



Basic Issues of Affixation in English Language

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Abstract- Morphology is the investigation of core mastery of word anatomy and word-formation under the need and demand of the sense of the sentence. The prime intention of the related study is to analyze the magnitude of the language learners in the pre-stage of learning for further refinement in their skills by finding out basic issues in affixes usage. In this regard, qualitative and quantitative methodology is used to collect data from primary school students of Sheikhpura. On broad level, 4 schools were selected out of 10 schools with systematic random sampling and 20 students of 5th grade were selected for the test that was consist of affixation exercises with cognizance, knowledge, application agenda of evaluation. Data was demonstrated and analyzed with descriptive qualitative method and percentage, linear graphs, and table forms. In the first test, 40% of students were successful and 60% failed, in the second test knowledge and understanding was checked 30% of students were passed 70% were fail and in 3rd test 50% students were pass and 50% failed. So, the findings of this study manifest that language learners face word formation issues in their very early stage of learning due to the lack of understanding and practice. Poor planning, poor scheme of studies, less attention on basic understanding of morphology and knowledge are the prime factors for poor learning of the students. Hence students and teachers should use dictionaries, specifically planners; the scheme of studies should full of word formation activities, weekly word-formation competitions should be held to improve vocabulary, spellings, and a basic understanding of words by changing their case and forms.

Key Words: affixations, suffixes, knowledge, understanding, formation

I. INTRODUCTION:

Four dexterities are indispensable to grasp English as a second language inclusive of listening, speaking reading, and writing. In reading and writing word formulation is such a technique which is the basic element in language learning, this is such artistry that unfolds the mind of the learner to traverse, to acquire command but in a coterie of edification educators find it tough to edify students how to formulate the words through affixes, they are unaware of modus of affixes, they do not deal it as a technical strand, resultantly students get irksome when they find affixes tough to deal in, they are unaware to divide the syllable into segments to draw out the specific meaning by the formulation of words, furthermore they are unqualified to encounter future academic problems. This research intends to find out the obstacles of the students in affixations and impart solution for effective learning of affixations. Language learners with the broad concept of morphology are more expert in word formation, they can form new words by combining prefixes, suffixes, and base words with better understanding, and it is the source of cognizance of word structure for a deep understanding of words. On the other hand, affixation is the source of guessing new forms of words; it is like a game of word-formation to get new words with new meaning that broadened the scope of comprehension on an extensive level by changing the words from noun to adjectives. The question arises whether language learner has good ability and understanding to form new words by using right affixation. What will be the effect when a language learner uses (dis-serious) or un-serious instead of non-serious, (dis- possible) instead of impossible un-patience instead of impatience, study aims at the exploration of these types of issues and suggests resolving these issues. So, the basic purpose of this paper is to know how the students deal with word formation activities, what is their level of understanding of root words, prefixes suffixes, and cir-cum-fixes. This research manifests that on the primary level students should be taught affixes for word-formation for a

better understanding of words and their formation according to word classes and cases to enhance the function. Hence in this research data about affixes understanding was collected by 5th-grade students of different schools to find out shortcomings of students learning and cognizance. To introduce some factors reasons for the poor reading of words and irrelevant word-formation on the base of affixes that children face on upper level when they freeze to form a word with multisyllabic approaches and loose fluency and naturalness, why children stop and think to decode a long multisyllabic word, they stress, think and resultantly fail to deduce word formation, when the child has no adeptness in understanding a word-formation it may generate wrong pronunciation, so the target is here to instigate role of affixes in word-formation to involve the child in reading, creativity to form new words and better understanding word class and cases to execute all scholastic grandstand of their future.

Problem statement: Pakistani institutions have small-scale consciousness about the teaching of affixation plans for actions in the scheme of studies, which results in infirm word formulation and their meaning in reading and decoding affixations. Teachers and students require tactic awareness of affixation approaches with word formulation techniques to appraise the right process of morphological elements.

