

**PROFICIENCY OF GRADE NINE STUDENTS
IN ENGLISH WORD DERIVATION**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of Education in English**

Submitted by

Madhav Timalina

Faculty of Education

Tribhuvan University

Chaitanya Multiple Campus

Banepa, Kavre, Nepal

2010

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067-04-02

Madhav Timalina

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Madhav Timalina** has prepared this thesis entitled "**Proficiency of Grade Nine Students in English Word Derivation**" under my guidance and supervision.

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DEDICATION

Dedicated to
my parents, brother, wife, teachers
and all who directly and indirectly
supported in my study

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Date : 2067-04-02

Madhav Timalina

ABSTRACT

This research entitled "**Proficiency of Grade Nine Students in English Word Derivation**" is an attempt to find out the proficiency of the students of grade nine in English word derivation by using the class changing derivational suffixes and compare their proficiency in terms of schools, government-aided vs. private schools, gender and four major word classes : noun, verb, adjective and adverb. It was also carried out to determine the proficiency level of those students and suggest some pedagogical implications. The sample population consisted of 120 students studying in grade nine in six government-aided and private schools of Kavre district. Three government-aided and three private boarding schools were selected through purposive random sampling procedure and twenty students (10 boys and 10 girls) from each of the selected schools were chosen by using stratified random sampling procedure for the sake of data collection. The tool for the data collection consisted of test items. The proficiency in derivation of English words was analysed and interpreted by using tables and statistical tools: percentage and average. The total proficiency of the students (91.34% of the full mark) was found very good. The students of Saraswoti Kunj Boarding School performed the best with 98.21% and the students of Shikshya Sadan Higher Secondary School performed the lowest with 76.5%. The proficiency of private school students was better than that of government-aided school students by 11.16% and the girls were 1.16% more proficient than the boys. The students were found the best in adverb and lowest in adjective derivation.

The thesis comprises four chapters. Chapter one basically introduces the research work with general background of the English language focusing on the research topic itself, review of the related literature, objectives and significance of the study and

definitions of the specific terms. Chapter two introduces the methodology adopted for the study. This chapter deals with sources of data (primary and secondary), population of the study, sampling procedure, tools, process of data collection and limitations of the study. Chapter three presents the analysis and interpretation of the data under different headings using the statistical tools : tables, average and percentage. Chapter four presents findings of the study and recommendations from the perspective of pedagogical implications as well as further research.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi - vii
Abstract	viii-ix
Table of Contents	x-xiii
List of Tables	xiv
List of Figures	xv
List of Abbreviations	xvi-xviii
CHAPTER ONE : INTRODUCTION	1-43
1.1 General Background	1
1.1.1 Importance of the English Language	3
1.1.1.1 Teaching of English in Nepal	5
1.1.1.2 Language as a System of Systems	6
1.1.1.3 Morphology	9
1.1.1.4 Some Basic Concepts of Morphology	10
1.1.2 Classification of Morphology	14
1.1.2.1 Inflectional Morphology	14
1.1.2.2 Derivational Morphology	16
1.1.3 Morphemes	18
1.1.3.1 Classes of Morphemes	20
1.1.3.2 Derivational Morphemes	22
1.1.3.3 Derivational Suffixes	24
1.1.3.4 Class Maintaining and Class Changing Derivational Suffixes	28
1.1.4 Derivation	28
1.1.5 Derivatives	32
1.1.6 Role of Derivation in Language Learning	34

1.2	Review of Related Literature	36
1.3	Objectives of the Study	40
1.4	Significance of the Study	41
1.5	Definitions of the Specific Terms	41
CHAPTER TWO : METHODOLOGY		44-47
2.1	Sources of Data	44
2.1.1	Primary Sources	44
2.1.2	Secondary Sources	44
2.2	Population of the Study	45
2.3	Sampling Procedure	45
2.4	Tools for Data Collection	46
2.5	Process of Data Collection	46
2.6	Limitations of the Study	47
CHAPTER THREE : ANALYSIS AND INTERPRETATION		48-72
3.1	Analysis and Interpretation of the Total Proficiency in English Word Derivation	48
3.2	School Wise Analysis and Interpretation of the Proficiency	49
3.3	Analysis and Interpretation on the basis of Government-Aided Vs. Private Schools	51
3.3.1	Government-Aided School Students	51
3.3.2	Private School Students	52
3.3.3	Government-Aided and Private School Students	53
3.3.4	Analysis and Interpretation of the Proficiency of Government-Aided and Private Schools in terms of Total Average Mark	54
3.4	Gender Wise Analysis and Interpretation	55
3.4.1	Total Proficiency of Boys Vs. Girls	55
3.4.2	Gender Wise Analysis and Interpretation of Proficiency in Government-Aided and Private Schools	56
3.4.3	Gender Wise Analysis and Interpretation in terms of Average Mark	58
3.4.4	Gender Wise Analysis and Interpretation in Each School	58
3.5	Word Class Wise Analysis and Interpretation	61

3.5.1 Analysis and Interpretation of the Total Proficiency in terms of the Word Classes	62
3.5.2 Word Class Wise Analysis and Interpretation in Each Sex	63
3.5.3 Word Class Wise Analysis and Interpretation in Government-Aided Vs. Private Schools	66
3.5.4 Word Class Wise Analysis and Interpretation in Each School	69

CHAPTER FOUR :FINDINGS AND RECOMMENDATIONS 73-79

4.1 Findings	73
4.2 Recommendations	76
4.3 Recommendations for Further Research	79

REFERENCES

APPENDICES

Appendix – I : Test Items
Appendix –II(A) : A Sample of Student's Answer Paper from Government-Aided School
Appendix – II(B) : A Sample of Student's Answer Paper from Private School
Appendix – III : Answer Key
Appendix – IV : Targeted Word Forms with their Unit and Page Number
Appendix – V : Questions for Derivation of Word Classes
Appendix – VI : List of Schools Selected for the Study
Appendix – VII : Recommendation Letter from Campus
Appendix – VIII : A Sample of Recommendation Lettter from School
Appendix – IX : Map of the Study Area
Appendix – X : List of the Student Respondents in Different Schools with their Scores in Four Major Word Classes
Appendix – X(A) : Shree Azad Higher Secondary School, Deva Bhumi Baluwa-5, Kavre
Appendix – X(B) : Shree Bal Adarsha Secondary School, Panauti -12, Khopasi, Kavre
Appendix – X(C): Shikshya Sadan Higher Secondary School, Banepa – 5, Kavre

Appendix – X(D) : Siddhartha English Higher Secondary School, Banepa – 5,
Kavre

Appendix – X(E) : Nawa Pratibha English Secondary School, Panchkhal – 9,
Dhunganabesi, Kavre

Appendix – X(F) : Saraswoti Kunj Boarding School, Panauti – 11, Kavre

LIST OF TABLES

	Page No.
Table No. 1 : Total Proficiency in English Word Derivation	49
Table No. 2 : School Wise Analysis of the Total Proficiency	49
Table No. 3 : Proficiency of Government-Aided School Students	51
Table No. 4 : Proficiency of Private School Students	52
Table No. 5 : Comparison of the Proficiency of Government-Aided and Private School Students	53
Table No. 6 : Comparison of Government-Aided and Private School Students with Total Average	54
Table No. 7 : Total Proficiency of Boys Vs. Girls	56
Table No. 8 : Comparison of the Proficiency of Boys and Girls in Government-Aided and Private Schools	57
Table No. 9 : Comparison of Sex Variables with Total Average	58
Table No. 10 : Gender Wise Analysis in Each School	59
Table No. 11 : Word Class Wise Analysis of the Total Proficiency	62
Table No. 12 : Word Class Wise Analysis in Each Sex	64
Table No. 13 : Word Class Wise Analysis in Government-Aided Vs. Private Schools	67
Table No. 14 : Word Class Wise Analysis in Each School	70

LIST OF FIGURES

	Page No.
Figure No.1 : Levels of Language	7
Figure No.2 : Levels of Language	8
Figure No.3 : Classification of Morphemes	20
Figure No.4 : Classification of Morphemes	21

LIST OF ABBREVIATIONS

adj.	: adjective
adv.	: adverb
B. Ed.	: Bachelor of Education
B.S	: Bikram Sambat
BS	: Boarding School
CDC	: Curriculum Development Centre
CUP	: Cambridge University Press
Eds.	: Editors
e.g.	: exempligratia (for example)
EHSS	: English Higher Secondary School
ELT	: English Language Teaching
ESS	: English Secondary School
et al.	: et alii / alia (and other people or things)
F	: Female
FM	: Frequency Modulation
F.M	: Full Mark
HSS	: Higher Secondary School
ibid	: ibidem (in the same book or piece of writing as the one that has just been mentioned)
i.e.	: id est (that is to say)
IELTS	: International English Language Testing System
JEMC	: Janak Education Material Centre
Ltd.	: Limited

M	: Male
m ₁	: First morpheme
m ₂	: Second morpheme
m ₃	: Third morpheme
m ₄	: Fourth morpheme
n.	: noun
n.d.	: no date
No.	: Number
N.S	: Number of Students
OUP	: Oxford University Press
p.	: page number
PCL	: Proficiency Certificate Level
Q.N.	: Question Number
Rs.	: Rupees
S.N	: Serial Number
SS	: Secondary School
TOEFL	: Test of English as a Foreign Language
T.U	: Tribhuvan University
TV	: Television
UK	: United Kingdom
UNESCO	: United Nations Educational, Scientific and Cultural Organization
USA	: United States of America
v.	: verb
Vol.	: Volume
Vs.	: Versus

1st : First
4th : Fourth
6th : Sixth
10th : Tenth

CHAPTER ONE

INTRODUCTION

1.1 General Background

Human beings are the supreme and unique creatures of the world. They have got uniqueness in different aspects. Out of many unique aspects language is the most striking one. Nature has endowed human beings with a precious gift : language. It is because of our language that we call ourselves social creatures. It is the possession of language which most clearly distinguishes man from other animals. Without language we would be no different from roaring and grunting beasts. Language is the species-specific and species-uniform possession of human beings. It is the universal medium through which human beings can express their thoughts, feelings and desires.

Language makes understanding between each other. It is the broadest means of communication. It stores knowledge, transmits messages, knowledge and experiences from one person to another and from one generation to another. Language is a complex phenomenon that involves the use of signs and symbols which are used to express meaning. It is a rule governed symbol system for communicating meaning through a shared code and arbitrary symbols. Although it is very difficult to define language, some definitions given by the well-known linguists have been quoted below.

According to Sapir (1921), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols"(as cited in Lyons, 2002, p. 3). To Bloch and Trager (1942) "Language is a system of arbitrary vocal symbols by means of which a social group cooperates" (as

cited in Lyons, 2002, p. 4). Pei and Frank (1954) define language as "a system of communication by sound, i.e. through the organs of speech and hearing among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meaning" (as cited in Varshney, 1998, p. 2). Chomsky (1957), defines language as "a set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements" (p. 13). Hall (1968) tells us that "language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 2002 , p. 4). Wardhaugh (1986) states that "language is what that members of a particular society speak " (p. 1). Todd (1991) says "a language is a set of signals by which we communicate" (p. 6). Cambridge International Dictionary of English (1997) defines language as "a system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that have meaning" (p. 795). Jacob et al., (1998) has defined language as "a system of conventional, spoken or written symbols by means of which human beings, as members of a social group and participants in its culture communicate" (p. 147). According to Richards et al., (1999), define language as "the system of human communication which consists of the structural arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances" (p. 196). Oxford Advanced Learner's Dictionary (2000) defines language as "the system of communication in speech and writing that is used by people of a particular country" (p. 721). In the Cambridge Encyclopedia, Crystal (2000) has defined language as "a species specific communicative ability restricted to humans, which involves the use of sounds, grammar and vocabulary according to a system of rules" (as cited in Giri, 2007, p. 1).

To sum up, language is a set of structurally related elements for the encoding and decoding of the message. It is also voluntary system of arbitrary, vocal symbols which permit all people in a given culture or people who have learned the system of that culture to communicate. Language is a system designed for the purpose of communication. Language is the expression of human personality in words whether written or spoken. It is the universal medium for conveying the common facts including complex thoughts, ideas and feelings of everyday life. Language is a system of habits. Language is infinitely extendable and modifiable according to the changing needs and conditions of the speakers. Philosophers, psychologists and linguists commonly make the point that it is the possession of language which most clearly distinguishes man from other animals. A language is a structure in the sense that it is a network of interrelated units, the meaning of the parts being specifiable only with reference to the whole. Semantically, language is a medium of communication and functionally it is that system which is used to identify specific sociolinguistic situations : informality, intimacy and attitudes. No single definition of language is perfect in itself. However, it is widely accepted fact that language is a complex human phenomenon and its existence is found among human beings.

1.1.1 Importance of the English Language

There are so many languages spoken in the world. Among them, English is the most prestigious, important and widely accepted as an international language. It is not only one of the six languages spoken in the United Nations but also it links people with one another by communication in English. English is the language which is widely used as a global language in most of the countries as a second or foreign language.

According to the survey of the UNESCO:

More than 60 countries of the world use English as an official language, about 160 million people listen to English radio programmes and over 60 million children study English at the primary level. One third books of the world have been written in English and more than 350 million people of the world speak English as their native language. In 1983, 3,37,000 foreign students registered in the USA to study English. (as cited in Bharati, 2007, p. 2)

British Council teaches English to millions of students in many countries of the world. No other language of the world has occupied the status of the English language which is primarily due to two factors: the expansion of British colonial power which was in the culmination towards the end of the nineteenth century and the emergence of the United States of America as the leading economic power of the twentieth century. It is mostly used as a lingua-franca of the world. It is a medium to learn history, culture and life style of the people who belong to the English language as their mother tongue. It also helps to exchange culture and to grab golden opportunities in the national and international sector of employment. It is also important for accelerating process of modernization in Nepal.

Now-a-days majority of the countries around the world have put more emphasis on English language education realizing that English has played greater role in international trade, scientific and technological writing, education, entertainment, business and many more aspects of social life. English is undoubtedly a means to achieve final goals of development. It is used to get world wide knowledge in various fields like literature, academics and scientific technological discoveries. Therefore, the English language plays a dominant role in every field of communication as mentioned above as a lingua-franca.

1.1.1.1 Teaching of English in Nepal

English is a foreign language for all Nepalese students. It is formally taught and learnt as a foreign language in both school and campus levels of education. When we trace the history of Teaching English in Nepal, Junga Bahadur Rana, the first Rana Prime Minister of Nepal initiated it after he came back from Britain. At the very beginning, it was taught for the people of Royal families only. However, it became open for the general public with the establishment of Durbar High School in 1910 B.S. English became a compulsory subject in the higher education after the establishment of Tri-Chandra College in 1975 B.S.(as cited in Bhandari, 2002, p. 2). Now, it is compulsorily taught and learnt up to grade 12 in all educational institutions. In campus level, it is taught and learnt as compulsory and major subjects. Some language institutes have also been conducting the English language classes, IELTS and TOEFL preparation classes as well. It has been the medium of instruction in private, institutional boarding schools, some government-aided schools, campuses and universities. Now, it has gained higher prestige in both governmental and non-governmental sectors in Nepal.

English is a key to face the increasing challenges in the field of education, science, commerce and diplomacy in Nepal. It has been an agent for accelerating the modernization process of the country. It is impossible for a person to be a specialist in any field without proficiency in English. Now, the curriculum of English in Nepal is skill based which in the past was based on literature. Now, it has been taken as a means to an end not end in itself. Improvements have been made from time to time to make English language teaching and learning effective. Therefore, it will not be an

exaggeration to describe the importance of teaching the English language in the context of Nepal.

1.1.1.2 Language as a System of Systems

Language is a system. All languages are systematic. Each language contains millions of rules that speakers figure out as they acquire the language. It is the view of structuralism that a language system has many structures. Language is a system of purely abstract subsystems in our mind. All languages have phonological and grammatical systems and within a system there are several subsystems. Within the grammatical system, there are morphological and syntactic systems. Language can be regarded as an intricate network of interlinked elements. According to Chisolm and Milic (1976) :

Language is the interlocking network of rules that constitutes the linguistic system: rules about how to form words and how to pronounce them, how to put words in their places next to one another, and how words and especially combinations of them relate to the meaning that the speakers wish to communicate. This interlocking network of rules is central to all languages: how words are to be formed, pronounced and combined to achieve meanings. (as cited in Giri, 2007, p. 2)

Again they include that :

A system of vocal symbols that men used to carry on their affairs to communicate with and more. The system has three parts. First, there is the sound system itself. This is called the phonological system. Second, there is a two part grammatical system one that governs the

way words are formed (morphology) and another that governs the arrangement of words in sequences (syntax) and the roles they play.

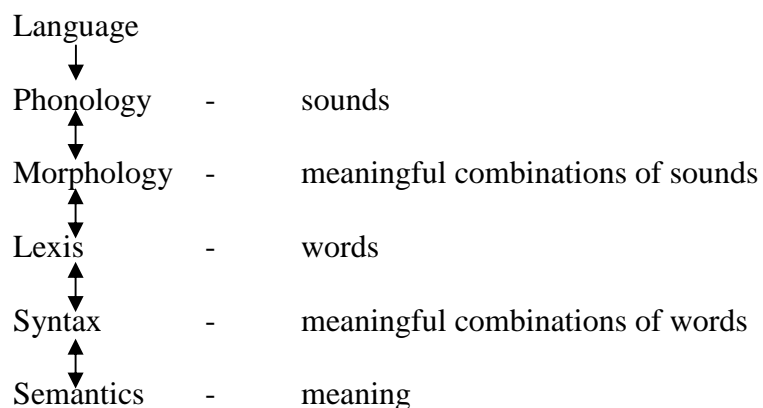
These two systems, the phonological and the grammatical, together are the bases of the third system, the semantic system, the one that has to do with meaning. In fact, there is yet another system, a supra-system that ties the other together and relates them to each other. (ibid, p. 2)

The items of language (phoneme, morpheme, word, phrase, clause and sentence) can be arranged in a limited number of ways which are called different levels of language system. In generative linguistics, levels of language refer to the different types of representation encountered within the derivation of a sentence. The different structural layers within a linguistic hierarchy are often referred to as linguistic levels.

