falsity	0	1	1	1	0
14	subtraction	9	4	6	4	3
15	romanticism	0	0	3	5	0
16	examination	7	4	14		5
17	romanticism	0	1	2	4	0
18	information	13	5	10	8	9
19	interference	1	1	1	0	0
20	denial	0	0	1	3	1
Making Negative						
21	dissatisfy	5	9	8	6	2
22	irregular	7	10	5	7	11
23	unwanted	6	7	10	6	9
24	irrational	14	9	9	5	1
25	unable	16	10	11	15	13
26	impossible	13	12	13	12	10
27	dishonest	8	9	11	8	15
28	immortal	7	9	10	8	8
29	misuse	7	8	9	10	3
30	ineffective	5	1	0	9	6
Forming New Word						
31	indoor	16	14	15	15	14
32	ultramodern	0	0	9	0	1
33	decentralize	1	0	2	0	1
34	unpleasant	9	8	11	9	1
35	miniskirt	6	0	7	1	3
36	intramuscular	15	2	7	3	2
37	anticlockwise	1	3	3	1	4
38	mislead	2	0	5	0	2
39	subscript	1	0	3	1	0
40	uncommon	7	4	10	11	2
Fill in the Blanks						
41	governmental	8	5	11	11	9
42	governmental	8	4	9	11	9
43	cheerful	10	5	12	14	8
44	foundation	15	2	4	10	0

45 indian	12	5	11	13	0
46 infertility	12	6	10	9	12
47 infertility	10	5	8	7	10
48 incorrect	12	3	14	15	7
49 psychology	11	5	11	13	5
50 dispraise	13	10	12	16	11
Choosing Best Answer					
51 attractive	15	11	16	14	8
52 criticize	7	2	14	12	10
53 economic	8	7	13	9	13
54 scientific	12	7	12	14	9
55 magician	10	11	15	15	15
56 inhospitable	0	2	0	3	4
57 deforestation	9	11	15	14	14
58 untranslated	1	6	6	6	4
59 misunderstanding	13	11	13	12	15
60 hot-tempered	11	6	6	3	3
Finding Mistakes and rewriting					
61 politeness	8	1	11	2	1
62 connection	0	5	3	3	2
63 climber	15	11	14	15	15
64 regarded	11	9	5	2	10
65 political	15	5	7	12	13
66 uncomfortable	16	14	2	14	12
67 multinational	14	14	15	12	11
68 unfamiliar	14	10	9	11	14
69 remarkable	0	2	4	3	2
70 precautions	3	0	2	9	7
Classifying Words into given column					
71 believable	1	5	2	6	0
72 improvement	0	1	0	1	2
73 ripen	5	7	1	9	8
74 rationalize	5	1	3	2	2
75 boyish	0	3	2	6	7
76 heroic	0	5	5	3	7
77 wisely	4	6	8	1	8
78 backwards	6	8	6	4	3
79 unforgettable	12	12	10	12	12
80 imperfectable	7	10	11	6	5
Total					

Appendix C

Analysis of difficulty Level in Affixation

SN	Targeted word forms	students' with correct response	percentage	level	rank
1	dissatisfy	30	37.5	LS	IV
2	irregular	40	50	S	III
3	unwanted	38	47.5	S	III
4	irrational	37	46.25	S	III
5	unable	65	81.25	E	I
6	impossible	60	75	G	II
7	dishonest	51	63.75	G	II
8	immortal	42	52.5	S	III
9	misuse	37	46.25	S	III
10	ineffective	21	26.25	LS	IV
11	indoor	74	92.5	E	I
12	ultramodern	10	12.5	P	V
13	decentralize	4	5	P	V
14	unpleasant	38	47.5	S	III
15	miniskirt	17	21.25	LS	IV
16	intramuscular	29	36.25	LS	IV
17	anticlockwise	12	15	P	V
18	mislead	9	11.25	P	V
19	subscript	5	6.25	P	V
20	uncommon	34	42.5	S	III
21	infertility	49	61.25	G	II
22	psychology	45	56.25	S	III
23	dispraise	62	77.5	G	II
24	inhospitable	9	11.25	P	V
25	deforestation	63	78.75	G	II
26	untranslated	23	28.75	LS	IV
27	misunderstanding	64	80	G	II
28	hot-tempered	29	36.25	LS	IV
29	uncomfortable	58	72.5	G	II
30	multinational	66	82.5	E	I
31	unfamiliar	58	72.5	G	II
32	remarkable	11	13.75	P	V
33	precaution	21	26.25	LS	IV
34	unforgettable	58	72.5	G	II
35	imperfect able	39	48.75	S	III
36	incorrect	51	63.75	G	II
37	impressive	61	76.25	G	II
38	latency	40	50	S	III
39	astonishing	42	52.5	S	III
40	foolish	31	38.75	LS	IV
41	confusing	45	56.25	S	III
42	attractive	40	50	S	III
43	terrifying	29	36.25	LS	IV
44	accidental	12	15	P	V
45	careful	12	15	P	V
46	irrigative	31	38.75	LS	IV