Research objectives

- To find out basic issues in the use of affixation on the primary level
- To aware students, the process of proper affixes learning techniques, this research intends to give acknowledgment to the teachers about different techniques of using affixes awareness for productive learning on a morphological level.
- To aware of the educators about the integration of affixation for word formulation and changing of meanings.
- To motivate the students to use affixes in the right way.

● Research questions

1. What are the most significant factors involved in effective word formations through affixations?
2. What type of techniques should be applied for teaching and learning affixation on the primary level?
3. What are the criteria of students in the usage of affixes?
4. What is the level of the students of 5th and 6th grade in affixes usage?

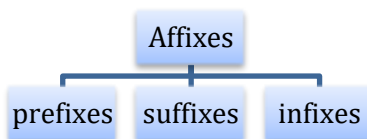
Significance of study: This study will accommodate research ahead for researchers on the subject of reading through the right use of affixation on the primary level and institutional planning for course development according to the needs of reading methodologies. This study is the answer to the question of why students freeze and become passive in affixes usage in their vocabulary and word formation. This research will also communicate that how word-formation abilities in students can be enhanced by educators with the succor of multisyllabic techniques. It will be helpful for parents and other members of the society who are responsive in the educational discipline. It will eager to help for NGO'S who are working for child labors, adults with an impermanent phase of time to plan scheme of studies. This study will also issue a framework and references to other research.

II. LITERATURE REVIEW

Good knowledge of spelling is essential to recognize effective words, which can greatly increase or hinder reading (Vögelin et al., 2018). Sitton (1995) stated that poor or wrong spelling also restricts the writers' selection of words which adversely affects creativeness and leads up to short and sometimes disjointed pieces of writing. Additionally; poor spellers occasionally have low motivation to write.

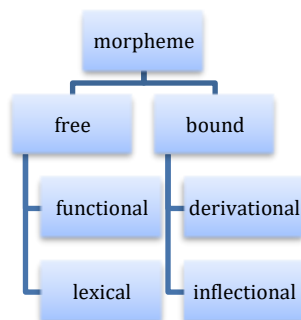
Depending on the above, good writing comes through the word-formation method that shows coherent and understandable ideas, and a good writer must go through knowledge and technique of affixation. Affixation is a significant morphological scheme (Manova, 2014). Derivational affixes are affixes that change the grammatical form of root or base word (Rakhmadie, 1986). Affixation extends the vocabulary of the language that supports both writing and speaking skills, therefore, it is essentially required in learning and teaching. Crystal (2008) stated that affixation is the combined term for the type's formatives that can be used only

when adding on to another morpheme (stem and root), i.e. affixes are a kind of bound morphemes. Affixes are restricted in number in any language and are usually categorized into two forms, depending on their location concerning the stem or root of the word. Those that are attached at the beginning of a stem or root are called prefixes, e.g. "un" in "unseen". The morpheme that follows by the stem and root are called suffixes, e.g. "ness" in "shyness". So, the morphological procedure whereby, lexical or grammatical information is added to a stem or root is called affixation. Infix morphemes are usually inserted into stem or root word. It is helpful to produce inflected and derived morphemes but they are commonly used in the English language (The Editors of Encyclopedia Britannica, 2020).



Fromkin et. al. (2003) affirms that morphology is the study of the inside structure of words, and the study of the directions by which words are formed in any language. According to Cope & Kalantzis (2015), there are many various kinds of morpheme and they depend on how they act in a word.

The word "morphology" itself comprises of two morphemes, morph + ology. The suffix -ology means branch or science of concerning knowledge. So the term morphology means "the science of word forms. Richard (1985) states a clear distinction between free and bound morphemes. According to him words that can stand alone are known as free morphemes and it has to further varieties: lexical and functional. Any unit of a word which cannot stand independently, always required other morpheme are known as bound morphemes (Richards, 1985). Based on the function of affixes in a language, it has two main categories. Derivational affixes (derivational morphemes) and inflectional affixes (inflectional morphemes). According to Fromkin & Rodman (1997), Inflectional morphemes are those bound morphemes that cannot change their grammatical category to morpheme to which they are attached. Brinton & Brinton (2010) claimed that derivational morphemes can be either a prefix or suffix. Derivational affixes can change the syntactic category of the morpheme to which they are attached (Rachmadie, 1990). It helps in any language to produce new words. In this form of affixes, one morpheme is derived from another one.