Todd (1991) calls these systems the levels of language. According to him, the study of language will involve us in an appraisal of all the following levels of language.

Figure No. 1

Levels of Language



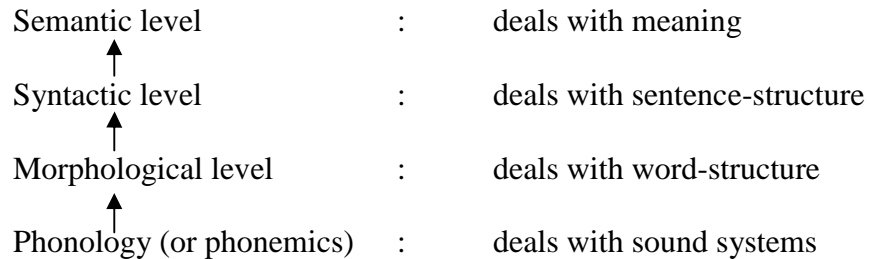
[Source: (Todd, 1991, p. 11)]

Figure No. 1 presents the five levels of language with phonology at the top and semantics at the bottom. The various levels of language can also be ordered in a

hierarchy, with phonology at the bottom and semantics at the top. The levels of language in this hierarchy are shown in the following figure.

Figure No. 2

Levels of Language



[Source: (Katamba, 1993, p. 4)]

It is clear that language is basically a system of vocal sounds which is used for conveying meaning. The question may arise, "How does the language convey the meaning?" The answer, however, is not so difficult as language does the communication with the help of a number of independent systems, and this is why we call it 'a system of systems'. These systems of language have made it lively and prosperous. Most of the languages in the world adopt the following systems or levels of language.

- Phonology : A system of organizing sounds
- Morphology : A system of making words
- Syntax : A system of arranging words
- Semantics : A system of organizing meanings

All of these four systems occur in hierarchical order because they are interrelated to each other. Here, one of the levels of language 'morphology' has been explained briefly which is only the concern of this study.

1.1.1.3 Morphology

Morphology is that part of grammar which is concerned with the study and analysis of the structure, forms and classes of words. Morphology is the grammar of word. The term morphology was particularly practised by American structural linguists in 1940s and 1950s. It is the study of morphemes, which are the smallest significant units of grammar. The word 'morphology' consists of the two word elements 'morph' which means 'form' and 'ology' which means 'the study of'. Originally this term was used only in the biological science. Palmer (1984) defines, "Morphology is essentially the grammar of words and deals with the forms of words, the relation between 'take and took', and 'dog and dogs' " (p. 99). In linguistics it refers to that branch of language studies which deals with what morphemes are and how they operate in the structure of word. It is the linguistic study of word formation. Bauer (1993) says that, "Morphology is a branch of linguistics which deals with the internal structure of word forms"(as cited in Giri, 2007, p. 3). Katamba (1993) defined morphology as "the study of the internal structure of words" (p. 3). Biologists use this term to refer to that branch of biology which deals with the form and structure of plants and animals. Thakur (1997) stated that "in linguistics it refers to that branch of language studies which deals with what morphemes are and how they operate in the structure of word"(p. 1).

Richards et al., (1999) stated that, "Morphology is the study of morphemes and their different forms (allomorphs), and the way they combine in word formation"(p. 237). Thus, morphology is the study of morphemes and their different categories, their function and formation. It is the study of forms, the internal form or structure of words. Morphology studies the structures or forms of words through the use of

morpheme construct. It handles both inflection and derivation by means of rules operating upon the same basic units—morphemes. Morphology studies the internal structure of words, that is the way in which morphemes function as constituents of word structure. For example the word 'unconditionally' may be said to consist of four morphemes 'un-condition-al-ly'. 'Condition' is a free morpheme since it can occur on its own. The other three morphemes are bound since they must always co-occur with free morphemes. In conclusion, the study of word structure and word form is the concern of morphology.

1.1.1.4 Some Basic Concepts of Morphology

Some basic concepts of morphology root, stem, base and word have been briefly described below.

i) Root

Root is a central morpheme. It is at the centre of word derivation process. Aarts and Aarts (1986) define "The root of a word is that part which remains when all the affixes have been removed" (p. 101). The root is a free morpheme whereby a prefix or suffix is added. In the word 'unimpressionistic' the morpheme 'press' functions as the root. It is the basic unit in the internal constituent structure of a word. It cannot be segmented further into other distinct constituents. A root is a form which is not further analyzable, either in terms of derivational or inflectional morphology. Bauer (1993) defines root as "It is the part of a word form that remains when all inflectional and derivational affixes have been removed" (as cited in Gautam, 2004, p. 7). Katamba (1993) defines "a root is the irreducible core of a word, with absolutely nothing else attached to it" (p. 41). It is the part that is always present, possibly with some

modification, in the various manifestations of a lexeme. It appears in the set of word-forms that instantiate the lexeme.

Crystal (2003) says "A root is the base form of a word which cannot be further analysed without total loss of identity" (p. 42). It is a term often used in linguistics (and traditionally used in historical linguistics) as part of a classification of the kinds of element operating within the structure of a word. Root is sometimes referred to as radicals. From the semantic point of view, it generally carries the main component of meaning in a word. In the word 'meaningfulness', for example removing -ing, -ful, and -ness leaves the root 'mean'. Some more examples of root are boy, great and know. It is a morpheme which is generally the basic part of a word and which may in many languages occur on its own. The root is called basic morpheme. All the roots in English are bases. Affixes are subsidiary to roots while roots are the centre or core of such construction as words. All free morphemes are roots but not vice-versa. Generally roots are classified as free morphemes but there are some roots which are not capable of standing independently, they are bound morphemes. The roots like '-mit, -ceive, pred- and sed-' are bound morphemes.

ii) Stem

The part of the word form that is in existence before any inflectional affixes have been added is stem. The stem may contain more than one root. It is of concern only when dealing with inflectional morphology. In the words 'wheelchairs' and 'untouchables', the stems are 'wheelchair' and 'untouchable'. Katamba (1993) states that :

The stem is that part of a word that is in existence before any inflectional affixes (i.e. those affixes whose presence is required by the

syntax such as markers of singular and plural numbers in nouns, tense in verbs, etc.) have been added. (p. 45)

In the words 'cats' and 'workers' the stems are 'cat' and 'worker'. The bases are also called stems only in the context of inflectional morphology. The examples of the stem having more than one root are frogmarch, window-cleaner and bookshop. Crystal (2003) includes "a stem is a term often used in linguistics as part of a classification of the kinds of elements operating within the structure of a word" (p. 433). The stems which consist solely of a single root morpheme are simple stems. The stems with two root morphemes are called compound stems. The stems with root morpheme plus a derivational affix are called complex stems. The word 'work' is simple stem, 'workshop' is compound stem and 'worker' is a complex stem. All the roots are stems but all the stems are not roots.

iii) Base

Base refers to any part of a word seen as a unit to which any operation can be applied, as when one adds an affix to a root or stem. 'Happy' is the base of 'unhappy' and 'unhappy' is the base of 'unhappiness'. Bauer (1993) states that "a base is any form to which affixes of any kind can be added" (as cited in Gautam, 2004, p. 7). 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 in the context of inflectional morphology. Every base is not a root. The word 'economic' is base for 'economical' but it is not a root. Thakur (1997) states that "A base is any form to which an affix of any kind has been added. 'Theorize', for example, is the base of 'theorizing' and 'theory' is the base of 'theorize' " (p. 19).

So a base is any unit to which affixes of any kind can be added. An unadorned root like 'boy' can be a base for 'boys' and 'boyish'. It is used as an alternative term to root and stem in morphology.

iv) Word

Words are like eyes. We see everything through our eyes but we cannot see the eyes themselves. In grammar we define almost everything in terms of words but the question of defining a word is often not considered. In spite of our familiarity with words, it is not always easy to say what a word is. Language scholars have made efforts to define a word in various ways. Bloomfield (1935) defines word as a "minimal free form" (as cited in Crystal, 2003, p. 501). It means word is the smallest unit which can constitute, by itself, a complete utterance which contrasts with sentence seen as the maximal free form recognized by most grammars. A word may be defined as the union of a particular meaning with a particular complex of sounds capable of a particular grammatical employment. Palmer (1984) states "The word is not a clearly definable linguistic unit. But what the word is or is not depends ultimately on our total view of grammar" (p. 48). Matthews (1991) defines "word is simply the smallest unit of syntax"(p. 208). The word itself has some kind of special status. The grammatical characteristics of words are themselves significantly diverse. In traditional grammar the word has been treated as the basic unit of grammatical theory and lexicography. Katamba (1993) includes that "the word can also be seen as a representation of lexeme that is associated with certain morpho-syntactic properties (i.e. partly morphological and partly syntactic properties) such as noun, adjective, verb, tense, gender, number, etc."(p. 19). Richards et al., (1999) say "the smallest of the linguistic units which can occur on its own in speech or writing is a word" (p.

406). Crystal (2003) defines word as "A unit of expression which has universal intuitive recognition by native speakers, in both written and spoken language" (p. 500).

Structural linguists study words from their structural point of view. They divide English words into three classes : simple, compound and complex words. The simple words consist of only one free morpheme. The compound words consist of two free morphemes and the complex words consist of two or more than two morphemes. One of the morphemes in complex words is free and others are bound ones. Some examples of simple words are table, ram, eye and build. The words like dogfish, bookcase, wallpaper and scarecrow are compound words. The words like unfaithful, irresponsible and enrollment are complex words. The present study is concerned with the derivation of complex words.

1.1.2 Classification of Morphology

Morphology has two main branches: inflectional morphology and derivational morphology. This is the classification of morphology on the basis of its functions in English. These two major functional categories of morphology reflect a recognition of two principal word building processes : inflection and derivation. These branches of morphology have been described here in brief.

1.1.2.1 Inflectional Morphology

Inflectional morphology is the study of how words change their forms to indicate number, person or tense. It is the study of changing words into their different forms by adding the inflectional morphemes to the roots or stems. This branch of morphology is concerned with words and word forms. For instance, the opposition

between 'sea' and 'seas' differ as word forms: 'seas' has an inflection –s while 'sea' has not. The different word forms in inflectional morphology are traditionally called paradigms. The different grammatical paradigms are forms of the same lexeme. Todd (1991) includes, "inflectional morphology occurs with nouns, pronouns and verbs" (p. 45). Matthews (1991) defines inflectional morphology as "the branch of morphology that deals with paradigms"(p. 38). It is therefore concerned with two things : on the one hand, with the semantic oppositions among categories; on the other hand, with the formal means, including inflections, that distinguish them. The categories that enter into grammatical paradigms can be described more precisely as morphosyntactic categories. Inflectional morphemes indicate the specific properties like singular, plural, present, past, comparative, superlative and possession which are more precisely called morphosyntactic properties or features. The standard intuition among linguists is that inflectional morphology is concerned with syntactically driven word formation.

Inflectional morphology deals with syntactically determined affixation processes. It only deals with inflectional bound morphemes or inflectional suffixes. Katamba (1993) says that " belonging to a regular paradigm is an important tendency in inflectional morphology "(p. 208). Inflectional morphology deals with whatever information about word-structure that is relevant to the syntax. Inflectional properties of word are assigned by the syntax and depend on how a word interacts with other words in a phrase, clause or sentence. Inflection marks plurality, possession and irregular plurality by a vowel change in nouns, present tense agreement, past tense, present participle and past participle in verbs and comparative and superlative degrees in adjectives. Thakur (1997) defines, "Inflectional morphology is a study of how words change their forms to indicate number, person, tense, etc." (p. 1). Inflectional

morphology is the study of word formation by applying inflectional suffixes. These suffixes indicate the grammatical relationship and do not change the grammatical class of the roots or stems to which they are attached. The words with inflectional morphemes constitute a single paradigm; e.g. walk, walked, walking, walks. Crystal (2003) mentions that "in traditional (pre-linguistic) grammatical studies, the term 'accidence' was used for this term" (p. 233).

Languages that add inflectional morphemes to words are sometimes called inflectional or inflected languages. Moreover, inflectional morphology studies the grammatical relationships like case, person, gender, mood and aspects. The researcher in this study aims to measure the proficiency of grade nine students in derivation of English words. The primary concern of this study is derivational morphology.

1.1.2.2 Derivational Morphology

Derivational morphology is the study of how morphemes are combined to change one word class to another. It is the study of the process of adding derivational morphemes which create a new word from existing words sometimes by simply changing the grammatical category and sometimes not. The new words in derivational morphology are often listed as separate lexemes in dictionaries. This branch of morphology changes the meaning of words by applying derivation. It combines a word stem with prefixes and derivational suffixes to form a new word. For example, 'develop' becomes 'development', 'developmental' or 'develop'. Todd (1991) says that "derivational morphology fulfils the function to form new words. It involves prefixation, suffixation or affixation" (p. 43). Thakur (1997) defines, "Derivational morphology is a study of how morphemes are combined to form new words" (p. 1). Stockwell and Minkova (2001) include that "the process of creating new words is

called derivational morphology" (p. 11). Crystal (2003) uses the terms "word-formation and lexical morphology" for derivational morphology (p. 301). Derivational morphology is sometimes called derivatology. The functions of derivational morphology have been exemplified below.

- i) Derivational morphology involves word formation.

beauty+ful → beautiful

danger + ous → dangerous

- ii) Derivational morphology involves prefixation.

re+ turn → return

un + true → untrue

- iii) Derivational morphology involves suffixation.

man+ly → manly

wicked + ness → wickedness

- iv) Derivational morphology involves affixation (both prefixation and suffixation).

un+speak + able → unspeakable

sub + conscious + ly → subconsciously

Some of the commonly occurring prefixes in derivational morphology are 'be-,de-, en-, ex-, hyper-, pre-, pro-, re-, sub-, super- and trans-. Prefixes in derivational morphology alter meaning but do not always change the function of the words to which they are prefixed; e.g.

Prefix	Free morpheme (class)	Result (class)
be	witch (n.)	bewitch (v.)
de	limit (v.)	delimit (v.)
en	rich (adj.)	enrich (v.)
ex	terminate (v.)	exterminate(v.)
hyper	market (n.)	hypermarket (n.)

Commonly occurring suffixes in derivational morphology sometimes change the class of the words and sometimes not; e.g.

beauty (n.) + ful → beautiful (adj.)

determine (v.)+ ation → determination (n.)

child (n.) + hood → childhood (n.)

fellow (n.)+ ship → fellowship (n.)

Words ending in the morphemes '-acy, -ation, -er, -or, -ess, -ity, -ment, -ness and -ship' tend to be nouns in derivational morphology. Words ending in -ise/ize tend to be verbs. Words ending in '-able, -ed, -ful, -ical, -ive, -less, -like, -ous and -y' tend to be adjectives. The words which end in '-ly' tend to be adverbs.

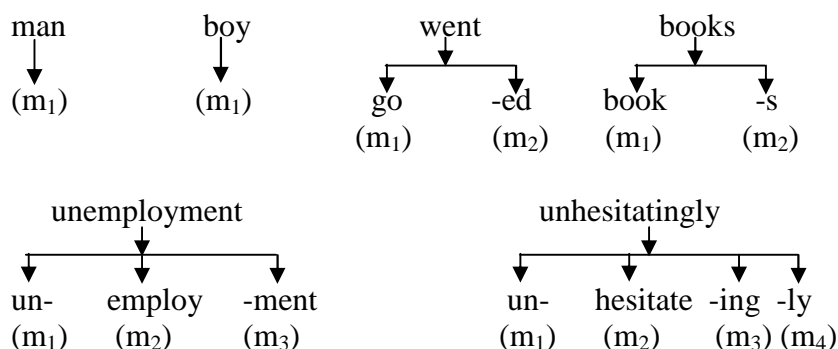
Derivational morphology can be quite complicated, as the classes of words that an affix applies to are not always clear cut. Derivational morphology is closer to the stem in terms of its position. The morphemes in this branch of morphology are addable on to each other, change the stem or base and their meaning is often unpredictable. The present study is fully based on the derivational morphology.

1.1.3 Morphemes

Morphemes are the word building elements. Morpheme is the minimal unit of grammatical description which cannot be segmented any further at the grammatical level of analysis. The elements in the form of a linguistic message are more technically known as morphemes. For example, the constituents un-faith-full-ness of the word 'unfaithfulness' are morphemes. Lyons (1968) defines morpheme as "the minimal unit of grammatical analysis"(p. 181). Katamba (1993) says that "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 a grammatical structure" (p. 24). 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. Yule (1996) defines morpheme as "a minimal unit of meaning or grammatical function" (p. 75). Morpheme is the smallest meaningful unit in a language that cannot be divided without altering or destroying its meaning. Morphemes can have grammatical functions. For example, in English the -s in 'she talks' is a grammatical morpheme which shows that the verb is the third person singular present tense form. Morphemes are usually put into braces i.e. curly brackets like {re-} {mark} {able} {story} {-es}.

Thus, the term morpheme refers to the smallest significant unit of grammar. It is the smallest individually meaningful element in the utterance of a language. It is the central concern of morphology. A morpheme or a short segment of a language is a word or part of a word that has meaning. It is seen primarily as the smallest functioning unit in the composition of words. This is the starting point for the structuralist analyses. Morpheme is the minimal, indivisible primitive unit of grammatical arrangements. It is the linguistic form that bears no partial phonetic-semantic resemblance to any other form. The English words may have one or more than one morphemes. Some more examples of morphemes in English words have been given below.



The words 'man' and 'boy' have only one morpheme respectively. The words 'went' and 'boys' have two morphemes. The word 'unemployment' has three morphemes and the word 'unhesitatingly' has four morphemes.

