

THE DISSECTION OF AFFIXES ON THE WORDS

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Annotation

This study shows forth the importance of morphological awareness which enables learners to acquire literacy competence. Concerning with this the knowledge of affixes is important for English Language learners, because affixes enable learners to predict the meaning of the words which they firstly encounter through the meanings of words' first or last part.

Key words: *Affixes, vocabulary, word formation.*

Introduction

People are human beings who are not able to stand by themselves, they should need to communicate with each other. Language is a means for communicating with another person. Communication should be created in any language. Language is considered as a system of sound units and morphemes that are used to match sounds to meanings. As a speaker of a language, it is clear that arbitrary meanings are given to words in order to express ideas. Moreover, the language consists of components and units arranged according to some certain patterns. Linguistics is the science of language knowledge or only the study of language, there are many definitions. As known by everyone, Linguistics is divided into several sub-branches including morphology, syntax, semantics, and phonology.

Problem

Achieving language skills, basically literacy skills of the language, is one of the problems learners generally face during the process of achieving literacy skills. And vocabulary enrichment problem is very actual theme. There exists a great deal of learners who want to obtain vocabulary skills. The knowledge of the affixes helps the students enlarge their vocabulary. The only requirement is to conceive and understand the structures of the words in order to have an extended Word stock. In order to reach the target, teacher's role is very vital for the students, that is to say that teacher's ability is an important factor too.

What is vocabulary?

Let's begin with vocabulary. Vocabulary is crucial for English Language learner students (EELs). Students usually have troubles in building and generating Word stocks by means of affixes (prefixes, affixes). Basically, affix is one of the difficulties students face while learning English. They can wrongly add affixes, and they cannot generate their word stock by adding affixes. They also may not use them right. For example, learners in general may not add suffix (-s) at the end of the verbs with third personal singulars when the sentence is in simple present tense.

Ellis (1986) supports the idea that the most economic way of comprehending a language is to know a word list firstly. Monson (1968:5) defines that any learner become aware of many aspects of English Language when he/she takes a vocabulary lesson, because it provides students a great number of approaches to learn new vocabulary. Carter also (1987: 145) states that for years vocabulary has been the weak relation of language learning and teaching. It is neglected when we make a linguistic research on phonology and syntax. Sometimes it may have been fostered an atmosphere where words were regarded to be a less important factor while learning a second language. On the other hand, according to Coady and Huckin (1997:1), second language vocabulary acquisition has become a charming topic for researchers, lecturers and teachers. English word formation shows how essential to have competence of prefixes and suffixes in teaching/ learning a language. It provides first of all a strong background information about thesaurus, word formation, prefixes and suffixes, as well as other related subjects in language morphology.

Word Formation

Word formation (WF) is a study that appears as a puzzle, or stumbling block and where prefixes and suffixes are in area course of Word formation. By far there is not any commitment for the definition of WF. To give an example for this uncompromising subject: although the scientist-linguist Crystal (1989) says that the term refers to the processes of morphological variation, when we constitute the words, the two main divisions of inflection (grammatical relationships) and derivation are also included. As for understanding, word formation means the

second processes, these are classified into types of “compositional” or “compound” (e.g. “greyhound” from the two free elements “grey + hound”), and “derivational” (e.g., “decide”, “decision”, .etc). From the addition of the bound items “-sion”, but another language scientist Marchand (1969:2) denotes WF as “Word-Formation and says that it is a branch of the science of language which investigates the patterns and units, i.e. vocabulary. And Nunan (1991:121) says “The ability to recognize component parts of words, word families, and so on is probably the single most important vocabulary skill a student of reading in English as a Foreign Language can have. It substantially reduces the number of completely new words he will encounter and increases his control of the English lexicon”

Although vocabulary is very important to get the competence of literary skills, affix is also a major part of the thesaurus. It can be seen that the learners studying at the department of English Language encounter some problems even though they have to be aware of the morphology to acquire the competence language skills; even so, almost all of the ELLs (English Language students) does not seem to have the knowledge of affixes. Especially, students have had trouble in building and generating words through affixes till now. Affixes are one of the major difficulties students encounter in recognizing them in learning English. They make a mistake when using affixes, they cannot generate new words by adding prefixes or suffixes. They also cannot use them correctly and effectively. They, for example, are unable to add suffix (-s) at the end of the verb when forming the sentence in simple present tense created with a subject of he, she or it.