According to Pitman (2003) affixes are consumed to generate almost 50% of new words in the English language. Newfangled units of word offered to students and they use them to express their thoughts and they use some bewildering vocabulary that is merged by practicing affixes. Pitman (2003) claims that by using different sorts of affixes, students can improve their vocabulary. It is quite difficult to take a proper grip on four skills in any language teaching if there are not sufficient words build with the help of affixes (Pitman, 2003).

III. METHODOLOGY

3.1 INTRODUCTION: This chapter will reveal the full method and process minutely. It will be comprised of details of the study area, research design, population of the study, sample size, sample process, data compiling method, data survey, and demonstration.

3.2 RESEARCH DESIGN: The researcher has used qualitative and quantitative methods in data analysis in descriptive and percentage, tables and graphs form for elaborative analysis. The test has been distributed among the students to collect data for checking their level of affixation usage for word-formation according to the sense of the sentence.

3.3 DATA DEMONSTRATION: Compiled data has been analyzed by different methods to evaluate the validity of information and how that information is beneficial for this research. Data can be analyzed with the qualitative method and quantitative method so qualitative data that will be collected by interviews can be coded and can be analyzed in a descriptive way

3.4 SELECTION OF STUDY AREA: This research has been executed in private schools of Sheikhupura including primary. Sample schools were comprised of Muslim model school, Bloomfield Hall, leads school system, Blooming kids. These institutions have presented sampling, students for test on affixation.

3.5 REPRESENTATION OF STUDY AREA: This study has been accomplished in the SHEIKHUPURA district, a historical city of Punjab. Sheikhupura district detected in Lahore division of Punjab province. The total area of Sheikhupura is 3,030km (1,170sq mi) which has Tehseels Feroz Wala Muridke Sharq pur, Safdarabad.

SAMPLE AND SAMPLE SIZE:

SAMPLE: In research, the term sample is a selection of few items out of a large population for measurement it may be a group of people, things, or items. The sample should be enough to generalize the finding to the whole population; it represents the findings of the whole group of population (March 2006). This study sample was comprised of students from different schools of Sheikhupura.

SAMPLE SIZE: The sample size was included 4 private schools of Sheikhupura; consist of 20 respondents from the selected population.

PROBABILITY SAMPLING: The researcher has used systematic random sampling, a kind of probability sampling method; the researcher has made a master list of all students of 5th grade from 4 schools of Sheikhupura. From the total students, the researcher has chosen each 5th student.

DATA ANALYSIS AND DEMONSTRATION:

DATA DEMONSTRATION: Data demonstration is a way to present data; quantitative data was presented in tabular and graphical form to draw out the conclusion from the presented measurement. This research deals with qualitative and quantitative methods, so descriptive and textual form graphical, chart, the tabular form also has been used in a demonstration of data.

DATA ANALYSIS

Test 1

Student	Total marks	Obtained marks	Result
1	10	6	pass
2	10	5	pass
3	10	6	pass
4	10	4	Fail
5	10	4	fail
6	10	5	Pass
7	10	5	Pass
8	10	6	Pass
9	10	2	Fail
10	10	1	Fail
11	10	3	Fail
12	10	4	Fail

13	10	6	Pass
14	10	3	Fail
15	10	4	Fail
16	10	3	Fail
17	10	4	Fail
18	10	5	Pass
19	10	4	Fail
20	10	2	Fail

The first test was comprised of prefix and suffix exercises, for example, prefix (non) and (tri) and suffix (rupt) were given to the student to make 3 words with each, 60% of student failed and 40% passed, some students were unaware of the exact meaning of suffixes and prefixes and their use as well. They made words with non (non anticipate), the trick with a try with rupt (school rupt) some made (bankrupt) some were unaware of the related rules.