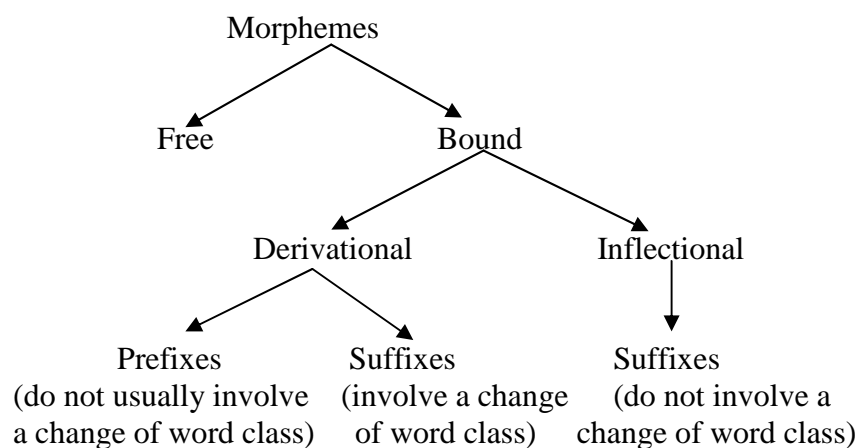
1.1.3.1 Classes of Morphemes

Different linguists have classified morphemes in different ways. Langacker (n.d.) has divided morphemes into two classes: "Lexical and grammatical" (as cited in Varshney, 1995, p. 135). Lexical morphemes are forms like book, study, good and quickly that are noun, verb, adjective and adverb respectively which have meaning in isolation. Grammatical morphemes are forms like some, on, at, but and oh that are quantifier, article, preposition, conjunction and interjection.

Many linguists have regarded that a more acceptable and more satisfactory classification of morphemes into free and bound morphemes. Todd (1991) summarized the whole classification of morphemes in the following diagram.

Figure No. 3

Classification of Morphemes

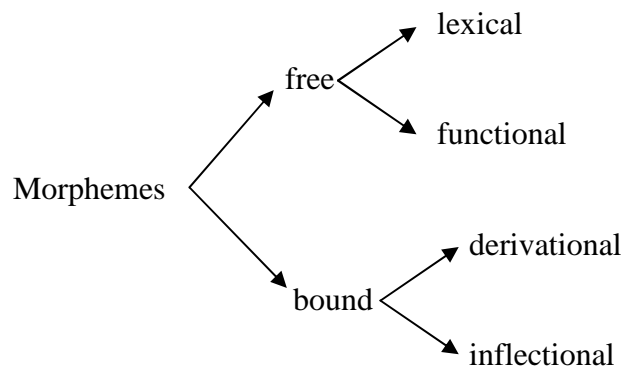


[Source: (Todd, 1991, p. 46)]

Figure No. 3 does not classify the free morphemes into further sub-classes. Yule (1996) has classified the different categories of morphemes as a useful way to remember in the following diagram. The diagram below classifies the free morpheme into lexical and functional morphemes.

Figure No. 4

Classification of Morphemes



[Source : (Yule, 1996, p. 78)]

A free morpheme is one which can be used as a word by itself. It is an irreducible root or core of a word, with absolutely nothing else attached to it. It is capable of occurring in isolation and standing independently. The set of ordinary nouns, verbs, adjectives and some adverbs which carry the content message we convey are called lexical free morphemes. Some examples of lexical free morphemes are boy, man, house, sad, long, follow, break and fast. Lexical free morphemes are treated as open class of words. The other group of free morphemes are called functional morphemes. Some examples of functional morphemes are and, but, when, because, on, near, above, in, the, that and it. This set of morphemes consists largely of the functional words in the language such as conjunctions, prepositions, articles and pronouns. They are described as a closed class of words.

The morphemes which cannot normally stand alone, but are typically attached to another forms; e.g. re-, -ist, -s and -ed are called bound morphemes. A bound morpheme on the other hand is one which can only appear in the structure of a word in conjugation with at least one other morpheme. It cannot be used as a word by itself. In the word 'students' {student} is free morpheme whereas {-s} is a bound morpheme. All the affixes in English are bound morphemes. Bound morphemes are also called peripheral morphemes attached to the root or base or stem. Bound morphemes can also be divided into two types : derivational and inflectional. Derivational morphemes are used to make new words in the language and are often used to make words of a different grammatical category from the stem. All the prefixes and some suffixes like -ish, -ly, -ment and -ize are derivational bound morphemes. The another set of bound morphemes is inflectional morpheme. The inflectional bound morphemes are only the suffixes. These are not used to create new words in the English language, but rather to indicate aspects of the grammatical function of a word. English has only eight inflectional bound morphemes which are attached with nouns, verbs and adjectives. They are: 's (possessive), -s (plural), -s (third person singular), -ing (present participle), -ed (past and past participle), -en (past participle), -er (comparative) and -est (superlative). This study is concerned with derivational morphemes regarding the derivation of nouns, verbs, adjectives and adverbs. The researcher has described only the derivational morphemes here.

1.1.3.2 Derivational Morphemes

Derivational morphemes are bound morphemes which derive complex words from the root and stem. All the prefixes and certain suffixes which allow further affixation in English words are derivational morphemes. For example, un-, im-, il-, -ment, -ness, -

able, -ity and -ly are derivational morphemes. Derivational morphemes are also called derivational affixes. Derivational morphemes are the principal word building elements. They are used to derive new and complex words of the same or different grammatical category from the root or stem. Derivational morphemes always precede the inflectional morphemes. Derivational morphemes also usually occur closer to the root morphemes if both of them occur together. Bauer (1993) says "In English, as in many other Indo- European languages, prefixation is always derivational while suffixation may be either derivational or inflectional"(as cited in Giri, 2007, p. 5). Derivational morphemes also usually occur closer to the root morphemes than do inflections; e.g. nation-al-ize +-ing/-s/-d. They often have independently stateable lexical meaning though it is not always easy to identify. Derivational morphemes change the root into stem and complex words. They alter the meaning or grammatical category of the base. Katamba (1993) says, derivational morphemes form new words either:

- i) by changing the meaning of the base to which they are attached; e.g. 'kind vs. un-kind' (both are adjectives but with opposite meanings).

Or

- ii) by changing the word class that a base belongs to; e.g. the addition of -ly to the adjectives 'kind and simple' produces the adverbs 'kindly and simply'. As a rule it is possible to derive an adverb by adding the suffix-ly to an adjectival base. (p. 47)

Stockwell and Minkova (2001) include that "the affixes which have the function of deriving new words, are called derivational morphemes" (p. 66). Some derivational morphemes like -ship and -dom are used to change a concrete noun base into an

abstract noun. It is regarded as a minor change. So derivational morphemes bring minor to major grammatical change. Derivational morphemes generally:

- i) change the part of speech or the basic meaning of a word. Thus, -ment added to a verb forms a noun 'judgement' and 're-activate' means activate again.
- ii) are not required by syntactic relations outside the word.
- iii) they can be selective about what they will combine with.
- iv) typically occur between the stem and any other inflectional affixes.
- v) in English may appear either as prefixes or suffixes. (Retrieved November 20, 2009, from http://en.wikipedia.org/wiki/derivational_morphology)

To sum up, derivational morphemes are used to create new lexemes by either modifying significantly meaning of the base to which they are attached or bringing about a shift in the grammatical class of a base as well as a possible change in meaning or they may cause a shift in the grammatical sub-class of a word without moving it into a new word class. Prefixes are always derivational and many of them are non-class changing. However, the researcher has not described about them because this research work is limited to the derivational suffixes only.

1.1.3.3 Derivational Suffixes

The derivational suffixes of English precede inflectional suffixes. They are of relatively limited occurrence and their distribution tends to be arbitrary. Derivational suffixes may be final in the group to which they belong or they may be followed by other derivational or inflectional suffixes. Varshney (1998) states that :

The suffixes which may be followed by other suffixes are called derivational suffixes. For example, -ment and -able are derivational in 'agreement' and 'agreeable' because both can be followed by other suffixes and can, for instance, become 'agreements' and 'agreeableness' after the addition of the suffix -s and -ness to 'agree + ment' and 'agree + able' respectively. (p. 136)

Derivational suffixes change the meaning of the words by applying derivation. They make the new words from the old ones. They normally do not close the grammatical forms to which they are attached. They can be piled in layers, e.g. form→ formal→ formalize → formalization (n→adj→v→n). Derivational suffixes can be classified as follows:

i) Nominalizers

Nominalization refers to the process of forming a noun from some other word classes or from the noun itself. The derivation of noun phrase from other words is simply called nominalization. The derivational suffixes which do this function are termed as nominalizers. These types of derivational suffixes derive new and complex nouns from adjectives, verbs or other nouns. The following are the typical nominalizers or derivational suffixes of nouns (Aarts and Aarts, 1986, p. 22).

-age	:anchorage, coverage, postage
-ance	: acceptance, appearance, utterance
-ation	: affirmation, information, transformation
-dom	: boredom, freedom, kingdom
-ee	: divorcee, employee, payee

-eer	: engineer, mountaineer, profiteer
-ence	: difference, existence, preference
-ess	: actress, governess, murderess
-ette	: cigarette, maisonette, usherette
-hood	: childhood, knighthood, parenthood
-ism	: idealism, modernism, organism
-ist	: Marxist, royalist, specialist
-ment	: amendment, commandment, shipment
-ness	: bitterness, exactness, whiteness
-ship	: friendship, kinship, scholarship

ii) Verbalizers

The derivational suffixes that are typical to the derivation of verbs are verbalizers. Verbalizers derive the verbs from nouns and adjectives in the English language. There are three derivational suffixes that are typical of the class of verbs (Aarts and Aarts, 1986, p. 32).

-en	: broaden, darken, lengthen
-ify	: glorify, nullify, simplify
-ize/ise	: economize, nationalise, scandalize

iii) Adjectivalizers

The derivational suffixes which derive adjectives from nouns, verbs and adjectives themselves are adjectivalizers. The following derivational suffixes are typical to the derivation of adjectives (Aarts and Aarts, 1986, p. 28).

-able (-ible)	: preferable, reasonable, visible
-ful	: beautiful, harmful, useful
-ic(-ical)	: economic(al), historic(al), allergic, nonsensical
-ish	: Danish, greenish, tallish
-ive	: abortive, massive, restive
-less	: endless, speechless, thoughtless
-like	: ladylike, manlike, warlike

Some other adjectivalizers are as follows :

-ous	: continuous, courageous, mischievous
-y	: sleepy, dirty, filthy
-ly	: deadly, friendly

iv) Adverbializers

The derivational suffixes which derive adverbs from adjectives, verbs, prepositions and nouns are termed as adverbializers. The following are the typical derivational suffixes for adverbs (Aarts and Aarts, 1986, p. 31).

-ly	: fully, intelligently, wisely
-ward(s)	: afterwards, homewards, upward(s)
-wise	: clockwise, edgewise, lengthwise

Although -ly is the most productive of these adverbializers, it should be borne in mind that not all words ending in -ly are adverbs. For instance, words like beastly, friendly and lonely belong to the class of adjectives. The researcher in this research work is only concerned with the derivational adverbializer -ly to derive adverbs from the adjectives.

1.1.3.4 Class Maintaining and Class Changing Derivational Suffixes

Derivational suffixes are so called because they are used to derive new words and meaning. In English they are of two kinds : class maintaining and class changing.

Those derivational suffixes which produce a derived form of the same class as the underlying form and do not change the word class of the root or stem are class maintaining derivational suffixes. They produce lexemes which belong to the same class as the base. In the words like neighbourhood, kinship, childhood, kingdom and chairmanship the suffixes -hood, -ship and -dom are class maintaining derivational suffixes. In these instances, they derive nouns out of nouns after being suffixed.

The class changing derivational suffixes produce lexemes which belong to a form class other than the form class of the base. The class changing derivational suffixes produce a derived form of another class. The majority of the derivational suffixes in English are class changing and the largest class of category changing derivational suffixes in English are nominalizers, verbalizers, adjectivalizers and adverbializers which have been discussed above under derivational suffixes. In the words like teacher, boyish, development, national and steadily the suffixes -er, -ish, -ment, -al and -ly are class changing.

The present study is only concerned with class changing derivational suffixes regarding derivation of lexical group of words : nouns, verbs, adjectives and adverbs.

1.1.4 Derivation

Derivation can be defined as a process whereby new words are formed from the existing words or roots, such as adjectives from nouns, nouns from verbs, verbs from nouns, verbs from adjectives, adverbs from adjectives and nouns from adjectives.

Derivation is a morphological process of complex word creation that is accomplished by means of a large number of small bits of language which are not given separate listings in dictionaries. These small bits are what we call affixes; e.g. un-, mis-, pre-, -less, -ful and -ish which appear in the words like 'unhappy, mislead, precaution, careless, joyful and boyish'. Aronoff (1976) defines derivation as "the modifications in the base caused by the derivational affixes (as cited in Katamba, 1993, p. 96). This term derivation applies the process of affixation in word formation. Basically, the result of derivational process is a new word (e.g. nation → national), whereas the result of an inflectional process is different forms of the same word (e.g. nations, nationals). It is the process of word formation by adding derivational affixes to the root, stem or base. Janet (1998) defines derivation as "the formation of a word from another word or from a root; e.g. quickly from quick" (p. 159). In generative grammar, derivation refers to the set of formally identifiable stages used in generating a sentence from an initial symbol to a terminal string. Richards et al., (1999) define "derivation is the formation of words by adding affixes to other words or morphemes"(p. 103). Derivation is that branch of morphology which is used to create new lexical item. Derivational processes are by and large much more unpredictable than inflectional one.

Derivation is a process of affixation which causes a major grammatical change sometimes by moving the base from one class to another class and sometimes simply modifying the sub-class of the base within the same broader word class. Oxford Advanced Learner's Dictionary of Current English (2002) defines derivation as "the origin or development of something, especially a word"(p. 339). Crystal (2003) states that "Derivation is a term used in morphology to refer to one of the two main categories or processes of word formation (derivational morphology), the other being

inflectional; also sometimes called derivatology" (p. 132). In historical linguistics, derivation is used to refer to the original or historical development of a language or linguistic form. Sounds, words and sentences are said to be derived from corresponding forms in an earlier stage of language. Derivation is word variations signalling lexical relationships. It involves both prefixation and suffixation. It does not involve infixation because this process of affixation is not encountered in English language. For example, the noun 'insanity' is derived from the adjective 'sane' by the addition of the negative prefix in- and the noun forming suffix -ity. The prime candidates for derivational expressions in verbal morphology are grammatical function changing rules. Derivation is composition of new lexical words within a wider theory of lexical creativity. The application of derivational affixes in one syntactic category changes into another syntactic category. The derivation carried out by using the prefixes rarely changes syntactic category in English.

In generative grammar, the term 'lexical derivation' is particularly used in place of derivation. Generative grammarians treat derivation as a process of creating new words by adding lexical formatives. Derivational morphology itself refers to the lexical derivation. In this sense derivation is the process of forming the lexical words: nouns, verbs, adjectives and adverbs. Sometimes, derivation may occur without any change of form. This type of derivational process is called zero-derivation. For example; the verb 'head' is derived from noun 'head' by adding zero affixation or zero morph in the following sentences.

- i) He shook his head in disbelief. (noun)
- ii) Let's head back home. (verb)

Some words can be used as both nouns and verbs in the same form with different functional role which are also the examples of zero-derivation; e.g.

Noun	Verb
survey	survey
progress	progress
protest	protest

The other terms used for zero-derivation are conversion, functional shift and category change. When a word is changed into another syntactic category without the addition of an affix, this process is termed as zero-derivation. This process involves verbs becoming nouns, phrasal verbs becoming nouns, verbs becoming adjectives and adjectives becoming verbs.

The present study is only concerned with lexical derivation but not zero-derivation.

The common derivational processes in English by adding class changing derivational suffixes are as follows:

- i) Adjective to noun : slow + ness → slowness
confident + ence → confidence
- ii) Adjective to verb : modern + ize → modernize
straight + en → straighten
- iii) Noun to adjective : recreation + al → recreational
humour + ous → humorous
- iv) Noun to verb : glory + fy → glorify
length + en → lengthen
- v) Verb to adjective : drink + able → drinkable
demonstrate + ive → demonstrative
- vi) Verb to noun (abstract) : deliver + ance → deliverance
communicate + ion → communication

vii) Verb to noun (concrete) : write + er → writer

play + er → player

viii) Adjective to adverb : instant + ly → instantly

immediate + ly → immediately

(Retrieved November 27, 2009, from <http://en.wikipedia.org/wiki/derivation-linguistics>)

1.1.5 Derivatives

Derivational affixes create or derive new forms of the old words or root words. These types of newly derived words are called derivatives. Derivatives are complex words which contain one free morpheme and other derivational bound morphemes.

Derivative is a word or thing that has been developed or produced from another word or thing. 'Happiness' is a derivative of 'happy'. Oxford Advanced Learner's Dictionary (1989) states "A derivative is formed from a simple word (root) by the addition of a prefix (e.g. assign : reassign) or suffix (e.g. resign: resignation)" (p. 1578). Thornbury (2006) says that "a word that results from the addition of an affix to a root, and which has a different meaning from the root , is a derivative" (p. 4). Often derivatives are formed not from the headword itself but from one or other of its derivatives.

'Maniacal' for instance is formed from 'maniac' (not mania) and 'maniacally' from 'maniacal'. The form 'maniacally' is derivative of derivative. The words derived from the root and base are called derivatives. Most of the derivatives are formed by adding the derivational suffixes at the end of the root or base. Some more examples of derivatives have been mentioned below.

roots/bases

embarrass (v.)

derivatives

embarrassment (n.)

dirt (n.)	dirty (adj.)
mouth (n.)	mouthful (adj.)
cheap (adj.)	cheaply (adv.)
satisfy (v.)	satisfaction (n.)

Sometimes a word moves from one grammatical class to another without such addition. Derivatives formed without any affixes being added are called zero-derivatives. Some examples of zero-derivatives are as follows:

roots/bases	derivatives
shoulder (n.)	shoulder (v.)
poor (adj.)	poor (n.)
cheap (adj.)	cheap (adv.)
welcome (adj.)	welcome (n.)

zero-derivatives are usually set out following the numbered sub-sections of the headword in the dictionary.

The sign ▷ in the dictionary refers to the start of the derivative section of the headword (e.g. reject (v.) → ▷ rejection (n.)). The derivatives which do not have the separate entry in the dictionary are listed after the triangle (▷). Derivatives are not regarded as original words. When there is no connection of meaning between a simple word and more complex one (derivative), the latter is treated as a separate word and given separate entry in dictionary. In the case of difference in spelling between a simple word and its derivative, the derivative is entered as a separate headword. If the meanings and spellings are related with the headword, the derivatives are written after ▷ in the dictionary and not given separate entry. The meanings of derivatives are not

listed in dictionary if they are related with the headword. When the meaning of a derivative is not straight forwardly related to its root or of another derivative, the various meanings are all given. Dictionaries treat derivatives as separate lexemes. Most of the derivatives that have prefixes in English differ only in meaning with their roots, but not with syntactic class (e.g. adjustment →maladjustment, historical → ahistorical, adequate→inadequate).