47	survival	49	61.25	G	II
48	actor	37	46.25	S	III
49	subtraction	26	32.5	LS	IV
50	romanticism	7	8.75	P	V
51	falsity	3	3.75	P	V
52	examination	34	42.5	S	III
53	romanticism	8	10	P	V
54	information	45	56.25	S	III
55	interference	3	3.75	P	V
56	denial	5	6.25	P	V
57	governmental	44	55	S	III
58	governmental	41	51.25	S	III
59	foundation	31		LS	IV
60	Indian	41	51.25	S	III
61	cheerful	49	61.25	G	II
62	attractive	64	80	G	II
63	criticize	45	56.25	S	III
64	magician	66	82.5	E	I
65	economic	50	62.5	G	II
66	scientific	54	67.5	G	II
67	politeness	23	28.75	LS	IV
68	connection	13	16.25	P	V
69	climber	70	87.5	E	I
70	regarded	37	46.25	S	III
71	political	52	65	G	II
72	infertility	40	50	S	III
73	believable	14	17.5	P	V
74	improvement	4	5	P	V
75	ripen	30	37.5	LS	IV
76	rationalize	13	16.25	P	V
77	boyish	18	22.5	LS	IV
78	heroic	20	25	LS	IV
79	wisely	27	33.75	LS	IV
80	backwards	27	33.75	LS	IV

Appendix-D

Proficiency in Different Items

Forming adjective						
Affixes	Total sample	Average mark of students in %	Total word forms	Total correct responses	Total responses	Level
ing	80	51	5	208	400	S
cy		50	1	40	80	S
ish		38.75	1	31	80	LS
ive		50	1	40	80	S
al		15	1	12	80	P
ful		15	1	12	80	P
Total			36.63	10	343	800
Forming noun						
al	80	33.75	2	54	160	LS
or		46.25	1	37	80	S
ity		3.75	1	3	80	P
tion		43.75	3	105	240	S
ism		9.37	2	15	160	P
ence		3.75	1	3	80	P
Total			23.44	10	217	800
Making negative						
dis	80	50.62	2	81	160	S
ir		48.12	2	77	160	S
un		64.37	2	103	160	G
im		63.75	2	102	160	G
mis		46.25	1	37	80	S
in		26.25	1	21	80	LS
Total			49.89	10	421	800
Adding prefix						
in	80	92.5	1	74	80	E
ultra		12.5	1	10	80	P
de		5	1	4	80	P
un		23.75	2	72	160	LS
mini		21.25	1	17	80	LS
intra		36.25	1	29	80	LS
anti		15	1	12	80	P
mis	11.25	1	9	80	P	
sub	7.65	1	5	80	P	
Total		25.02	10	232	800	LS
Fill in the blanks						
ment	80	55	1	44	80	S
al		51.25	1	41	80	S
in		56.87	2	91	160	S
tion		38.75	1	31	80	LS
ity		61.25	1	49	80	G
an		51.25	1	41	80	S
psycho		56.25	1	45	80	S

ful		61.25	1	49	80	G	
dis		77.5	1	62	80	P	
Total		56.60	10	453	800	S	
Choosing best answer							
ive	80	80	1	64	80	G	
in		11.25	1	9	80	P	
ize		56.5	1	45	80	S	
de		78.75	1	63	80	G	
an		82.5	1	66	80	E	
un		28.75	1	23	80	LS	
mis		80	1	64	80	G	
hot		36.25	1	29	80	LS	
ic		65	2	104	160	G	
Total			57.67	10	467	800	S
Finding mistake and correcting							
un	80	72.5	2	116	160	G	
ness		28.75	1	23	80	LS	
multi		82.5	1	66	80	E	
ion		16.25	1	13	80	P	
er		87.5	1	70	80	E	
ed		46.25	1	37	80	S	
re		65	1	52	80	G	
al		13.75	1	11	80	P	
pre		26.25	1	21	80	LS	
Total			48.75	10	409	800	S
Classifying words							
able	80	17.5	1	14	80	P	
ment		5	1	4	80	P	
en		37.5	1	30	80	LS	
ise		16.25	1	13	80	P	
ish		22.5	1	18	80	LS	
ic		25	1	20	80	LS	
ly		33.75	1	27	80	LS	
wards		33.75	1	27	80	LS	
un		72.5	1	58	80	G	
im		48.75	1	39	80	S	
Total			31.25	10	250	800	LS