DATA ANALYSIS

Test 2

Student	Total marks	Obtained marks	Result
1	15	5	Fail
2	15	6	Fail
3	15	4	Fail
4	15	8	Pass
5	15	6	Fail
6	15	4	Fail
7	15	3	Fail
8	15	8	Pass
9	15	2	Fail
10	15	3	Fail
11	15	7	Pass
12	15	2	Fail
13	15	1	Fail
14	15	4	Fail
15	15	6	Fail
16	15	6	Fail
17	15	8	Pass
18	15	10	Pass
19	15	3	Fail
20	15	8	Pass

The second test was consist of suffixes and their meaning, the first question was to match the suffixes with their meaning, for example -able (worthy of) -full(full of) -less(without) -er(more than) but here again perception of the student was not clear the problem is , when they are not aware of the meaning of suffixes and prefixes when they do not know the exact meaning, how is it possible the words in the right way, that was a thought-provoking problem that majority of the students do not know the exact meaning, for example, they do not know the meaning of (less) if they know the meaning of less and the use of this word with root word will be exact with a clear sense. So basic problems lie in this section, where students are unaware of the basic meaning of prefixes and suffixes. The second question of this test was consist of suffixes again, here the participants were to identify suffixes, the purpose of this test was to know that either the students can identify suffixes words in the paragraph or not, to some extent it was good, students were aware of suffixes, they circled the words consist of suffixes.

DATA ANALYSIS

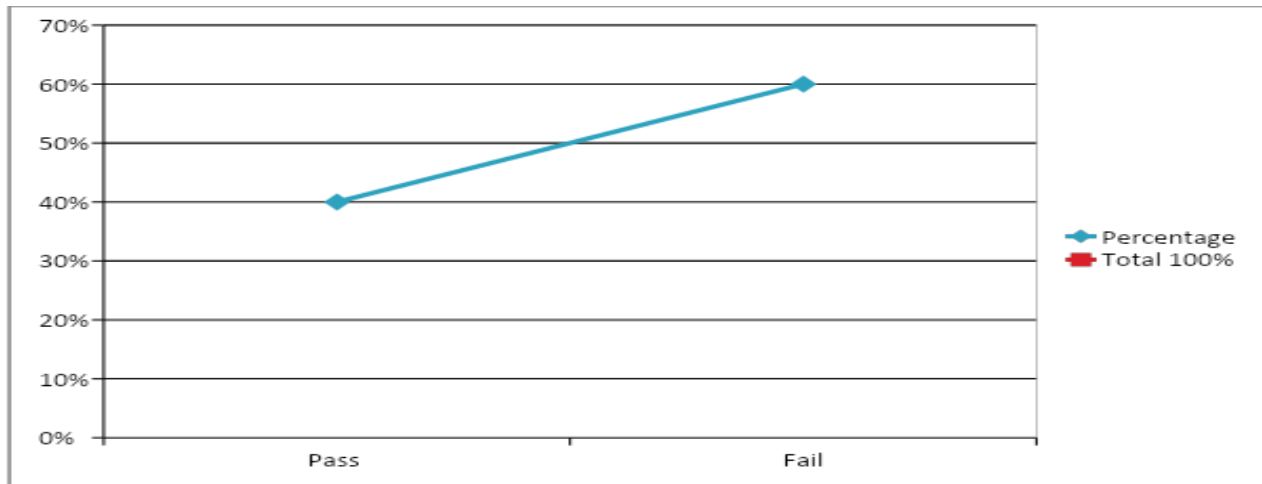
Test 3

Student	Total marks	Obtained marks	Result
1	10	3	Fail
2	10	6	Pass
3	10	6	Pass
4	10	2	Fail
5	10	8	Pass
6	10	4	Fail
7	10	4	fail
8	10	8	Pass
9	10	5	Pass
10	10	4	Fail
11	10	6	Pass
12	10	3	Fail
13	10	4	Fail
14	10	4	Fail
15	10	6	Pass
16	10	6	Pass
17	10	2	Fail
18	10	6	Pass
19	10	1	Fail
20	10	5	Pass