The researcher in this study attempted to measure the proficiency of grade nine students in deriving new words by adding class changing derivational suffixes. So the derivatives with prefixes and zero-derivatives are not intended to be formed by the respondents of this study.

1.1.6 Role of Derivation in Language Learning

Derivation is a process of forming a new word. It is important for developing the vocabulary power of the language learners. Derivation also develops the linguistic and morphological competence of the language learners. We know that words are the building blocks of language. So derivation helps the language learners to shape those building blocks. The learners do not know the language until they know how to form different words. Word formation is the fundamental skill in language learning and derivation is the most common way to form new words by modifying the existing ones. Language is a plant whereas derivation of a word is stem. If there is no stem, there is no plant. No derivation capacity means no language learning. Language learning and derivation can be regarded as two wheels of a cart. Hence they are inseparable. The learners learn language better when they are proficient to derive complex words within the same language or from other languages. The learners increase command over the language along with the vocabulary development with the

help of derivation. If the teacher fails to teach the derivatives of a simple word, learners will be weak in word formation and vocabulary development. The learners will be able to play with words with the help of proficiency in derivation. Language learners are encouraged to write and speak without hesitation if they are proficient to derive new words in a language. They can understand the language written and spoken by others if they have good command over word structure.

Derivation helps the learners to understand the English programmes, message and communicate expressing their feelings overtly. The first and the second language learners both will be benefitted from it. Language users' prestige is also determined due to their art of using words in speech or texts. It reflects the personality of the language users. It is also important to the teachers, linguists, textbook writers, lexicographers and researchers as well. Derivation is a formative, creative and formal process. The learners can exercise with derivational formatives. They develop special techniques to consult dictionaries and find out the relation among lexemes. Through the process of derivation the learners can change the syntactic categories and sub-categories of the words. Through zero-derivation, they can convert the role of lexemes contextually. Derivation is based on the theory of lexical creativity, so it can help the language learners to know about word formation, word grammar, word class, spelling rules and organization of words in language. It helps them to develop classroom techniques for presenting vocabulary items. The concept of word is expanded and how complex words are formed from the smaller components is developed among the learners. The learners will be aware about morphological rules that build word structure in the lexicon. They will learn the principles governing the construction of new words. They will be able to modify the meaning of the headword.

1.2 Review of Related Literature

There are several researches carried out in the field of proficiency. A very few researches have been carried out in the field of word formation proficiency, identification and formation of major word classes, verbal affixation and errors in word formation but no research has been conducted in the field of derivation of English words in a more specific way under the supervision of the Department of English Language Education. The present study is an attempt to find out the proficiency of grade nine students in English word derivation. Some of the researches done in the related area in the past have been gone through and reviewed by the researcher in the following way.

Shiwakoti (2001), carried out a research entitled "A Study of the Problems Faced by the Learners of Proficiency Certificate Level in the Use of English-English Dictionary". The objectives of his study were to identify the problems faced by the learners in using English-English dictionary, to categorize the problems and suggest measures to control the problems. He used mainly the primary source for data collection using the questionnaire finalized from the pilot testing. He found out that the students of certificate level were unable in finding the derivatives of the given headword. They were also found to be ignorant enough to identify the grammatical information such as the parts of speech and the contextual meaning of the words.

Bhandari (2002), carried out a research entitled "Affixation in English and Nepali : A Comparative Study". The objectives of her research were to identify the affixes in the English and Nepali languages, to find out affixation rules in both languages under study, to examine the similarities and differences in affixation in English and Nepali languages and to provide pedagogical implications. The study was solely based on the

secondary sources of data. The data were analysed and interpreted in the form of prefixes and suffixes under different sub-headings. The affixes in both languages were compared and classified. The tools for data collection were library study and informal interviews with some linguists, experts and grammarians. Since it was a linguistic study, the findings were, in both the English and Nepali languages affixation is one of the chief processes of word formation. There are prefixation and suffixation processes under affixation but not infixation process in both languages. English language has more affixes than Nepali. Two inflectional suffixes can occur in a word in Nepali but not in English.

Gautam (2004), conducted a research entitled "Proficiency in English Word Formation". The objectives of his study were to find out the proficiency of the students of B.Ed. 1st year in English word formation in terms of suffixes, to analyse the proficiency in terms of word classes, frequency of occurrence, situational and non-situational context and question types, and to analyse the difficulty level of words in word formation. The data were collected through both primary and secondary sources. The total sample population were 105 students of Ilam district. The tools used to collect data were questionnaire to the students. The finding of this study was the overall proficiency of B. Ed. 1st year students in English word formation was not so satisfactory since the majority of the students scored below 50% marks. He also concluded that the students were found better in forming adverbs using the suffix-ly than other areas of word formation. The proficiency of the students in adjective formation was found the lowest.

Niraula (2005), carried out a thesis entitled "Errors in Word Formation Committed by the 10th Graders". The objective of his research was to identify causes of errors

committed by the students of tenth grade in word formation. The data were collected from the tenth graders of government schools of Sindhupalchowk district. The finding showed that the proficiency of boys was better than of girls. The highest errors were found in adverb formation and the lowest errors were found in verb formation. The finding also showed that some causes of errors to be committed by the students were poor in comprehension, misunderstanding of the simple instruction, misunderstanding of the context and lack of confidence.

Tumbapo (2005), has conducted a research on "Verbal Affixation in English and Panthare dialect of Limbu : A Comparative Study". This study showed that verbal affixes of Panthare dialect of 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.

Giri (2007), carried out a research entitled "Identification and Formation of Major Word Classes : A Case of Higher Secondary Level Students". He attempted to examine the ability of grade twelve students in identifying and forming major word classes in terms of derivational suffixes, to analyse the ability of the students in terms of sex, item, word class, school and district and to suggest some pedagogical implications. The data were collected from both primary and secondary sources in Kathmandu, Bhaktapur and Lalitpur districts using the test items. The sample population was 48 students including boys and girls. The data were analysed with the help of statistical computation, percentage, rank and figure. The major findings of his study were the result of word identification was better than the result of word formation. The girls were found better than the boys. The study revealed that the

students of Kathmandu were less proficient than the students of Bhaktapur and Lalitpur.

Dhungel (2007), undertook a research entitled "Proficiency of Certificate Level Students in Word Formation". The main objectives of his study were to find out the proficiency of certificate level students in word formation, to compare the proficiency in terms of faculty and gender, and to suggest some pedagogical implications. The data were collected from both primary and secondary sources. The sample population consisted of 120 students of PCL 1st year studying in four campuses of T. U in Kathmandu district. The tool for the data collection was the test items and the data were analysed using the statistical tools of average and percentage. The findings of the study were the proficiency of the students of science faculty was the best and the proficiency of the students of commerce was the lowest. The boys were better in word formation than girls. The students found more difficulty in the formation of adjectives and adverbs than nouns and verbs.

Ghising (2009), carried out a research entitled "Verbal Affixation in English and Tamang". The objectives of his study were to identify the affixation system in the Tamang language, to find out the similarities and differences in verbal affixation systems between English and Tamang languages and to suggest some pedagogical implications. Both primary and secondary sources were used for data collection. The tool for data collection was the test item and the respondents were eighty Tamang speakers from Panchthar district. The data were analysed on the basis of person, tense, progressive, perfective, infinitive, mood and negative markers of each language. The research concluded that | a-| is only one prefix in the Tamang language which is added to the verbs to mark negation. This study also found out that both languages lack

infixation system and the Tamang language has same suffix for both singular and plural.

The studies reviewed above were mostly concerned with affixation in the English and Nepali languages, proficiency of certificate and bachelor level students in identification and formation of major word classes, errors committed by the students in word formation and verbal affixation in English, Limbu and Tamang languages. The present study is different from the literatures reviewed so far in the sense that it is related to the derivation of English words only by adding class changing derivational suffixes. It does not concern with the other rules of word formation except derivation. This study is also different from the above studies because it compares the proficiency of the students of government-aided and private schools which none of the above studies have done.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i) To find out the proficiency of grade nine students to derive English words by using class changing derivational suffixes.
- ii) To analyse and compare the proficiency in derivation of English words in terms of the following variables:
 - School wise
 - Government-aided Vs. Private Schools
 - Boys Vs. Girls
 - Word class wise (noun, verb, adjective and adverb)
- iii) To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

Word formation is a backbone in language learning process. There are different processes of word formation like affixation, compounding, blending, clipping, back-formation, conversion, borrowing, coinage, acronyms, reduplication, modification, shortening, internal change, suppletion, derivation and inflection. Among these rules of word formation, derivation is one of the most important processes which derives the new words in any language. This study will provide valuable insights to the people involved in teaching and learning vocabulary in the English language in Nepal. This work is expected to be significant to the students and teachers of language and linguistics, grammarians, researchers, lexicographers, morphologists, textbook writers, language policy makers, syllabus designers, methodologists and all the ELT practitioners. Being a new research work on derivation of English words in the Faculty of Education, Department of English Language Education, Chaitanya Multiple Campus, Banepa, this research will be invaluable for the department itself. It will be useful to the language teachers from the linguistic and pedagogic point of view. With the help of this study, one can get a truer picture of proficiency in English word derivation achieved by grade nine students.

1.5 Definitions of the Specific Terms

Adjective : Adjectives are words that describe the quality of a noun.
Adjective is a term used in the grammatical classification of words to refer to the main set of items which specify the attributes of nouns.

- Adverb** : A term used in the grammatical classification of words to refer to a heterogeneous group of items whose most frequent function is to specify the mode of action of the verbs.
- Affixation** : The morphological process whereby grammatical or lexical information is added to a stem is known as affixation. The combination of prefix or suffix as in 'en-light-en' is affixation.
- Government-Aided Schools** : In this research, the community schools which are run with the help of government-aid are termed as government-aided schools.
- Infixation** : A term used in morphology referring to the process of adding an affix within a root or stem is infixation. It is not encountered in European languages.
- Lexis** : Lexis is a term used in linguistics to refer to the vocabulary of a language.
- Noun** : In this research, the name of a person, animal, place, concept, thing, quality or an activity has been termed as noun.
- Prefixes** : Prefixes are the affixes which are added to the beginning of words. The terms used in morphology referring to affixes which are added initially to a root or stem are prefixes.
- Private Schools** : In this research, the English medium boarding schools run by the private sectors with the permission of the Government of Nepal have been termed as private schools.

- Proficiency** : Proficiency in this research refers to the ability of grade nine students to derive new words from the given roots or bases in the test items only in their written responses.
- Suffixes** : The affixes which are added to the end of the words (e.g. -ion, -ment and -en) to derive new words are called suffixes.
- Test Items** : In this study, test items refer to the question types which were used in the test to collect the data from the students. There were ten different items in the test of this research.
- Verb** : The term used in the grammatical classification of words to refer to doing or action words is called verb.
- Word Classes** : The classes or groups of words according to the way they function are word classes. Word classes dealt in this research are noun, verb, adjective and adverb.

CHAPTER TWO

METHODOLOGY

Research methodology is a sequential procedure and methods to be adopted in a systematic study. A systematic research needs to follow proper methodology to achieve the predetermined objectives. The following strategies were adopted to fulfil the above mentioned objectives.

2.1 Sources of Data

The study was based on both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources were used to facilitate the research.

2.1.1 Primary Sources

This research was based mainly on the field study. So the primary sources of data were the responses provided by 120 students studying in grade nine in six different government-aided and private schools of Kavre district.

2.1.2 Secondary Sources

The researcher consulted various books, reports, journals and articles related to the topic to facilitate the study. The different research works carried out on proficiency, word formation, affixation and morphology under the supervision of English Language Education Department of T.U as well as Mahendra Ratna Campus Tahachal, Kathmandu which have close relevance with the present study were also

the secondary sources of data collection. The researcher consulted various books like Chomsky (1957) , Palmer (1984), Wardhaugh (1986), Aarts and Aarts (1986), Hornby (1989), Todd (1991), Matthews (1991), Katamba (1993), Yule (1996), Thakur (1997), Jacob et al. , (1998), Janet (1998), Varshney (1998), Richards et al., (1999), Kumar (1999), Hornby (2002), Stockwell and Minkova (2001), Lyons (2002), Best & Kahn (2003), Crystal (2003), Oliver (2005) and Thornbury (2006) to facilitate the study.

2.2 Population of the Study

The population of the study were the students of grade nine studying in different government-aided and private schools of Kavre district. The sample population for the study consisted of 120 students of grade nine studying in six different government-aided and private schools of Kavre district.

2.3 Sampling Procedure

In this study, the sample population were selected from six different secondary schools of Kavre district. Among them three schools were government-aided and other three schools were private boarding schools. The schools were selected through purposive random sampling procedure from different areas of the district. The students were selected following stratified random sampling procedure. Type of the schools and gender were the main bases of selection. Sixty students were selected from government-aided schools, and other sixty students were selected from private boarding schools. Twenty students (10 girls and 10 boys) from each school studying in grade nine were selected as the respondents for the study.

2.4 Tools for Data Collection

For the collection of data, the researcher used the test items preceded by the personal details of the respondents as tools. The researcher prepared ten different items of objective questions to test the proficiency of the students in derivation of English words. The test items were related to the derivation of nouns, verbs, adjectives and adverbs respectively. The test items were based on the English textbook of grade nine i.e. 'Our English Book-9' published by JEMC, Santhimi, Bhaktapur.

2.5 Process of Data Collection

At first, the researcher prepared the test items preceded by the personal details of the respondents. He visited the selected schools of Kavre district with the letter of recommendation from the campus chief. He consulted the administration of the schools and begged permission to elicit the data from the students. He established the rapport with the headmasters, English teachers and the students. He selected the required sample size to obtain the required information. Some instructions were given to the respondents at the top of the test items. The respondents were also given some oral instructions by the researcher in the class before distributing the test papers. The test was conducted within the given time. At last the researcher collected the answer sheets. Each correct response was assigned 1 mark while checking the answer sheets.

2.6 Limitations of the Study

The present study had the following limitations to make it precise, systematic and objective.

- i) The study was limited to find out the proficiency of grade nine students in derivation of English words.
- ii) The study was limited to the selected six government-aided and private schools of Kavre district.
- iii) The sample population of the study was only 120 students of grade nine from the selected schools.
- iv) The words to be derived in the test items were extracted purposively only from the English textbook of grade nine i.e. 'Our English Book - 9' published by JEMC, Sanothimi, Bhaktapur.
- v) The study was limited only to the derivation of lexical items i.e. nouns, verbs, adjectives and adverbs.
- vi) The area of the study was limited to derive English words by using the class changing derivational suffixes only.
- vii) The data were collected only from the test items preceded by the personal details of the respondents.
- viii) The test items were only the objective questions.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data. The proficiency of the specified population has been analysed and interpreted in terms of the specified objectives and the variables. To be more specific, the systematically collected data has been analysed, interpreted and presented quantitatively, descriptively, comparatively and statistically with the help of statistical computation, percentage, average and tables in this chapter. The analysis, interpretation and presentation of the data was carried out under the following sub-headings :

3.1 Analysis and interpretation of the total proficiency in English word derivation

3.2 School wise analysis and interpretation of the proficiency

3.3 Analysis and interpretation on the basis of Government-aided Vs. Private Schools

3.4 Gender wise analysis and interpretation

3.5 Word class wise analysis and interpretation

3.1 Analysis and Interpretation of the Total Proficiency in English

Word Derivation

This section mainly deals with the analysis and interpretation of the total proficiency of all the selected students of the study in English word derivation. It also includes the population above the average and below the average. The total proficiency of the students in English word derivation has been analysed in the table overleaf .

Table No. 1**Total Proficiency in English Word Derivation**

Total Students	Total Word Forms	Total Responses	Total Correct Responses	Average Mark	Average Mark in %	Above Average		Below Average	
						No. of Students	%	No. of Students	%
120	70	8400	7673	63.94	91.34	78	65	42	35

Table No. 1 shows the summary of the total proficiency of 120 students in the derivation of given English words. The total word forms included in the test were 70 and the total responses of the students were 8400. Out of them, 7673 responses were correct. The average mark of the 120 students was 63.94. It means the students obtained 91.34% marks in average. Out of the total students, 65% were above the average and only 35% were below it. It suggests that in totality, the proficiency of the students in English word derivation was 91.34% and it was very good proficiency.

3.2 School Wise Analysis and Interpretation of the Proficiency

The proficiency of the students of each school has been analysed in the following table.

Table No. 2**School Wise Analysis of the Total Proficiency**

S.N	Name of Schools	No. of Students	F.M.	Total Marks	Average Marks	Average Marks in %	Remarks
1.	Shree Azad HSS	20	1400	1265	63.25	90.35	
2.	Shree Bal Adarsha SS	20	1400	1266	63.3	90.42	
3.	Shikshya Sadan HSS	20	1400	1071	53.55	76.5	Lowest
4.	Siddhartha EHSS	20	1400	1325	66.25	94.64	
5.	Nawa Pratibha ESS	20	1400	1371	68.55	97.92	
6.	Saraswoti Kunj BS	20	1400	1375	68.75	98.21	Highest
Total		120	8400	7673	63.94	91.34	

Table No. 2 presents the marks that the students of six different schools obtained in the derivation of English words. School wise analysis of the marks showed that out of 1400 full marks for each school, the students of Shree Azad HSS obtained 1265. The average mark of the students in this school was 63.25 (90.35%) of the full marks. The total proficiency of this school was 90.35%. The students of Shree Bal Adarsha SS obtained 1266 marks and their average score was 63.3 (90.42%). It means they were 90.42% proficient in English word derivation. The students of Shikshya Sadan HSS obtained 1071 marks and their average mark was 53.55 (76.5%). It was the lowest score among the students of six schools. The students of Siddhartha EHSS obtained 1325 marks. The average mark of the students in this school was 66.25 (94.64%). The students of Nawa Pratibha ESS obtained 1371 marks and their average mark was 68.55. It means they were 97.92% proficient. The students of Saraswoti Kunj BS obtained 1375 marks. Their average mark was 68.75 (98.21%). It displays that the students of Saraswoti Kunj BS had 98.21% proficiency and it was the highest proficiency among six schools. The students of Nawa Pratibha ESS, Siddhartha EHSS, Shree Bal Adarsha SS and Shree Azad HSS were in second, third, fourth and fifth positions respectively in rank of their proficiency. It also shows that Shree Azad HSS, Shree Bal Adarsha SS and Shikshya Sadan HSS were found below the average and the schools Siddhartha EHSS, Nawa Pratibha ESS and Saraswoti Kunj BS were found above the total average mark. However, the proficiency of all the schools was very good.