The knowledge of affixes is important for ELLs, too; because affixes enable learners to guess the meaning of the words which they first encounter through the meanings of words’ first or last part. Nouns can be derived from simple verbs through affixes. Affixes are divided into different sections according to their formation: *prefixes, suffixes, infixes, and circumfixes*. This paper shows the importance of morphological awareness which enables learners to acquire literacy competence.

Affixes bring difficulties for students. McCarthy (1990:4) states that morphemes are not easily recognized especially when morphemes are disguised with words, sound changes and spelling changes since they become less obvious for incompetent students in affixes. He states “when we separate the words into the morphemes that compose them, we can consider what problems of analysis, or recognition, or of relating them to other forms of the same word a learner might have with them”. Kruse (1979) points out that the only important skill is to be competent in recognizing component parts of the words for a student in the department of English Language. Students with deficiencies are usually more disappointing than competent students. This is just because affixes are generally neglected by teachers, as a result of this, it can be said that vocabulary seems to be trivial problem in the curriculum because of teachers’ attitude towards morphology, and because they give priority only to the structures of sentences in teaching language. Tickoo (2003:1989) clarifies that educationists in English are unable to attach importance to vocabulary for more than two centuries. The reason why this belief is widespread among linguistics is that using a language effectively needs to be competent in using its sounds and structures.

Morphemes

The most basic grammatical unit in a language is morpheme. Morphemes are the minimal units of grammatical forms. Morphemes are divided into two: *roots* and *affixes*. Roots are the starting part in word analysis, because there is not any part of a word for further analysis. To give an example for root, in the word ‘**untouchables**’ ‘-un’, ‘-able’, ‘-s’ are additives while the part ‘touch’ is the root.

According to Nunan (1991:121), to be able to recognize component parts in the word is certainly the most important competence for learning language. It provides substantial ability to reduce the number of new words any learner will encounter and helps the learners control English lexicon. According to Matthews (1991) “Affixation is the processes of adding an affix. An affix is any element in the morphological structure of a word other than a root. For example, the word “**unkinder**” consists of the root “kind” plus the affixes “**un-**”and “**-er**”. Affixes are divided into prefixes, which come before the form to which they are joined, e.g. “**un-**”; and suffixes, which come after the form to which they are joined, e.g. “**-er**”.

An affix is a bound morpheme linked to roots and bases. For example, “**un-**”must always take place before the main meaningful part of the word, whereas “**-ity**” must take place after the root and base. The bound morpheme “**un-**”is called a prefix, but “**-ity**” is called as a suffix. When a person knows a language well, s/he automatically knows how to derive words from roots or a person who is learning a language such as a student, s/he has to know how to derive words from roots to become a speaker in that language. Word formation rules are an indispensable

part of linguistic knowledge. For example, in English, word formation is achieved by prefixes and suffixes.

Prefixes are affixes which precede the words to add them a meaning or function. For example, “un” in “unhappy” is a prefix and it cannot be used alone as “un” in a sentence. Therefore, it is a bound morpheme and a prefix. *Suffixes* are the affixes, which follow the words to add them a meaning or function. For example, “ness” in “happiness” is a suffix. *Infixes* are added only to the middle part of the word, but there are not infixes in English. Although *circumfixes* like *suffixes* are added to the end of the root, they are also added to the beginning of the root. The difference among affixes; circumfixes are added both to the beginning of the root and to the end of the root.

Conclusions

Consequently, to understand the meaning of any long word, learners can divide the word into parts. For example, considering the word ‘unjustifiable’ meaning not having the ability to give a good reason, it is better to understand its meaning by dividing into parts. After dividing the words in a meaningful way, for example, ‘un’ means not, ‘justify’ is a verb meaning to give a good reason and ‘able’ means ‘to have the ability’; it is better to find prefixes and suffixes in a word formation. To know these conditions helps learners guess the meaning of many words. To sum up, word formation can only be concerned with compounding and adding, that are analyzable grammatically and semantically. It is exactly concluded from the two definitions of word formation according to two different linguistic that there is still disagreement upon the exact definition of the Word Formation.

Knowledge of a language helps people connect and combine words to form phrases, and phrases to form good sentences, This article shows forth the importance of morphological awareness which enables learners to gain a literacy competence. First, the knowledge of affixes is important for English Language learners, because affixes enable learners to predict the meaning of the words which they firstly encounter through the meanings of words’ first or last part. Nouns can be derived from simple verbs through affixes. Affixes are divided into different sections according to their formation: *prefixes*, *suffixes*, *infixes*, and *circumfixes*. To gain language skills, especially literacy skills, is one of the problems learners usually encounter during the process of literacy skills acquisition.

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