In the 3rd test, an exercise was given to fill in the blanks to check that how students use the exact word in the blank by using suffixes and prefixes according to the sense of the sentence, for example, some animals are quite ----- (harm). Here the student was to use the word (harmful) or (harmless) but the majority of the students are unable to understand, furthermore, another exercise was with prefixes (mis, im, ir, dis) to use in the sentences according to the situation. For example (the blood pressure of Amjad is-----regular, here the students were to select on prefix out of the above statement, here again, 50% of the students were unable to understand the exact sense of using an exact prefix. So criteria of understanding of the students was very low and there was lack of comprehension skill of the students, basic rules, basic meaning of affixation with different activities is need to give to the students.

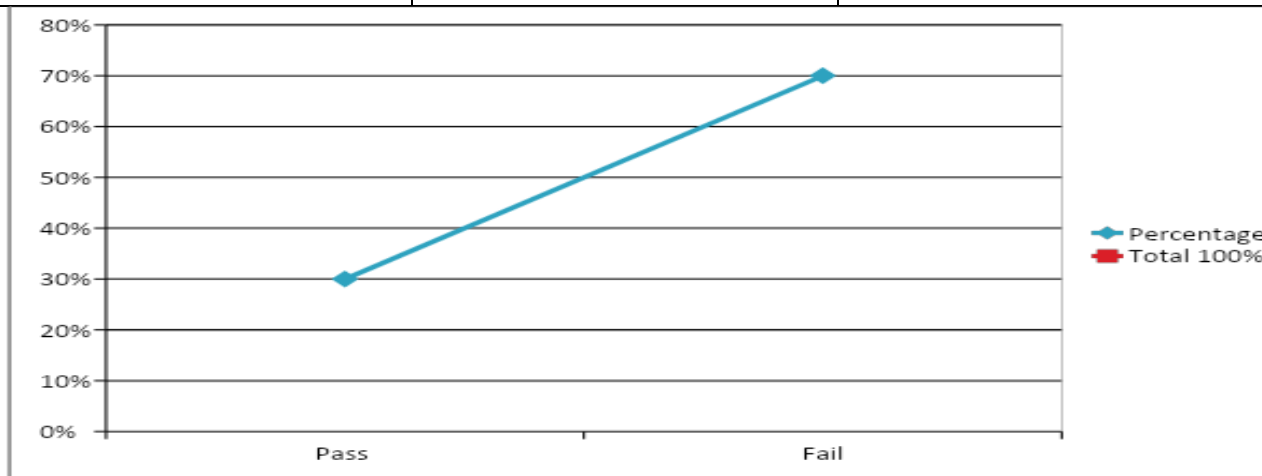
Test 1 Summary in percentage

Test 1	Student's ratio	Percentage
Pass	8	40
Fail	12	60
Total	20	100



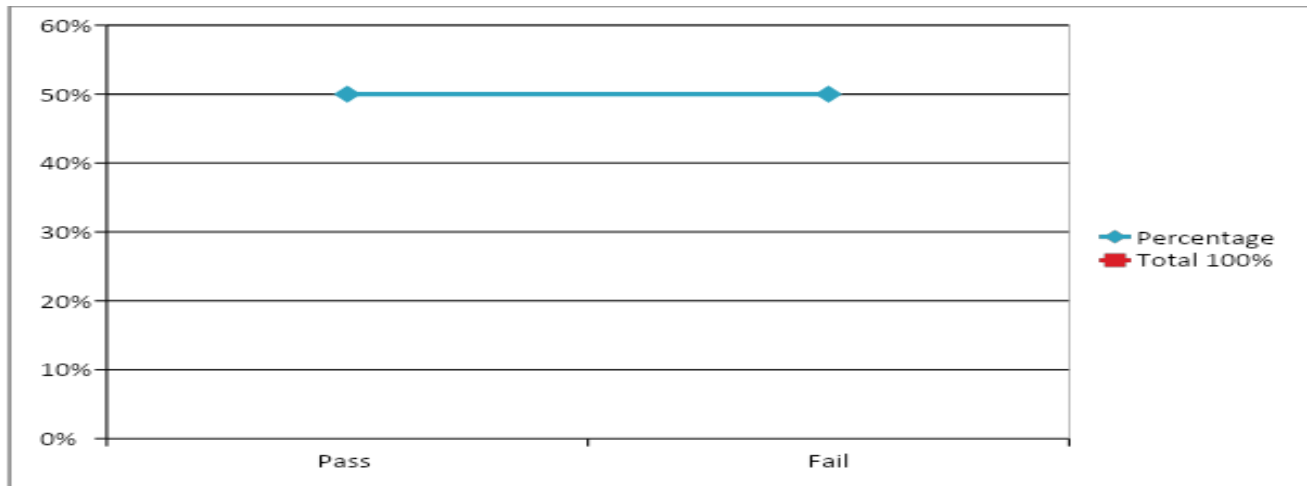
Test 2 (Summary in percentage)