3.3 Analysis and Interpretation on the basis of Government-Aided Vs. Private Schools

It mainly deals with the analysis and interpretation of the proficiency of the government-aided and the private school students and their comparison in the test of English word derivation.

3.3.1 Government-Aided School Students

The proficiency of the students of the three government-aided schools selected for the study has been analysed and interpreted below.

Table No. 3

Proficiency of Government-Aided School Students

S.N.	Name of Schools	No. of Students	F.M.	Total Marks	Average Marks	Average Marks in %	Remarks
1.	Shree Azad HSS	20	1400	1265	63.25	90.35	
2.	Shree Bal Adarsha SS	20	1400	1266	63.3	90.42	Highest
3.	Shikshya Sadan HSS	20	1400	1071	53.55	76.5	Lowest
Total		60	4200	3602	60.03	85.76	

Table No. 3 shows the total proficiency of the 60 students of three government-aided schools in Kavre district. Among them, Shree Bal Adarsha SS performed the best with 90.42% score in average. The students of government-aided schools obtained 60.03 (85.76%) mark in average in derivation of English words. The students of Shikshya Sadan HSS had the lowest proficiency with 76.5% in average and the students of Shree Azad HSS were in the middle position with 63.25 (90.35%) average mark. The table also presents that two schools: Shree Azad HSS and Shree Bal

Adarsha SS were above the average mark among the three government-aided schools and Shikshya Sadan HSS was below the average. As a whole, the proficiency of the students of government-aided schools was found satisfactory.

3.3.2 Private School Students

The proficiency of the students of the three private schools selected for the study has been analysed and interpreted below.

Table No. 4

Proficiency of Private School Students

S.N.	Name of Schools	No. of Students	F.M.	Total Marks	Average Marks	Average Marks in %	Remarks
1.	Nawa Pratibha ESS	20	1400	1371	68.55	97.92	
2.	Saraswoti Kunj BS	20	1400	1375	68.75	98.21	Highest
3.	Siddhartha EHSS	20	1400	1325	66.25	94.64	Lowest
Total		60	4200	4071	67.85	96.92	

Table No. 4 shows the total proficiency of the 60 students of three private schools of Kavre district. Twenty students were selected from each school and their full mark of the test was 1400 each. Among them, the students of Saraswoti Kunj BS had the highest proficiency. They obtained 98.21%. The students of Nawa Pratibha ESS obtained 97.92% proficiency with the middle position and the students of Siddhartha EHSS were found to have the lowest proficiency with 94.64% average mark. The total score of the three private schools was 4071 and the total average score was 67.85. The average mark of the students was 96.92%. The proficiency of Nawa

Pratibha ESS and Saraswoti Kunj BS was found very good since they obtained above the total average mark. The proficiency of Siddhartha EHSS was almost satisfactory since they obtained 2.28% less than the total average marks of the students of private schools.

3.3.3 Government-Aided and Private School Students

The proficiency of the students of the government-aided and private schools has been compared below.

Table No. 5

Comparison of the Proficiency of Government-Aided and Private School Students

S.N.	Type of Schools	No. of Students	F.M.	Total Marks	Average Marks	Average Marks in %	Difference in %
1.	Government-Aided	60	4200	3602	60.03	85.76	11.16
2.	Private	60	4200	4071	67.85	96.92	
Total		120	8400	7673	63.94	91.34	

Table No. 5 compares the proficiency of the 60 students each of government-aided and private schools. The full mark for both government-aided and private school students was 4200. Out of the total full marks, the students of government-aided schools obtained 3602 mark. The average mark of the government-aided school students was 60.03 (85.76%). The students of private schools obtained 4071 total mark. Their average mark was 67.85 (96.92%) . The average proficiency of the total students in the government-aided and the private schools was 91.34% . The proficiency of the government-aided school students was below the total average and

the proficiency of the private school students was above the total average. The proficiency of the students of the private schools was 11.16% more than that of the government-aided schools. However, the proficiency of the students of both government-aided and private schools was satisfactory.

3.3.4 Analysis and Interpretation of the Proficiency of Government-Aided and Private Schools in terms of Total Average Mark

Under this heading, the researcher has compared the proficiency of the students of government-aided and private schools in terms of the total average mark. It includes the comparison of the number of students and their percentage above the total average mark and below the total average mark in both government-aided and private schools.

Table No. 6
Comparison of Government-Aided and Private School Students with Total Average

Type of Schools	Total Sample	Total Mark	Total Average	Total Average %	Above Average		Below Average	
					No. of Students	%	No. of Students	%
Government-Aided	60	7673	63.94	91.34	19	31.66	41	68.33
Private	60				59	98.33	1	1.66

Table No. 6 shows the sample size of government-aided and private schools and their total average proficiency. It also compares the proficiency of the students with the total average mark they have secured. Among the total sample, 60 students each were from government-aided and private schools. The total obtained marks of the students from both types of schools was 7673 and the total average mark was 63.94 . The total

average proficiency of the students was 91.34% . Out of the 60 students from the government-aided schools, 19 were above the average and 41 were below the average. It means 31.66 % of the students in government-aided schools reached above the average proficiency whereas 68.33 % were below it.

The number of students above the average in private schools was 59 whereas only 1 student was found below it. It means 98.33 % students were found above the average and 1.66 % students were found below the average level of proficiency in private schools. Approximately all the students in private schools were above the average and majority of the students in government-aided schools were below the average.

3.4. Gender Wise Analysis and Interpretation

It deals with the analysis and interpretation of the proficiency in terms of boys vs. girls. It also includes the comparison of the total proficiency of the boys vs. girls, gender wise comparison in government-aided and private schools, gender wise comparison in terms of average mark and gender wise analysis and interpretation of the proficiency in each school.

3.4.1 Total Proficiency of Boys Vs. Girls

The total proficiency of the boys and girls has been analysed, interpreted and compared in the table overleaf.

Table No. 7
Total Proficiency of Boys Vs. Girls

S.N.	Variables	No. of Students	F.M.	Total Marks	Average Marks	Average Marks in %	Difference in %
1.	Boys	60	4200	3812	63.53	90.76	1.16
2.	Girls	60	4200	3861	64.35	91.92	
Total		120	8400	7673	63.94	91.34	

Table No. 7 shows the total proficiency of the boys and girls of six selected schools of Kavre district. The number of boys and girls was equal. The full mark for both boys and girls was 4200 each and the grand total full mark was 8400. Out of 4200, the boys obtained 3812. The average mark of the boys was 63.53 (90.76%). The girls obtained 3861 mark in total and their average mark was 64.35. The total average proficiency of the girls was 91.92%. The table concludes that the percentile score of the girls was 1.16% higher than their boys counterparts. It was found that the proficiency of the boys was below the total average and the proficiency of the girls was above the average.

3.4.2 Gender Wise Analysis and Interpretation of Proficiency in Government-Aided and Private Schools

Under this heading, the proficiency of the boys and the girls in government-aided and private schools has been analysed, interpreted and compared. The researcher has attempted to find out the difference in proficiency between the boys and the girls in both types of schools.

Table No. 8**Comparison of the Proficiency of Boys and Girls in Government-Aided and Private Schools**

S. N.	Variables	Boys				Girls				Difference in %
		N.S.	F.M.	Total Marks	Total %	N.S.	F.M.	Total Marks	Total %	Girls-Boys
1.	Government-Aided	30	2100	1781	84.8	30	2100	1821	86.71	1.91
2.	Private	30	2100	2031	96.71	30	2100	2040	97.14	0.43
Total		60	4200	3812	90.76	60	4200	3861	91.92	1.16

Table No. 8 compares the proficiency of boys and girls in government-aided and private schools respectively. The number of boys and girls was equal in each type of schools. The full marks for girls and boys were equal in both types of schools. Out of 2100, the boys of government-aided schools obtained 1781. Their total proficiency was 84.8%. The girls of government-aided schools obtained 1821 mark and their total proficiency was 86.71%. In comparison to boys, the proficiency of girls in government-aided schools was 1.91% more.

The total score of boys in the private schools was 2031 (96.71%). The total score of girls in the private schools was 2040. They had 97.14% proficiency. The girls were 0.43% more proficient than the boys. The table concludes that the girls were more proficient than the boys in both types of schools. As a whole, the girls were 1.16% more proficient than the boys.

3.4.3 Gender Wise Analysis and Interpretation in terms of Average Mark

This section of the thesis deals with the analysis and interpretation of the proficiency of both boys and girls in terms of the total average mark. Under this heading, the researcher has attempted to find out the number and percentage of the boys and the girls who obtained above and below the average mark.

Table No. 9

Comparison of Sex Variables with Total Average

Sex Variables	Total Sample	Total Mark	Total Average	Total Average %	Above Average		Below Average	
					No. of Students	%	No. of Students	%
Boys	60	7673	63.94	91.34	36	60	24	40
Girls	60				42	70	18	30

Table No. 9 shows a sample size of different sex variables and the total average of all of them. Among the total sample, 60 students were boys and other 60 students were girls. The total obtained mark of the boys and the girls was 7673 and the total average mark was 63.94. The total average proficiency was 91.34%. It further shows that 60% of the total boys and 70% of the total girls were above the average . The boys below the average were 40% and the girls below the average were 30% . Thus, in general girls were better than boys as regards to the achievements in derivation of English words given to them.

3.4.4 Gender Wise Analysis and Interpretation in Each School

The gender wise analysis of the proficiency of the students in each school has been presented in the table overleaf.

Table No. 10**Gender Wise Analysis in Each School**

S.N.	Name of Schools	Boys				Girls				Difference in %
		N.S.	F.M.	Total Marks	Total%	N.S.	F.M.	Total Marks	Total%	Girls-Boys
1.	Shree Azad HSS	10	700	631	90.14	10	700	634	90.57	0.43
2.	Shree Bal Adarsha SS	10	700	617	88.14	10	700	649	92.71	4.57
3.	Shikshya Sadan HSS	10	700	533	76.14	10	700	538	76.85	0.71
4.	Siddhartha EHSS	10	700	655	93.57	10	700	670	95.71	2.14
5.	Nawa Pratibha ESS	10	700	683	97.57	10	700	688	98.28	0.71
6.	Saraswoti Kunj BS	10	700	693	99	10	700	682	97.42	-1.58
Total		60	4200	3812	90.76	60	4200	3861	91.92	1.16

Table No. 10 shows the gender wise analysis of the proficiency of the students in each school. Equal numbers of boys and girls were selected from each school. In each school, 10 boys and 10 girls were selected for the proficiency test. The total number of boys was 60 and the total number of girls was also 60. The full mark for each boys and girls in each school was 700. So the total full mark for the boys and girls was 4200 each. Regarding the derivation of English words, the boys of Shree Azad HSS obtained 90.14% out of the 700 full mark. The girls of this school obtained 90.57%. There was the difference of 0.43% in the proficiency between girls and boys. The girls were found 0.43% more proficient than the boys in Shree Azad HSS.

The boys of Shree Bal Adarsha SS obtained 88.14% and the girls of this school obtained 92.71% out of 700 full marks. The girls were 4.57% more proficient in Shree Bal Adarsha SS. The boys of Shikshya Sadan HSS obtained 76.14% and the girls in this school obtained 76.85% . The girls of Shikshya Sadan HSS were 0.71% more proficient than the boys. Regarding the proficiency of the students of Siddhartha EHSS, the boys obtained 93.57% and the girls obtained 95.71%. There was the difference of 2.14% between the girls and the boys. The girls were 2.14% more proficient than the boys in Siddhartha EHSS. The boys of Nawa Pratibha ESS obtained 97.57% and the girls obtained 98.28%. They had the difference of 0.71%. In Nawa Pratibha ESS, the girls were 0.71% more proficient than the boys. The boys of Saraswoti Kunj BS obtained 99% proficiency and the girls obtained 97.42%. In this school, the girls were found 1.58% less proficient than the boys. It means, the boys of Saraswoti Kunj BS were 1.58% more proficient than the girls.

The total average mark of the boys in six selected schools was 90.76% and the total average mark of the girls was 91.92%. In total, the proficiency of the girls and the boys

was different by 1.16%. In five selected schools: Shree Azad HSS, Shree Bal Adarsha SS, Shikshya Sadan HSS, Siddhartha EHSS and Nawa Pratibha ESS, the girls were found more proficient than the boys in English word derivation. In only one school : Saraswoti Kunj BS, the boys were more proficient than the girls. The boys of Shree Azad HSS, Shree Bal Adarsha SS and Shikshya Sadan HSS were found below the average proficiency level and the boys of Siddhartha EHSS, Nawa Pratibha ESS and Saraswoti Kunj BS were found above the average proficiency of the boys. The girls of Shree Azad HSS and Shikshya Sadan HSS were found below the average proficiency and the girls of Shree Bal Adarsha SS, Siddhartha EHSS, Nawa Pratibha ESS and Saraswoti Kunj BS were found above the average proficiency level of the girls. However, the proficiency of the boys and the girls in each school was satisfactory.

The greatest difference between the girls and the boys was found in Shree Bal Adarsha SS by 4.57% and the smallest difference between the girls and the boys was found in Shree Azad HSS by 0.43%. There was equal difference in proficiency level of boys and girls in both Shikshya Sadan HSS and Nawa Pratibha ESS by 0.71%.

3.5 Word Class Wise Analysis and Interpretation

This part of the chapter deals with the analysis and interpretation of the students' total proficiency in English word derivation in terms of the four major word classes: noun, verb, adjective and adverb. It also includes word class wise analysis and interpretation in each sex, word class wise analysis and interpretation in government-aided vs. private schools and word class wise analysis and interpretation in each school.

3.5.1. Analysis and Interpretation of the Total Proficiency in terms of the Word Classes

The researcher has analysed and interpreted the total proficiency of the selected students in derivation of English words in terms of the four major word classes: noun, verb, adjective and adverb under this section of the thesis.

Table No. 11

Word Class Wise Analysis of the Total Proficiency

S.N.	Word Classes	Total Word Forms	N.S.	F.M.	Total Marks	Average Marks	Average Marks in %	Remarks
1.	Noun	20	120	2400	2195	18.29	91.45	
2.	Verb	10		1200	1118	9.31	93.16	
3.	Adjective	20		2400	2094	17.45	87.25	Lowest
4.	Adverb	20		2400	2266	18.88	94.41	Highest
Total		70	120	8400	7673	63.94	91.34	

Table No. 11 shows the total proficiency of the students in English word derivation in terms of the four major word classes. The total word forms for the derivation of nouns were 20. The number of students was 120. The full mark of the noun derivation was 2400. The students obtained 2195 marks in the derivation of noun. The average mark in the noun derivation was 18.29 (91.45%). The total word forms for the derivation of verbs were 10 and the full mark was 1200. The students secured 1118 marks out of the full mark. The average mark of the students in verb derivation was 9.31 (93.16%).

The total word forms in the derivation of adjective were 20 and the full mark was 2400. Out of this full mark, the students obtained 2094 marks. The average mark of the students

in adjective derivation was 17.45 (87.25%). The total word forms in the derivation of adverbs were 20 and the full mark was 2400. The students obtained 2266 out of the given full mark. The average mark of the students in the derivation of adverb was 18.88 (94.41%). The total word forms for the whole test were 70, the grand total full mark of the proficiency test was 8400 and the total obtained mark was 7673. The total average mark of the students was 63.94 (91.34%).

As mentioned in Table No. 11, the students were found most proficient in the derivation of adverb. The students' proficiency in the derivation of verb and noun was found in the second and the third positions respectively. The students were found the least proficient in the derivation of adjective. The average score of the students in three word classes: noun, verb and adverb was found very good since the students obtained above the total average mark. The average score in the derivation of adjective was found below the total average. However, it was also satisfactory.

3.5.2. Word Class Wise Analysis and Interpretation in Each Sex

The researcher has attempted to find out the proficiency of the boys and the girls in four major word classes : noun, verb, adjective and adverb in this section of the thesis. The word class wise analysis and interpretation of the proficiency in each sex has been presented in the table overleaf.

Table No. 12

Word Class Wise Analysis in Each Sex

S.N.	Word Classes	Word Forms	Boys				Girls				Difference in%
			N.S.	F.M.	Total Marks	Total %	N.S.	F.M.	Total Marks	Total %	Girls-Boys
1.	Noun	20	60	1200	1087	90.58	60	1200	1108	92.33	1.75
2.	Verb	10		600	551	91.83		600	567	94.5	2.67
3.	Adjective	20		1200	1044	87		1200	1050	87.5	0.5
4.	Adverb	20		1200	1130	94.16		1200	1136	94.66	0.5
Total		70	60	4200	3812	90.76	60	4200	3861	91.92	1.16

Table No. 12 reflects the word class wise analysis of the proficiency of the students in each sex. There were equal number of boys and girls in the proficiency test of each word class. Due to the equal number of the students in each sex, the full marks for both girls and boys were equal in all the four word classes : noun, verb, adjective and adverb. The full marks for both boys and girls were 1200 in the derivation of noun. The full mark of each sex in the derivation of verb was 600. The full marks for both boys and girls in adjective derivation were 1200 and the full mark for adverb derivation was also 1200 for both boys and girls. The boys obtained 90.58% in noun, 91.83% in verb, 87% in adjective and 94.16% in adverb derivation respectively. The boys were most proficient in the adverb derivation and least proficient in the adjective derivation. The average proficiency of the boys in the derivation of four major word classes was 90.76%. They were above the average in the derivation of verb and adverb and below average in noun and adjective derivation.

Regarding the derivation of four major word classes, the girls obtained the highest proficiency in adverb with 94.66%. They obtained 94.5% marks in verb, 92.33% in noun and 87.5% in adjective. They were the least proficient in the derivation of adjective. The average score of the girls was 91.92%. The girls were found above the average in the derivation of noun, verb and adverb. They were found below the average in the derivation of adjective. The table concludes that both boys and girls were the most proficient in adverb and the least proficient in adjective derivation.

