USING AFFIXES TO ENRICH ESL LEARNERS' VOCABULARY AT ELEMENTARY LEVEL

Authored by
Farrukh Ghani Chishti

Abstract

English is being used all over the world as an international language. It has become a Lingua Franca and a language of greater opportunities. It also enjoys a supreme status in society. Its sound knowledge is a successful passport for any job. For learning any language, both the oral and written skills are of equal importance. In fact, learning a second language is never easy. Learners have to wrestle with new vocabulary, rules of grammar, pronunciation and more. In learning a second language, vocabulary is the most paramount part. It is the soul and essence of a language. It is also first and leading stair in a language acquisition. Its knowledge plays an important role in almost all areas of language. So, the whole process of learning a language depends on learning its vocabulary. The current study evaluates the ways to improve vocabulary through affixes at elementary level. It was an experimental type of research based on quantitative research approach. One hundred students and thirty teachers from Bahawalnagar participated in this study. Experimental research with pretest posttest design was used. The data were collected through tests. The findings of the study revealed a significant improvement in vocabulary using affixes. The effectiveness of the study was also confirmed when the scores of the experimental group pre-test were compared with the scores of its post-test. The high mean of the scores recorded by the experimental group is likely due to the influence of the suggested affixes technique which proved to be a fertile teaching and learning aid that enhances both conscience learning and subconscious acquisition of vocabulary. It is recommended that quizzes, exercises and tests for affixes should be used to enhance the vocabulary among students. The recommendations and findings of this study should be taken into careful consideration and steps should be taken to implement those in our classrooms. If implemented intentionally, it is expected that the state of the teaching and learning of vocabulary skills at elementary level will be improved remarkably.

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DEDICATED TO

My loving and most affectionate **Parents** who always guided me very wisely and sincerely and financially supported me. Their words of advice are much more than precious pearls for me. I am really proud of them.

&

My Supervisor: **Sir Safdar Bhatti** who cemented my future with his legacy of great heart and care as a whole.

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Chapter 1

INTRODUCTION

1.1 RESEARCH BACKGROUND

Pakistan is a developing country. Its literacy rate is not praiseworthy and is at the low level in the ranking list of literate countries. The situation is even worse in rural areas (Bhatti, 2016). The students even after twelve years educations are unable to get command over English Language (Kannan, 2009; Bhatti, 2016). Students just study to pass their exams and most of them prepare specific areas of syllabus (Warsi, 2004) which directly affects their learning.

Language is a weapon for man. It has to be taught and used in social groups. It is the only way to speak with each other and it is the way by which we can send our messages to others. It is not only used for routine dialogue but also used in education, research and science in spoken as well as in written form. Without it, man is like a dumb animal. Proficiency over target knowledge of vocabulary can make our students powerful speakers, handsome listeners, good readers and writers. For learning any language, both the oral and written skills are of equal importance. For this purpose, there is a dire need of interaction among the learner, educator and the study material. In fact, English is being used all over the world as an international language and has become a Lingua Franca and a language of greater opportunities. It also enjoys a supreme status in society. Its sound knowledge is a successful passport for any job. Basically, learning a second language is never easy. Learning of vocabulary is the very basic point to expertise it in the target language. Vocabulary acquisition, vocabulary retention and vocabulary transfer are some confused processes in learning vocabulary. No doubt, the role of vocabulary is very vital in order to language teaching and learning. Mastery in vocabulary will enable the students to enhance other skills well. Developing vocabulary is a confused series of actions to achieve the results. It takes a long time to master English vocabulary. It makes the learning process more meaningful.

Lack of vocabulary seems one of the major causes of failure of our students. It is the major hindrance in learning process especially English. Academic English is essential for the success of ESL learners in school settings. Knowledge of morphemes and affixes (prefixes, suffixes) are one part of academic English that may increase student's achievement. It has been observed that in most of our public and private schools, the teachers teach the students only by the so-called traditional ways of teaching English vocabulary. Learners have to wrestle with new vocabulary, rules of grammar, pronunciation and more. Affixes are an appropriate strategy for the ESL learners to develop their vocabulary widely and polish their skill. In learning a second language, vocabulary is the most paramount part. It is the soul and essence of a language. It is also first and leading stair in language acquisition. Its knowledge plays an important role in almost all areas of language. So, the whole process of learning a language depends on learning its vocabulary. The study of prefixes, roots and suffixes is the most utilized word parts that make fifty percent of the English language (Pitman, 2003). English vocabulary is marvelous and becomes the part and parcel of technology and social interaction. Gradual practice of prefixes, roots and suffixes can improve vocabulary of the students (Pitman, 2003). The cognitive, social, and psychological factors involve in learning and retaining of vocabulary. The social indicators of students learning process are parents, peers and teachers who help in refining the learning process of the learners through different literary events. The current study is about the importance of the role that the processes of word-formation, especially affixes, play in the acquisition of English as a second language in the classroom at secondary level. It intends to investigate the problems, difficulties, needs and interests of the students of elementary level in the area of affixes, and their importance in acquiring vocabulary.