Test 2	Student's ratio	Percentage
pass	6	30
fail	14	70
total	20	100



Test 3 Summary in percentage

Test 3	Student's ratio	Percentage
pass	10	50%
fail	10	50%
total	20	100%



IV. Discussion and interpretation:

Morphology is the study of learning the structure to deal with the words systematically for better understanding and cognizance. In this sense, for learning any language, words are the forceful weapons to share ideas and presentation of good composition, from basic knowledge of morphology to a broad understanding of words and word formation is base root agenda for primary school kids. The question arises: are related sonnets, educators, educational experts, stakeholders, parents are giving attention to basic strategies and scheme of studies to teach affixes on the primary level, is syllabus according to the need of students? Are educators, instructors providing valid planning to the institutions, which naturally provide the students better understanding to meet the need of this period. When 20 students out of 4 schools were observed through valid tests that were comprised of affixation exercises in Sheikhpura city, unfortunately, the result was very poor; it was not even 50% collectively. In first test result was 40% of students with passing marks but their comprehension level was also not much good, furthermore in the second test which also consisted of affixes exercises of matching the column with right words, to check basic cognizance of the meaning of the affixes that was also not up to the mark with 30% pass result. Another test was using the right affixation but their performance on this stage was also not satisfactory, hence, how a language can be effective for better outcomes when the basic word-formation level of the students is poor. In this study analysis of the student's performance in affixation shows that there are a lot of deficiencies in students learning. When a child uses misbelieve instead of disbelieve, (ir serious) instead of non serious, (dis regular), instead of irregular, school rupt instead of bankrupt. These types of mistakes were found in children's test, which was due to lack of knowledge, irregular teaching planning and basic problems in scheme of studies of the students. If students did not show good result in 3 levels of test, it is an alarming situation for educational sectors. Study of prefixes and suffixes is the source of becoming master skilled reader, from very initial stage; a learner can get good command on reading and pronunciation for boosting up good comprehension of content. Specifically, when it comes to new learning, pedagogical demand should be phonics, syllable and affixes for word formation with cognizance of literal and contextual meaning.

V. Conclusion:

This study defines the affixation process by discussing all facets of suffixes, prefixes, and infix under the teaching practices of the English language. After analyzing the test of the students, it can be concluded that the students of primary level have a bad understanding of affixes. Teachers should change their traditional methods of teaching and have to engage students in practicing new vocabulary with the help of affixes. Morphology should be taught as a scientific strategy for learning. To break a word into morphemes, analyze both the root and suffix of the word for recognizable morphemes. Students are also required to comprehend how prefixes, suffixes, and roots are used, and how words change.

VI. Recommendations:

The findings of this study through data analysis drawn by 5th-grade students need some specific strategies and activities for enhancing the ability of word formation through affixation. Students and teachers ought to know the right affixation rules and meaning of words changed due to affixations. Students intend to know syllable recognition for decoding long words and changing the word class by word formation through affixation. Teachers should get pedagogical pieces of training. Students and teachers both must extend knowledge of morphemes to be experts in English language learning. Through dictionaries, students should develop a habit to note the universal structure of the words, word class, and syllables of words and recognition of the word by practicing again and again by different activities.

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