Table No. 12 also compares the proficiency of boys and girls in terms of each word class. The girls were 1.75% ahead from boys in noun. The girls obtained 2.67% more than the boys in the derivation of verbs. They obtained 0.5% more than the boys in the derivation of adjective and adverb. The most interesting fact is that the girls were

found more proficient than the boys in all the four major word classes : noun, verb, adjective and adverb. The greatest difference between boys and girls was 2.67% in the derivation of verb. Equal difference of 0.5% was found between boys and girls in the derivation of adjective and adverb.

3.5.3 Word Class Wise Analysis and Interpretation in Government-Aided Vs. Private Schools

The researcher has analysed and interpreted the proficiency of the boys and the girls in terms of four major word classes : noun, verb, adjective and adverb in government-aided and private schools under this section of the thesis. The word class wise analysis of the proficiency of the students in government-aided and private schools has been presented in the table overleaf.

Table No. 13

Word Class Wise Analysis in Government-Aided Vs. Private Schools

S.N.	Word Classes	Word Forms	Government-Aided				Private				Difference in %
			N.S.	F.M.	Total Marks	Total %	N.S.	F.M.	Total Marks	Total %	Private - Government-Aided
1.	Noun	20	60	1200	1049	87.41	60	1200	1146	95.5	8.09
2.	Verb	10		600	527	87.83		600	591	98.5	10.67
3.	Adjective	20		1200	933	77.75		1200	1161	96.75	19
4.	Adverb	20		1200	1093	91.08		1200	1173	97.75	6.67
Total		70	60	4200	3602	85.76	60	4200	4071	96.92	11.16

Table No. 13 shows word class wise analysis of the proficiency of the students of government-aided and private schools. The word forms for the derivation of noun, verb, adjective and adverb were 20,10,20 and 20 respectively. Equal numbers of word forms were given to the students of both government-aided and private schools. The number of students and the full marks were also equal. The students of government-aided schools secured 87.41% marks in the derivation of noun, 87.83% in verb, 77.75% in adjective and 91.08% in adverb. The total average percentage of the government-aided school students was 85.76%. The students of the government-aided schools obtained the highest proficiency in adverb derivation and the lowest proficiency in adjective derivation. They were found above the total average of the government-aided school students in noun, verb and adverb. The students of the government-aided schools were found below the average in adjective derivation.

The table also presents that the students of the private schools secured the highest mark (98.5%) in the derivation of verb and the lowest proficiency (95.5%) in the derivation of noun. They obtained 96.75% in adjective and 97.75% in adverb derivation. Their proficiency in the adverb and the adjective derivation was found in the second and the third positions respectively. The total average proficiency of the students of the private schools was 96.92%. They were found above the average in verb and adverb and below the average in noun and adjective derivation.

Table No. 13 also compares the proficiency of the students of government-aided and private schools in terms of the four major word classes : noun, verb, adjective and adverb. The students of private schools were 8.09% more proficient than the students of government-aided schools in the derivation of noun. They were 10.67% more proficient than the students of government-aided schools in verb derivation. The

students of private schools were 19% more proficient than the government-aided school students in adjective derivation and 6.67% more proficient in adverb derivation. The highest difference in proficiency between the students of government-aided and private schools was 19% in the derivation of adjective. The table concludes that the students of private schools were found more proficient than their counterparts in the government-aided schools in all the four major word classes.

3.5.4 Word Class Wise Analysis and Interpretation in Each School

The researcher has analysed and interpreted the proficiency of the students of each selected school in terms of the four major word classes : noun, verb, adjective and adverb in this section of the thesis. The word class wise analysis of the proficiency of the students in each school has been presented in the table overleaf.

Table No. 14**Word Class Wise Analysis in Each School**

S. N.	Schools	Noun			Verb			Adjective			Adverb		
		F.M.	Marks	%	F.M.	Marks	%	F.M.	Marks	%	F.M.	Marks	%
1.	Shree Azad HSS	400	358	89.5	200	189	94.5	400	350	87.5	400	368	92
2.	Shree Bal Adarsha SS	400	385	96.25	200	186	93	400	319	79.75	400	376	94
3.	Shikshya Sadan HSS	400	306	76.5	200	152	76	400	264	66	400	349	87.25
4.	Siddhartha EHSS	400	363	90.75	200	199	99.5	400	370	92.5	400	393	98.25
5.	Nawa Pratibha ESS	400	389	97.25	200	199	99.5	400	397	99.25	400	386	96.5
6.	Saraswoti Kunj BS	400	394	98.5	200	193	96.5	400	394	98.5	400	394	98.5
Total		2400	2195	91.45	1200	1118	93.16	2400	2094	87.25	2400	2266	94.41

Table No. 14 shows the word class wise analysis of the proficiency of the students of the six selected schools. The full mark of the noun derivation in each school was 400, verb derivation was 200, adjective derivation was 400 and adverb derivation was also 400. The total average proficiency of the selected students of six different schools in noun derivation was 91.45%. The total average proficiency in verb derivation was 93.16%, 87.25% in adjective and 94.41% in adverb derivation. Analysing the marks secured by the students of different schools in terms of the word classes as mentioned in the table, the students of Shree Azad HSS obtained 89.5% in noun, 94.5% in verb, 87.5% in adjective and 92% in adverb derivation. The students of this school secured the highest proficiency in verb derivation and the lowest proficiency in adjective derivation. The students of Shree Azad HSS were found above the average in verb and adjective derivation. They were found below the average in noun and adverb derivation. However, their proficiency was very good in all the four major word classes.

The students of Shree Bal Adarsha SS obtained 96.25% in noun, 93% in verb, 79.75% in adjective and 94% in adverb derivation. They were most proficient in noun and least proficient in adjective derivation. The students of this school were found above the average in noun and below the average in verb, adjective and adverb derivation. However, their performance was very good in all the four major word classes.

The students of Shikshya Sadan HSS obtained 76.5% in noun, 76% in verb, 66% in adjective and 87.25% in adverb derivation. The students of this school secured the highest proficiency in adverb and the lowest proficiency in adjective derivation. Although they were found below the average in all the word classes, their proficiency was satisfactory.

The students of Siddhartha EHSS obtained 90.75% in noun, 99.5% in verb, 92.5% in adjective and 98.25% in adverb derivation. They were the most proficient in verb and the least proficient in noun derivation. They were found above the average in verb, adjective and adverb derivation. They were found below the average in noun derivation. Their proficiency in noun and adjective was very good and in verb and adverb was excellent.

The students of Nawa Pratibha ESS obtained 97.25% in noun, 99.5% in verb, 99.25% in adjective and 96.5% in adverb derivation. The students of this school obtained the highest proficiency in verb and the lowest proficiency in adverb derivation. They were found above the average in all the four word classes and their proficiency was excellent.

The students of Saraswoti Kunj BS obtained 98.5% in noun, 96.5% in verb, 98.5% in adjective and 98.5% in adverb derivation. They obtained the highest and equal proficiency in noun, adjective and adverb derivation and the lowest proficiency in verb derivation. They were found above the average in all the four word classes. So their proficiency was excellent.

The table concludes that the students of Saraswoti Kunj BS were found to have the highest proficiency in noun and adverb derivation with 98.5% in each. The students of Siddhartha EHSS and Nawa Pratibha ESS were found to have the highest proficiency in verb derivation with equal 99.5% marks. The students of Nawa Pratibha ESS also obtained the highest proficiency in adjective derivation with 99.25% marks. The students of Shikshya Sadan HSS were found to have the lowest proficiency in all the four word classes in comparison to other five schools.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the output of the data analysis in terms of the findings of the present study, recommendations for the pedagogical implications and recommendations for the further study.

4.1 Findings

The main objective of this study was to find out the proficiency of the students of grade nine in English word derivation. Six schools of Kavre district were selected through purposive random sampling procedure and 20 students from each school were chosen by using stratified random sampling procedure. The data were analysed and interpreted quantitatively and descriptively with the help of statistical and computational tools like percentage, average and tables in terms of the types of schools, gender of the students and word class of the derivatives. On the basis of analysis and interpretation of the data, the major findings of the present research have been presented as follows:

- i) In totality, the proficiency of the students of grade nine in English word derivation was very good since they obtained 91.34% marks in average.
- ii) Among the total students, 65% were found above the average and 35% were found below the average level of proficiency.
- iii) All of the questions in the test items were attempted by the students.
- iv) While comparing the school wise proficiency, the students of Saraswoti Kunj BS obtained the highest proficiency with 98.21% and the students of Shikshya Sadan HSS the lowest proficiency with 76.5% score.

- v) Among the three government-aided schools, the students of Shree Bal Adarsha SS excelled the other two schools with 90.42% score in average.
- vi) Among the students of three private schools, the students of Saraswoti Kunj BS obtained the highest proficiency with 98.21% average mark.
- vii) The students of the government-aided schools obtained 85.76% of the total marks and the students of the private schools obtained 96.92% of the total marks. There was the difference of 11.16% in the proficiency between the students of government-aided and private schools. The private school students were 11.16% more proficient than the government-aided school students.
- viii) While comparing the proficiency of the government-aided and the private school students, 31.66% of the students of government-aided schools were above the average and 68.33% students were below the average. In private schools, 98.33% students were above the average whereas only 1.66% were below the average.
- ix) The total proficiency of the boys was 90.76% and the total proficiency of the girls was 91.92%. The girls were 1.16% more proficient than the boys in derivation of English words.
- x) The girls of government-aided schools were 1.91% more proficient than the boys and the girls of the private schools were 0.43% more proficient than the boys.
- xi) In comparison of the sex variables with the total average mark, 60% of the boys were found above the average and 40% of the boys were found below the average. Seventy percentage of the girls were found above the average and 30% of the girls were found below the average.

- xii) The gender wise analysis of the proficiency in each school showed that the boys of Saraswoti Kunj BS (99%) and the girls of Nawa Pratibha ESS (98.28%) held the first position in English word derivation. The girls were found better than the boys in five selected schools and the boys were found better than the girls in only Saraswoti Kunj BS. The highest difference between the girls and the boys was found in Shree Bal Adarsha SS with 4.57% and the lowest difference (0.43%) was found in Shree Azad HSS.
- xiii) Proficiency of the students in terms of the word classes was found the best in adverb derivation with 94.41% against the lowest 87.25% in adjective derivation. The proficiency of the students in verb derivation (93.16%) and noun derivation (91.45%) was found in the second and the third positions.
- xiv) The word class wise analysis and interpretation in each sex showed that both the boys and the girls were found most proficient in adverb derivation with 94.16 % and 94.66% respectively. The girls were 0.5% more proficient than the boys in adverb derivation.
- xv) While comparing the proficiency of different word classes in government-aided and private school students, the students of government-aided schools were found the best in adverb derivation with 91.08% and the students of private schools were found the best in verb derivation with 98.5%.
- xvi) Word class wise analysis in each school showed that the students of Siddhartha EHSS and Nawa Pratibha ESS were found to have the highest proficiency in verb derivation with equal 99.5% marks, the students of Nawa Pratibha ESS had the highest proficiency in adjective derivation with 99.25% and the students of Saraswoti Kunj BS were found to have the highest proficiency in noun and adverb derivation with 98.5% in each. The

students of Shikshya Sadan HSS were found to have the lowest proficiency in each word class.

4.2 Recommendations

On the basis of the findings of this study, the researcher would like to make the following recommendations for the pedagogical implications.

- i) The proficiency of grade nine students in English word derivation was found very good although there is no exercise related to it in the English textbook of grade nine. So the curriculum designers and the textbook writers are encouraged to mention some creative exercises of derivation in the textbook in its forthcoming edition.
- ii) Word derivation should be tested in the final examination by assigning at least 10% full mark which is not used as practice.
- iii) The proficiency of the students of government-aided schools should be increased in English word derivation by the English teachers to meet their need, level and standard.
- iv) There was the big gap of 11.16% in the proficiency of the students between government-aided and private schools. The government-aided school students were found less proficient than the private school students. The government-aided schools should manage appropriate size of the class and provide extra English books on vocabulary practice from their libraries.
- v) The teachers of government-aided schools should encourage the students to create new words using the class changing derivational suffixes which are more productive.

- vi) Students from the government-aided schools were found less proficient. So the medium of instruction even in government-aided schools should be in English.
- vii) Additional grammar and vocabulary books should be recommended to the students so that they can have more practices.
- viii) The proficiency of the boys was less than that of the girls. So the boys should be encouraged to practise the derivation of English words.
- ix) The teachers should try to encourage and treat the boys and the girls equally in the class so that they can perform equally well in the derivation of English words.
- x) Boys were 10% more below the average than the girls. So they should be given sufficient guidance to pay attention towards the derivation of English words.
- xi) Among the four major word classes, the lowest proficiency i.e. 87.25% was found in adjective derivation. So the English language teachers are encouraged to emphasize on adjective while teaching parts of speech.
- xii) It is necessary to teach the clear distinction among noun, verb, adjective and adverb to the students to achieve 100% proficiency in English word derivation.
- xiii) Students should be taught derivational suffixes contextually as well as rules of it for practising the derivation of English words.
- xiv) The use of English-English dictionary must be encouraged to develop the required skills of English word derivation in students.
- xv) There are only 10 examples of verb derivation in grade nine English textbook. They seemed insufficient for the students. So the textbook writers should try to increase the examples of verb derivation in the forthcoming edition of this book.

- xvi) The teachers of government-aided and private schools are recommended to improve the available materials and teaching trends to make both boys and girls equally proficient in English word derivation.
- xvii) The teachers of government-aided and private schools should be trained together to well balance the proficiency of students in English word derivation.
- xviii) From the knowledge of the derivational suffixes and the derivational processes, the learners can guess the meanings of the unfamiliar words.
- xix) Learners will learn and increase their vocabulary power faster and better through the derivation of English words.
- xx) The teachers should use the appropriate teaching materials like word-webs, charts, word games, puzzle boxes, word cards and flash cards to enhance the proficiency of the students in English word derivation.

The concerned authorities are suggested to pay the consideration to the teaching of word derivation in English. If these above mentioned recommendations are taken seriously into consideration by the concerned officials and persons, the proficiency gap between girls and boys as well as government-aided and private school students can be minimized.

4.3 Recommendations for Further Research

A research study is not usually thought of as an isolated piece of intellectual activity, separated from other similar studies. A research is perhaps best seen as existing on a continuum. It should add to the previous research and acknowledge that other researches will take place in the future in the same field. A sound research report indicates the directions for future scholars and researchers to explore. To test the validity of the findings of this research, further more similar research works should be

carried out on the same or other areas of morphology and grammar covering wider area, greater number of schools as well as respondents using a different methodology to reveal new insights into the issue. In order to help the future researchers and scholars, the researcher of this study would like to recommend the following possible titles for the further research.

- i) Proficiency in Inflection of English Words
- ii) Derivation and Inflection of Major Word Classes in English
- iii) Derivation by Prefixation in English : A Case of Secondary Level Students
- iv) Ability of Students in Class Maintaining Derivation
- v) Ability of Students in Adjective Formation and Comparison
- vi) Teaching Word Formation in Secondary Level: Problems and Prospects

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APPENDICES

Appendix - I

Test Items

Dear Respondents,

These test items have been prepared in order to draw data to accomplish the research work entitled "**Proficiency of Grade Nine Students in English Word Derivation**" in accordance with the requirement of Master's Level thesis under the guidance of Mr. Ashok Sapkota, Lecturer of Chaitanya Multiple Campus, Banepa, Kavre. It is hoped that your invaluable cooperation and correct responses will be a great contribution for the accomplishment of this valuable research.

Researcher

Madhav Timalsina

M. Ed. 2nd Year

Department of English Education

Chaitanya Multiple Campus

Banepa, Kavre.

Name :

Class : Roll No. Sex :

School's Name :

School's Address :

Type of the school : Government-Aided Private

Date :

Full Marks : 70

Time : 1.5 hrs.

Q.N. A : Fill in the blanks by changing the adjectives given in the brackets into

their suitable noun forms.

[8x1=8]

1. The poem 'Touch' is an appeal for of the poet from the prison. (free)
2. It will be our to provide unbiased news stories and articles to the newspaper publication. (responsible)
3. Ryan didn't regain after the accident. (conscious)
4. Rehman is not a drinker but his over in driving kills him. (confident)
5. Surendra Kumar, a well known TV was caught stealing shaving cream worth Rs. 50 from a shop. (personal)
6. Amrita has got absolute in her life. (happy)
7. An FM radio station has been awarded the best radio station of the year by the (municipal)
8. This is the benefit of advocating for men and women. (equal)

Q.N. B: Complete these sentences with the noun form of the verbs given in the brackets. Use the suffixes '-ion or -ment' correctly to change the verbs into nouns. Make any necessary spelling changes. [8x1=8]

1. You never pay to what I say. (attend)
2. Rohan accepted my and attended the party yesterday.
(invite)
3. The given to the criminals should fit the crime.
(punish)
4. Environmental is the main culprit of global warming.
(pollute)
5. Hari Ram Agrawal decided to put an in the newspaper. (advertise)
6. There are different procedures for mouth to mouth given as the first aid. (resuscitate)
7. Albert Edward gave to cancer research. (donate)
8. Mahabir Pun received a message of for his outstanding contribution through the use of internet technology in Nangi Village.
(congratulate)

Q.N.C : Change the adjectives given in the brackets into their verb forms by adding the suffixes '-en, -y or -ize' correctly and fill in the blanks. Make any necessary spelling changes. [8x1=8]

1. You learn a lot of things through travel. It canthe mind.(broad)
2. Remains of prehistoric animals.....into rock and become fossils.(hard)

3. The children have already learned to.....and divide.(multiple)
4. I.....that I have made a terrible mistake.(real)
5. Lower doses of paracetamol helps to.....the headaches and other minor pains.(minimum)
6. The loud noise of the vehicles and machines may.....our ears.(deaf)
7. You need to.....your pencils before you start to write.(sharp)
8. One can.....most metals by heating them.(soft)

Q.N.D: Fill in the blanks by changing the nouns given in the brackets into their verb forms. [2x1=2]

1. Everyone must.....for the mistakes and weakness they have done.(apology)
2. The horror movies will.....the children.(fright)

Q.N.E : Change the verbs given in the brackets into adjectives by adding the suffixes -ful,-ive,-able,-y or-ious' and fill in the blank spaces. Make any necessary spelling changes. [8x1=8]

1. Our hobby must be something worthwhile and..... (use)
2. Hugh Lewin has learnt to know the meaning of.....in the poem 'Touch'.(untouch)
3. The farmers feel they have lost the.....potentiality of the land itself. (create)
4. Tek was not.....in his studies, so he failed the exam.(attend)

5. The eyes and ears of the donkey are.....(sleep)
6. The people in the kingdom have already received medical treatment for diseases. (infect)
7. The area around Ilam is for its attractive scenery. (remark)
8. Toran had a sense of humour. (wonder)

Q.N.F: Fill in the blanks with adjectives. Use the boldfaced nouns in the first

sentence to derive the adjectives.

[8x1=8]

1. The snow capped mountains of Nepal have **beauty**. They are
2. Muktinath temple in Jomsom has earned **fame**. It is one of the temples of Nepal.
3. The man didn't have **finance** for his company. He was in a serious problem.
4. My beloved, confident son has no **motiion**. He is lying on a bed.
5. The villagers can make **addition** to their income by different ways. Venturing into e-commerce and marketing the folk handicrafts are the sources of income.
6. The minister made no **response** in the inquiry. The government should be for designing the entire project of inclusive education.
7. Mr. Chaudhary is a person of **wealth** and influence. He is a businessman.

3. sincere
.....
4. complete
.....
5. noisy
.....
6. mischievous
.....
7. exceptional
.....
8. timid
.....

Q.N.I: Tick (ð) the best answer for the bold printed words. [6x1=6]

1. The noun form of the word **eager** is
a) eagerly b) eagerness c) eager d) eagerment
2. The adjective form of the verb **impress** is
a) impressive b) impression c) impressively d) impressiveness
3. The adverb form of the adjective **hungry** is
a) hunger b) hungry c) hungrily d) hungrier
4. The word is the noun form of the verb **establish**.
a) stability b) established c) establish d) establishment
5. The word is the adjective form of the noun **mountain**.
a) mountaineer b) mountainous c) mountaineering
d) mountainside
6. The word is the adverb form of the adjective **necessary**.

- a) necessities b) necessitate c) necessity
d) necessarily

Q.N. J : Change the form of the given words as indicated in the brackets. [6x1=6]

1. instruct (noun)
2. good (noun)
3. deplore (adjective)
4. system (adjective)
5. pretty (adverb)
6. sudden (adverb)

Thank you for your kind cooperation.

Appendix - II (A)

A Sample of Student's Answer Paper from Government-Aided School

Name : Yuva Raj Khadka

Class : Nine Roll No. 3 Sex : male

School's Name : Shree Azad Higher secondary school

School's Address : Baluwa-5, Kavre

Type of the school : Government -Aided

Private

Date : 2066/11/10/4

Full Marks : 70

Time : 1.5 hrs.



64
70

Q.N. A : Fill in the blanks by changing the adjectives given in the brackets into their suitable noun forms. [8x1=8]

1. The poem 'Touch' is an appeal for ~~Freedom~~ of the poet from the prison. (free)
2. It will be our ~~responsibility~~ to provide unbiased news stories and articles to the newspaper publication. (responsible) 6
3. Ryan didn't regain ~~consciousness~~ after the accident. (conscious)
4. Rehman is not a drinker but his over ~~confidents~~ in driving kills him. (confident)
5. Surendra Kumar, a well known TV ~~personality~~ was caught stealing shaving cream worth Rs. 50 from a shop. (personal)
6. Amrita has got absolute ~~happiness~~ in her life. (happy)
7. An FM radio station has been awarded the best radio station of the year by the ~~municipality~~ (municipal)
8. This is the benefit of advocating ~~equality~~ for men and women. (equal)

Q.N. B: Complete these sentences with the noun form of the verbs given in the brackets. Use the suffixes '-ion or -ment' correctly to change the verbs into nouns. Make any necessary spelling changes. [8x1=8]

1. You never pay ~~attention~~ to what I say. (attend)

- 8
2. Rohan accepted my invitation..... and attended the party yesterday. (invite)
 3. The punishment..... given to the criminals should fit the crime. (punish)
 4. Environmental pollution..... is the main culprit of global warming. (pollute)
 5. Hari Rarn Agrawal decided to put an advertisement in the newspaper.
(advertise)
 6. There are different procedures for mouth to mouth resuscitation given as the first aid. (resuscitate)
 7. Albert Edward gave donation..... to cancer research. (donate)
 8. Mahabir Pun received a message of congratulation for his outstanding contribution through the use of internet technology in Nangi Village.
(congratulate)

Q.N.C : Change the adjectives given in the brackets into their verb forms by adding the suffixes '-en, -y or -ize' correctly and fill in the blanks. Make any necessary spelling changes. [8x1=8]

1. You learn a lot of things through travel. It can broaden.....the mind.(broad)
 2. Remains of prehistoric animals harden.....into rock and become fossils.(hard)
 3. The children have already learned to multiply.....and divide.(multiple)
 4. I realize.....that I have made a terrible mistake.(real)
 5. Lower doses of paracetamol helps to minimize.....the headaches and other minor pains.(minimum)
- 8
6. The loud noise of the vehicles and machines may deafen.....our ears.(deaf)
 7. You need to sharpen.....your pencils before you start to write.(sharp)
 8. One can soften.....most metals by heating them.(soft)

Q.N.D: Fill in the blanks by changing the nouns given in the brackets into their verb forms. [2x1=2]

1. Everyone must apologize for the mistakes and weakness they have done. (apology)
2. The horror movies will frighten the children. (fright)

Q.N.E : Change the verbs given in the brackets into adjectives by adding the suffixes '-ful,-ive,-able,-y or-ious' and fill in the blank spaces. Make any necessary spelling changes. [8x1=8]

1. Our hobby must be something worthwhile and useful (use)
2. Hugh Lewin has learnt to know the meaning of untouchable in the poem 'Touch'. (untouch)
3. The farmers feel they have lost the creative potentiality of the land itself. (create)
4. Tek was not attentive in his studies, so he failed the exam. (attend)
5. The eyes and ears of the donkey are sleepy (sleep)
6. The people in the kingdom have already received medical treatment for infectious diseases. (infect)
7. The area around Ilam is remarkable for its attractive scenery. (remark)
8. Toran had a wonderful sense of humour. (wonder)

Q.N.F: Fill in the blanks with adjectives. Use the boldfaced nouns in the first sentence to derive the adjectives. [8x1=8]

1. The snow capped mountains of Nepal have **beauty**. They are beautiful
2. Muktinath temple in Jomsom has earned **fame**. It is one of the famous temples of Nepal.

3. The man didn't have **finance** for his company. He was in a serious financial problem.
4. My beloved, confident son has no **motion**. He is lying motionless on a bed.
5. The villagers can make **addition** to their income by different ways. Venturing into e-commerce and marketing the folk handicrafts are the additional sources of income.
6. The minister made no **response** in the inquiry. The government should be ~~responsible~~ for designing the entire project of inclusive education.
7. Mr. Chaudhary is a person of **wealth** and influence. He is a wealthy businessman.
8. When mother told the story of the little china chip and crack, Marge was in **doubt**. She looked doubtful.

Q.N. G: Complete the sentences below by using adverb forms of the adjectives given in the brackets. [8x1=8]

1. The bomb exploded dangerously in the dumping side. (dangerous)
2. The chap gave a big smile and spoke a bit nervously this time. (nervous)
3. I was frankly shocked by this film, a version of Muna Madan set in present day in Kathamndu. (frank)
4. In the insurance case, the man deliberately killed himself (deliberate)
5. If breathing stops, for whatever reason, death immediately follows. (immediate)
6. My little sister can't walk but she is able to stand shakily for a few seconds. (shaky)

7. The two Spanish boys work steadily and their donkey follows them.
(steady).
8. The chemicals were applied more or less indiscriminately in the crops—
often in the wrong way and at the wrong time. (indiscriminate)

Q.N.H : Change the following adjectives into their correct adverb forms.

[8x1=8]

<u>Adjectives</u>	<u>Adverbs</u>
1. furious	<u>furiously</u>
2. careful	<u>carefully</u>
3. sincere	sincerely
4. complete	<u>completely</u>
5. noisy	<u>noisily</u>
6. mischievous	<u>mischievously</u>
7. exceptional	<u>exceptionally</u>
8. timid	<u>timidly</u>

Q.N.I: Tick (✓) the best answer for the bold printed words.

[6x1=6]

- The noun form of the word **eager** is
a) eagerly b) eagerness c) eager d) eagerment
- The adjective form of the verb **impress** is
 a) impressive b) impression c) impressively d) impressiveness
- The adverb form of the adjective **hungry** is
a) hunger b) hungry c) hungrily d) hungrier
- The word is the noun form of the verb **establish**.
a) stability b) established c) establish d) establishment
- The word is the adjective form of the noun **mountain**.
a) mountaineer b) mountainous c) mountaineering
d) mountainside

6

6. The word is the adverb form of the adjective **necessary**.

a) necessities

b) necessitate

~~c) necessity~~

~~d) necessarily~~

Q.N. J : Change the form of the given words as indicated in the brackets.

[6x1=6]

1. instruct (noun)

~~..... instruction~~

2. good (noun)

~~..... goodness~~

3. deplore (adjective)

~~..... deplorable~~

4. system (adjective)

6 ~~..... systematic~~

5. pretty (adverb)

~~..... prettily~~

6. sudden (adverb)

~~..... suddenly~~

Thank you for your kind cooperation.

Appendix - II (B)

A Sample of Student's Answer Paper from Private School

Name : Anusha Shrestha.
Class : Nine (9) Roll No. 17 Sex : Female
School's Name : Saraswati kunj Boarding School.
School's Address : Panauti - 11, Kavre.



Type of the school : Government-Aided

Private

Date : 2066-11-10

Full Marks : 70

Time : 1.5 hrs.

69
70

Q.N. A : Fill in the blanks by changing the adjectives given in the brackets into their suitable noun forms. [8x1=8]

1. The poem 'Touch' is an appeal for freedom of the poet from the prison. (free)
2. It will be our responsibility to provide unbiased news stories and articles to the newspaper publication. (responsible)
3. Ryan didn't regain consciousness after the accident. (conscious)
4. Rehman is not a drinker but his over confidence in driving kills him. (confident)
5. Surendra Kumar, a well known TV personality was caught stealing shaving cream worth Rs. 50 from a shop. (personal) (8)
6. Amrita has got absolute happiness in her life. (happy)
7. An FM radio station has been awarded the best radio station of the year by the municipality. (municipal)
8. This is the benefit of advocating equality for men and women. (equal)

Q.N. B: Complete these sentences with the noun form of the verbs given in the brackets. Use the suffixes '-ion or -ment' correctly to change the verbs into nouns. Make any necessary spelling changes. [8x1=8]

1. You never pay attention to what I say. (attend)

2. Rohan accepted my invitation and attended the party yesterday. (invite)
3. The punishment given to the criminals should fit the crime. (punish)
4. Environmental pollution is the main culprit of global warming. (pollute)
5. Hari Ram Agrawal decided to put an advertisement in the newspaper.
(advertise) (8)
6. There are different procedures for mouth to mouth resuscitation given as the first aid. (resuscitate)
7. Albert Edward gave donation to cancer research. (donate)
8. Mahabir Pun received a message of congratulation for his outstanding contribution through the use of internet technology in Nangi Village.
(congratulate)

Q.N.C : Change the adjectives given in the brackets into their verb forms by adding the suffixes '-en, -y or -ize' correctly and fill in the blanks. Make any necessary spelling changes. [8x1=8]

1. You learn a lot of things through travel. It can broaden the mind. (broad)
2. Remains of prehistoric animals harden into rock and become fossils. (hard)
3. The children have already learned to multiply and divide. (multiple)
4. I realize that I have made a terrible mistake. (real) (8)
5. Lower doses of paracetamol helps to minimize the headaches and other minor pains. (minimum)
6. The loud noise of the vehicles and machines may deafen our ears. (deaf)
7. You need to sharpen your pencils before you start to write. (sharp)
8. One can soften most metals by heating them. (soft)

Q.N.D: Fill in the blanks by changing the nouns given in the brackets into their verb forms. [2x1=2]

1. Everyone must apologize for the mistakes and weakness they have done. (apology)
2. The horror movies will frighten the children. (fright) 2

Q.N.E : Change the verbs given in the brackets into adjectives by adding the suffixes '-ful,-ive,-able,-y or-ious' and fill in the blank spaces. Make any necessary spelling changes. [8x1=8]

1. Our hobby must be something worthwhile and useful (use)
2. Hugh Lewin has learnt to know the meaning of untouchable in the poem 'Touch'. (untouch)
3. The farmers feel they have lost the creative potentiality of the land itself. (create)
4. Tek was not attentive in his studies, so he failed the exam. (attend)
5. The eyes and ears of the donkey are sleepy (sleep) 8
6. The people in the kingdom have already received medical treatment for infectious diseases. (infect)
7. The area around Ilam is remarkable for its attractive scenery. (remark)
8. Toran had a wonderful sense of humour. (wonder)

Q.N.F: Fill in the blanks with adjectives. Use the boldfaced nouns in the first sentence to derive the adjectives. [8x1=8]

1. The snow capped mountains of Nepal have **beauty**. They are beautiful.
2. Muktinath temple in Jomsom has earned **fame**. It is one of the famous temples of Nepal.

3. The man didn't have **finance** for his company. He was in a serious financial problem.
4. My beloved, confident son has no **motion**. He is lying motionless on a bed.
5. The villagers can make **addition** to their income by different ways. Venturing into e-commerce and marketing the folk handicrafts are the additional sources of income.
6. The minister made no **response** in the inquiry. The government should be responsible for designing the entire project of inclusive education.
7. Mr. Chaudhary is a person of **wealth** and influence. He is a wealthy businessman.
8. When mother told the story of the little china chip and crack, Marge was in **doubt**. She looked doubtful.

Q.N. G: Complete the sentences below by using adverb forms of the adjectives given in the brackets. [8x1=8]

1. The bomb exploded dangerously in the dumping side. (dangerous)
2. The chap gave a big smile and spoke a bit nervously this time. (nervous)
3. I was frankly shocked by this film, a version of Muna Madan set in present day in Kathamndu. (frank)
4. In the insurance case, the man deliberately killed himself (deliberate)
5. If breathing stops, for whatever reason, death immediately follows. (immediate)
6. My little sister can't walk but she is able to stand shakily for a few seconds. (shaky)

7. The two Spanish boys work steadily and their donkey follows them.
(steady). (7)

8. The chemicals were applied more or less indiscriminately in the crops—
often in the wrong way and at the wrong time. (indiscriminate)

Q.N.H : Change the following adjectives into their correct adverb forms.

[8x1=8]

Adjectives

1. furious
2. careful
3. sincere
4. complete
5. noisy
6. mischievous
7. exceptional
8. timid

Adverbs

- furiously
- carefully
- sincerely
- completely
- noisily
- mischievously
- exceptionally
- timidly

(8)

Q.N.I: Tick (✓) the best answer for the bold printed words.

[6x1=6]

1. The noun form of the word **eager** is
a) eagerly b) eagerness c) eager d) eagernment
2. The adjective form of the verb **impress** is
 a) impressive b) impression c) impressively d) impressiveness
3. The adverb form of the adjective **hungry** is
a) hunger b) hungry c) hungrily d) hungrier
4. The word is the noun form of the verb **establish**.
a) stability b) established c) establish d) establishment
5. The word is the adjective form of the noun **mountain**.
a) mountaineer b) mountainous c) mountaineering
d) mountainside

6

6. The word is the adverb form of the adjective **necessary**.

- a) ~~necessaries~~
- b) necessitate
- c) necessity
- d) ~~necessarily~~

Q.N. J : Change the form of the given words as indicated in the brackets.

[6x1=6]

- 1. instruct (noun)
- 2. good (noun)
- 3. deplore (adjective)
- 4. system (adjective)
- 5. pretty (adverb)
- 6. sudden (adverb)

6

~~instruction~~
~~goodness~~
~~deplorable~~
~~systematic~~
~~prettily~~
~~suddenly~~

Thank you for your kind cooperation.

Appendix -III

Answer Key

Q. N. A

- | | | | |
|----------------|-------------------|------------------|---------------|
| 1. freedom | 2. responsibility | 3. consciousness | 4. confidence |
| 5. personality | 6. happiness | 7. municipality | 8. equality |

Q. N. B

- | | | | |
|------------------|------------------|---------------|-------------------|
| 1. attention | 2. invitation | 3. punishment | 4. pollution |
| 5. advertisement | 6. resuscitation | 7. donation | 8. congratulation |

Q. N. C

- | | | | | |
|------------|------------|-------------|------------|-------------|
| 1. broaden | 2. harden | 3. multiply | 4. realize | 5. minimize |
| 6. deafen | 7. sharpen | 8. soften | | |

Q. N. D

- | | |
|--------------|-------------|
| 1. apologise | 2. frighten |
|--------------|-------------|

Q. N. E

- | | | | |
|-----------|----------------|---------------|--------------|
| 1. useful | 2. untouchable | 3. creative | 4. attentive |
| 5. sleepy | 6. infectious | 7. remarkable | 8. wonderful |

Q. N. F

- | | | | |
|---------------|----------------|--------------|---------------|
| 1. beautiful | 2. famous | 3. financial | 4. motionless |
| 5. additional | 6. responsible | 7. wealthy | 8. doubtful |

Q. N. G

- | | | | |
|----------------|--------------|-------------|---------------------|
| 1. dangerously | 2. nervously | 3. frankly | 4. deliberately |
| 5. immediately | 6. shakily | 7. steadily | 8. indiscriminately |

Q. N. H

- | | | | |
|--------------|------------------|------------------|---------------|
| 1. furiously | 2. carefully | 3. sincerely | 4. completely |
| 5. noisily | 6. mischievously | 7. exceptionally | 8. timidly |

Q. N. I

- | | | | | | |
|------|------|------|------|------|------|
| 1. b | 2. a | 3. c | 4. d | 5. b | 6. d |
|------|------|------|------|------|------|

Q. N. J

- | | | |
|----------------|-------------|---------------|
| 1. instruction | 2. goodness | 3. deplorable |
| 4. systematic | 5. prettily | 6. suddenly |

Appendix -IV

Targeted Word Forms with their Unit and Page Number

This appendix includes the list of words which were selected from the present course book of grade nine 'Our English Book - 9' for test items.

S. N.	Targeted Word Forms	Unit	Page No.
1.	Freedom	1	16
2.	Responsibility	5	48
3.	Consciousness	17	135
4.	Confidence	17	137
5.	Personality	2	24
6.	Happiness	13	112
7.	Municipality	5	46
8.	Equality	10	80
9.	Attention	2	17
10.	Invitation	before you begin...	6
11.	Punishment	2	24
12.	Pollution	16	128
13.	Advertisement	2	18
14.	Resuscitation	6	50
15.	Donation	4	38
16.	Congratulation	5	44
17.	Broaden	1	10
18.	Harden	1	10
19.	Multiply	1	14
20.	Realize	2	17
21.	Minimize	20	157
22.	Deafen	17	134
23.	Sharpen	6	52
24.	Soften	3	26
25.	Apologise	9	74
26.	Frighten	10	80
27.	Useful	Before you begin...	7
28.	Untouchable	1	15
29.	Creative	14	114
30.	Attentive	16	129
31.	Sleepy	11	94
32.	Infectious	12	100
33.	Remarkable	5	49
34.	Wonderful	17	133
35.	Beautiful	1	9
36.	Famous	1	10
37.	Financial	2	24
38.	Motionless	17	134
39.	Additional	5	43
40.	Responsible	19	154
41.	Wealthy	2	17
42.	Doubtful	3	25
43.	Dangerously	1	14
44.	Nervously	3	31
45.	Frankly	7	63
46.	Deliberately	2	24
47.	Immediately	6	50
48.	Shakily	8	66

S. N.	Targeted Word Forms	Unit	Page No.
49.	Steadily	11	94
50.	Indiscriminately	14	113
51.	Furiously	17	133
52.	Carefully	3	26
53.	Sincerely	5	48
54.	Completely	6	51
55.	Noisily	2	18
56.	Mischievously	10	81
57.	Exceptionally	5	44
58.	Timidly	9	79
59.	Eagerness	17	134
60.	Impressive	5	49
61.	Hungrily	14	114
62.	Establishment	5	46
63.	Mountainous	19	149
64.	Necessarily	17	135
65.	Instruction	6	53
66.	Goodness	16	125
67.	Deplorable	16	130
68.	Systematic	1	15
69.	Prettily	16	131
70.	Suddenly	3	26

Appendix - V

Questions for Derivation of Word Classes

S.N.	Word Classes	Question Number	Marks	Full Marks
1.	Noun	A	8	20
		B	8	
		I : 1, 4	2	
		J : 1, 2	2	
2.	Verb	C	8	10
		D	2	
3.	Adjective	E	8	20
		F	8	
		I : 2, 5	2	
		J : 3, 4	2	
4.	Adverb	G	8	20
		H	8	
		I : 3, 6	2	
		J : 5, 6	2	
Total			70	70

Appendix - VI

List of Schools Selected for the Study

S. N	Name of Schools	Address	Type of School	Headmaster/ Principal	Students in Grade Nine		
					Boys	Girls	Total
1.	Shree Azad Higher Secondary School	Deva Bhumi Baluwa - 5, Kavre	Government - Aided	Pralhad Timalisina	30	50	80
2.	Shree Bal Adarsha Secondary School	Panauti-12, Khopasi, Kavre	Government- Aided	Khadga Pd. Burlakoti	19	35	54
3.	Shikshya Sadan Higher Secondary School	Banepa - 5, Kavre	Government- Aided	Raj Bhai Dangol	34	52	86
4.	Siddhartha English Higher Secondary School	Banepa - 5, Kavre	Private	Gyan Bdr. K.C.	38	14	52
5.	Nawa Pratibha English Secondary School	Panchkhal-9, Dhunganabesi, Kavre	Private	Saroj Neupane	11	10	21
6.	Saraswoti Kunj Boarding School	Panauti-11, Kavre	Private	Arun Karmacharya	12	12	24



Appendix - VII
CHAITANYA MULTIPLE CAMPUS

Phone: 011-661722

Banepa-6, Kavrepalanchowk

Estd.: B.S. 2048

(Affiliated to TU & HSEB)

Education & Science Faculty

Date: 8th Feb 2010

To Whom It May Concern

This is to certify that **Mr. Madhav Timalsina** is a registered M.Ed. student in this campus. He is currently engaged in carrying out a research entitled "**PROFICIENCY OF GRADE NINE STUDENTS IN ENGLISH WORD DERIVATION**" as a requirement of his Master's Degree in the English language education.

Any assistance extended to him will be highly appreciated.


.....
(Mr. Juju Bhai Manandhar)

Campus Chief

Campus Chief

Appendix - VIII



श्री बाल आदर्श माध्यमिक विद्यालय

पत्तौती-१२, खोपासी, काभ्रेपलाञ्चोक

स्थापित: २०२६

फोन: ०११-६८१५०२

प.सं. ०६६
च.नं. ६१/०६६

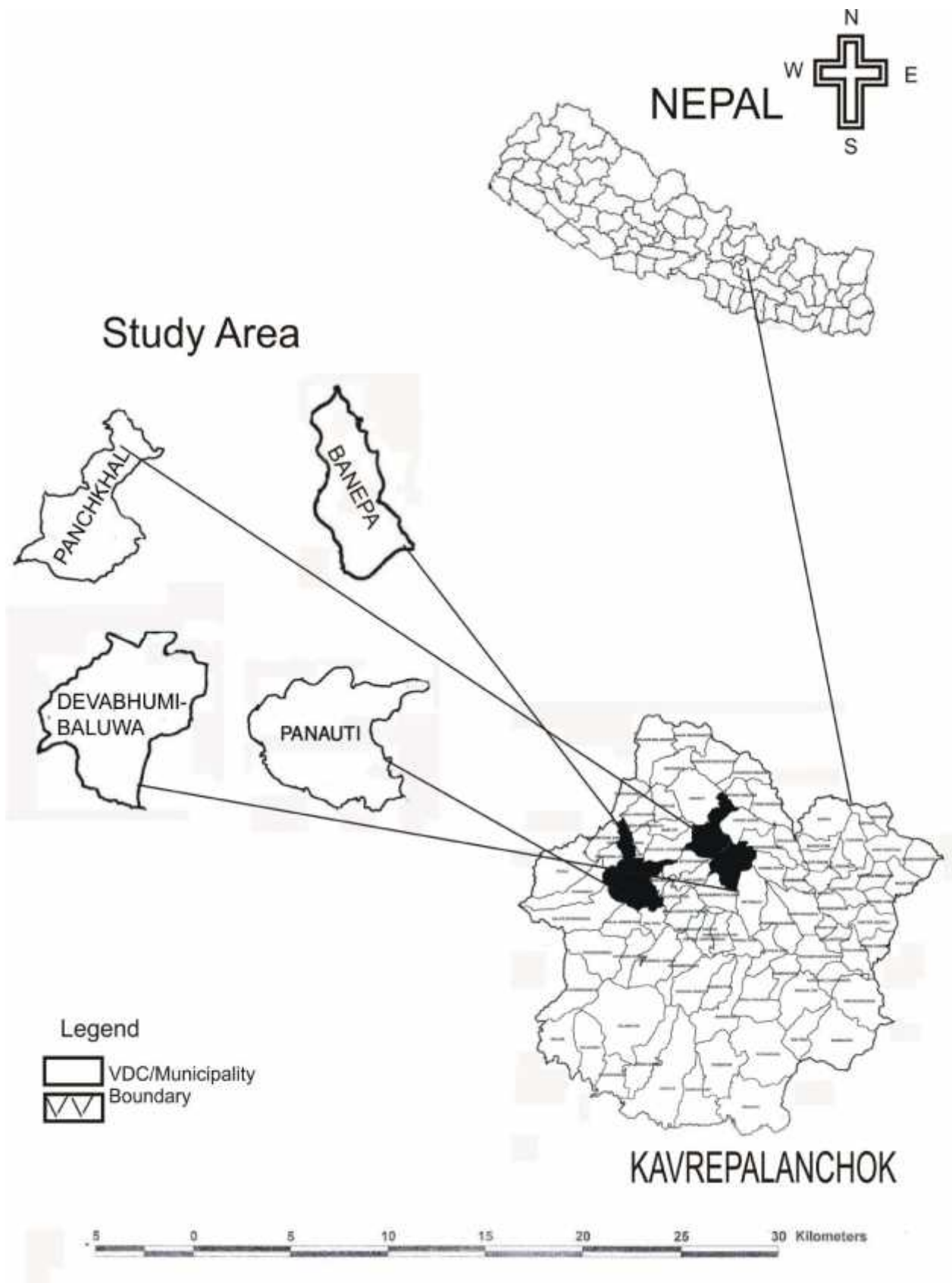
मिति: 2066/11/10.....

विषय:- **To Whom It May Concern:**

This is to certify that **Mr. Madhav Timalaina** the M.Ed. student of Chaitanya Multiple Campus, Banepa has collected data from twenty students (ten girls/ ten boys) of grade nine in this school for his research entitled **"PROFICIENCY OF GRADE NINE STUDENTS IN ENGLISH WORD DERIVATION"**.


(Mr. Khadga Prasad Burlakoti)
Headmaster

Appendix - IX



Appendix - X

List of the Student Respondents in Different Schools with their Scores in Four Major Word Classes

Appendix - X (A)

Shree Azad Higher Secondary School, Devabhumi Baluwa - 5, Kavre

S.N	Name of Students	Sex	Obtained Marks				
			Noun	Verb	Adjective	Adverb	Total
1.	Deepak Kayastha	M	18	10	17	19	64
2.	Yuva Raj Khadka	M	18	10	18	18	64
3.	Jaya Ram Humagain	M	18	9	16	18	61
4.	Basu Dev Sedhain	M	18	10	17	18	63
5.	Pabindra Pd. Dhungana	M	18	9	18	19	64
6.	Rupak Neupane	M	18	9	18	19	64
7.	Jitendra Danuwar	M	19	9	18	18	64
8.	Yuba Raj Neupane	M	19	10	17	19	65
9.	Bijay Kharel	M	17	9	17	18	61
10.	Dilip Kayastha	M	17	9	16	18	61
11.	Kabita Timalisina	F	15	9	17	20	61
12.	Sabina Humagain	F	18	10	18	17	63
13.	Basanta Parajuli	F	18	9	18	18	63
14.	Sunita Humagain	F	18	9	18	19	64
15.	Manjita Danuwar	F	18	10	18	19	65
16.	Manju Danuwar	F	18	10	20	18	66
17.	Jalasha Danuwar	F	19	9	17	16	61
18.	Sita B.K.	F	19	9	18	20	66
19.	Bimala Kafle	F	18	10	17	19	64
20.	Sujata Danuwar	F	17	9	17	18	61
Total			358	189	350	368	1265

Appendix - X (B)

Shree Bal Adarsha Secondary School, Panauti - 12, Khopasi, Kavre

S.N	Name of Students	Sex	Obtained Marks				
			Noun	Verb	Adjective	Adverb	Total
1.	Rajesh Mahat	M	19	9	17	17	62
2.	Suraj Shrestha	M	18	9	16	20	63
3.	Bijay Prajapati	M	20	9	18	19	66
4.	Ashok Lamichhane	M	20	10	15	18	63
5.	Unique K.C.	M	19	7	16	19	61
6.	Bikash Thakuri	M	19	10	17	16	62
7.	Bishal Mahat	M	19	9	16	17	61
8.	Sameer Nagarkoti	M	19	7	16	19	61
9.	Dinesh Tamang	M	18	9	10	18	55
10.	Aryan Tamang	M	20	9	15	19	63
11.	Laxmi Tamang	F	18	10	15	20	63
12.	Sasita Shrestha	F	20	10	15	20	65
13.	Purnima Tamang	F	20	10	17	20	67
14.	Bina Lama	F	20	10	17	20	67
15.	Asha Lama	F	20	9	15	20	64
16.	Nisham Bhandari	F	20	10	16	20	66
17.	Anju Shrestha	F	18	10	17	20	65
18.	Krishma Sapkota	F	20	10	17	20	67
19.	Sanu Shahi	F	19	10	17	17	63
20.	Sangita Gaire	F	19	9	17	17	62
Total			385	186	319	376	1266

Appendix - X (C)

Shikshya Sadan Higher Secondary School, Banepa - 5, Kavre

S.N	Name of Students	Sex	Obtained Marks				
			Noun	Verb	Adjective	Adverb	Total
1.	Arjun Khadka	M	14	7	12	19	52
2.	Akshay Gautam	M	15	8	13	18	54
3.	Saroj Bishwokarma	M	17	8	15	19	59
4.	Anil Suwal	M	17	9	16	20	62
5.	Manoj Khatri	M	12	5	9	19	45
6.	Nabin Kafle	M	11	5	10	16	42
7.	Ashik Tamang	M	14	5	15	14	48
8.	Nabin Shrestha	M	16	8	16	18	58
9.	Sujan Khatiwoda	M	14	9	16	18	57
10.	Sanjay Deuja	M	13	8	16	19	56
11.	Manisha Shrestha	F	18	8	14	17	57
12.	Rekha Lama	F	16	8	13	19	56
13.	Nisha Baraili	F	17	9	13	16	55
14.	Sunita Thing	F	16	8	13	18	55
15.	Indira Thapa	F	15	8	13	14	50
16.	Sabina Manandhar	F	18	8	14	16	56
17.	Binita Thapa	F	16	6	11	16	49
18.	Renu Ngyasur Tamang	F	13	8	8	18	47
19.	Sudiksha Dahal	F	18	8	13	17	56
20.	Ruku Shrestha	F	16	9	14	18	57
Total			306	152	264	349	1071

Appendix - X (D)

Siddhartha English Higher Secondary School, Banepa - 5, Kavre

S.N	Name of Students	Sex	Obtained Marks				
			Noun	Verb	Adjective	Adverb	Total
1.	Alok Priya Darshan Dhakal	M	19	10	18	20	67
2.	Sworup Bhujel	M	19	10	18	19	66
3.	Prabhat Khanal	M	18	10	17	19	64
4.	Dipesh Shahi	M	16	10	19	20	65
5.	Alish Thapaliya	M	15	10	19	20	64
6.	Zirash Shrestha	M	18	10	20	19	67
7.	Milan Raj Dulal	M	16	10	17	19	62
8.	Manoj Manandhar	M	17	10	18	19	64
9.	Bipan Timilsina	M	20	10	19	20	69
10.	Rajan Dangal	M	19	10	18	20	67
11.	Pooja Bhandari	F	19	10	19	20	68
12.	Srijana Dulal	F	19	10	18	20	67
13.	Ranjana Sherpa	F	18	9	19	20	66
14.	Srijana Thapa	F	19	10	19	20	68
15.	Riza Shakya	F	19	10	19	19	67
16.	Subina Silpakar	F	20	10	19	19	68
17.	Rinu Shrestha	F	18	10	18	20	66
18.	Shishir Ranjitkar	F	18	10	19	20	67
19.	Sumana Dhakal	F	17	10	18	20	65
20.	Aruna Luitel	F	19	10	19	20	68
Total			363	199	370	393	1325

Appendix - X (E)

Nawa Pratibha English Secondary School, Panchkhal - 9, Dhunganabesi, Kavre

S.N	Name of Students	Sex	Obtained Marks				
			Noun	Verb	Adjective	Adverb	Total
1.	Anup Pariyar	M	20	9	19	19	67
2.	Shyam Kumar Shrestha	M	20	10	20	19	69
3.	Rajan Danuwar	M	20	10	20	18	68
4.	Unique Khadka	M	19	10	20	19	68
5.	Susan Danuwar	M	20	10	19	17	66
6.	Madhusudan Dhungana	M	19	10	20	19	68
7.	Suresh Shrestha	M	20	10	20	20	70
8.	Suraj Panta	M	20	10	19	20	69
9.	Narayan Gopal Shrestha	M	20	10	20	20	70
10.	Roshan Kayastha	M	20	10	20	18	68
11.	Kopila Acharya	F	18	10	20	19	67
12.	Anita Shrestha	F	20	10	20	20	70
13.	Radhika Shrestha	F	17	10	20	20	67
14.	Sabeena Mainali	F	19	10	20	19	68
15.	Rita Sapkota	F	20	10	20	20	70
16.	Alina Parajuli	F	19	10	20	19	68
17.	Heera Kayastha	F	19	10	20	20	69
18.	Srijana Shrestha	F	19	10	20	20	69
19.	Laxmi Shrestha	F	20	10	20	20	70
20.	Punam Shrestha	F	20	10	20	20	70
Total			389	199	397	386	1371

Appendix - X (F)

Saraswoti Kunj Boarding School, Panauti - 11, Kavre

S.N	Name of Students	Sex	Obtained Marks				
			Noun	Verb	Adjective	Adverb	Total
1.	Prabesh Karmacharya	M	20	10	20	20	70
2.	Yogendra Karmacharya	M	20	9	20	20	69
3.	Nishant Haluwai	M	20	9	20	20	69
4.	Sujan Pasachhe	M	19	9	18	20	66
5.	Subash Pasachhe	M	20	10	20	20	70
6.	Umesh Bhandari	M	19	10	20	20	69
7.	Prabin Thapa	M	20	10	20	20	70
8.	Nikesh Shrestha	M	20	10	20	20	70
9.	Bijay Lama	M	20	10	20	20	70
10.	Manish Duwal	M	20	10	20	20	70
11.	Manisha Basnet	F	20	10	20	18	68
12.	Bikina Sainju	F	20	9	20	20	69
13.	Nikita Shrestha	F	18	9	20	20	67
14.	Swastika Bhandari	F	20	10	18	20	68
15.	Sunaina Shrestha	F	20	9	20	20	69
16.	Manisha Shrestha	F	20	10	20	20	70
17.	Sangita Adhikari	F	18	10	18	20	66
18.	Farin Duwal	F	20	9	20	18	67
19.	Anusha Shrestha	F	20	10	20	19	69
20.	Angrina Manandhar	F	20	10	20	19	69
Total			394	193	394	394	1375