1.2 STATEMENT OF THE PROBLEM

The Researcher has observed that the ESL learners of Bahawalnagar face problems and difficulties in the area of affixes involved in building and forming words in learning English. Affixes are problematic for students and one of their major difficulties is the recognition and the production of them. The students encounter difficulty in perceiving and recognizing them in their learning of English. They make errors in their usage. They cannot produce new words by adding either prefixes or suffixes. And they cannot use it effectively. They are unable to use them correctly and appropriately. They cannot attain mastery and command of them in daily life interaction, communication, the academic subjects and requirements. So imparting English vocabulary to the ESL learners through affixes is a new idea. Most of the English teachers are unaware of this innovative technique. That's why it seems them difficult to switch over to this new technique of teaching. The students also remain dull in learning vocabulary in traditional classrooms. In our government schools, the majority of the students cannot comprehend the words they have been taught. With this scenario, the researcher decided to conduct a research on **"Using Affixes to Enrich ESL Learners' Vocabulary at Elementary Level"**. This study will draw the attention of the teachers to use affixes to make their teaching effective, easy and interesting. It will also investigate how the use of affixes helps the ESL learners to overcome their short comings of vocabulary skills in the target language.

1.3 OBJECTIVES OF THE STUDY

This particular study was an attempt to search for the most appropriate, fruitful and inspirational way to teach vocabulary in elementary schools. So the objectives of the current study were:

1. To find out the impact of using affixes for enriching vocabulary
2. To find out the perceptions of the teachers regarding the use of affixes for vocabulary development.

1.4 RESEARCH QUESTIONS

To achieve the required objectives, following research questions were formulated:

Q1: What is the impact of affixes upon vocabulary enrichment of ESL learners at elementary level?

Q2: What are the perceptions of teachers about the use of affixes in the classrooms?

Q3: How can affixes be important in acquiring English vocabulary at elementary level?

1.5 HYPOTHESIS OF THE STUDY

In this investigation, the researcher attempted to give a tentative solution to the problem. The hypothesis could be stated as follows: Vocabulary skills of ESL learners can be improved through affixes.

H1. The present syllabus, teaching methods and teaching materials in use do not match and meet the needs and interests of the ESL learners in the area of affixes. There is a gap between them.

1.6 SIGNIFICANCE OF THE STUDY

Words are building blocks of language. So affixes are helpful for improving vocabulary. The study is an attempt to provide a detailed analysis and description of the affixes in order to emphasize the important role they play in the acquisition of vocabulary. The positive results of this research will support the English teachers to use affixes for developing vocabulary of their students and even they can change their methods to make the students motivated and relaxed in teaching learning process. It will enable the teachers of English of elementary level to be in a better position to diagnose the causes and to offer appropriate treatment. Thus, the teachers, scholars, syllabus designers and educationists can use the present study for various pedagogical purposes including assisting ESL learners to attain better mastery and command of affixes.

1.7 DELIMITATIONS OF THE STUDY

The study focused on the teaching of vocabulary. It is confined to affixes and their importance in acquiring vocabulary. The study investigated the problems, difficulties, needs and interests of the students in the area of affixes. Thus, the study was limited, microscopic and focused. It was delimitated to Govt. Girls Elementary School, Bahawalnagar and The City Grammar School, Bahawalnagar due to some restrictions for the researcher.

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Chapter 2
LITERATURE REVIEW

The purpose of this study is to determine: How does learning about affixes (prefixes and suffixes) help ESL Learners to understand the meaning and function of affixes? This chapter will introduce the literature that describes morphology.

2.1 LANGUAGE AND ITS LEARNING

Language is considered as means of communication that is used to interact with others. We share our feelings and opinions, to make contact with others and so on. The philosopher Wittgenstein (1961) said that the limits of his language are limits of his own world. All he knows is what he has words for. It revenues that our understanding of this world is set to by way of the limits of our language. So it can be said that language is a part and parcel of our life and it is hard for us to be away from it and to reproduce and inspect it.

Language has been a highlight of study for many years. Only in this century, a special order has been dedicated to the formal study of language - linguistics. Many schools of linguistics have grown and it includes interdisciplinary studies such as sociolinguistics, psycholinguistics and applied linguistics which enhance our understanding of language in classroom.

Pakistan is a multilingual country with almost 70 living languages. English, though not spoken as first language, is the primary secondary language to learn for education, business, traveling abroad or other needs. English is taught as a compulsory subject from grades one to twelve in Pakistan. The traditionally used GTM is not producing desired results, as the ever expanding domains of knowledge, globalization of the world, and an increasing use of the English language in all spheres of life demand the coming generation to become experts in the use of the English language, not only in its written form but also in its oral communication; it is used as a tool and means towards greater goals. English in Pakistan should be taught from an applied linguistics

point of view (Jilani, 2004: 08). There should be a link in what the students learn in the classroom and in their real life situations.

The ever growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English or ensure that their children achieve a good command of English. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources (Richards, 2006: 05).

The worldwide increasing demand for good communication in the English language has increased significantly the responsibility of the English language teacher. This situation is producing incompetent users of the English language in Pakistan. The gift of gab is a special blessing of the Creator to mankind. This quality distinguishes the human beings from animals as, according to Chomsky (1988), the learning of a language is an exclusive faculty of human beings and does not exist in any other species. Although animals like monkeys, dolphins and some others can communicate with one another through language yet they cannot use language as creatively as the human beings can do. They can communicate only in a fixed way by using certain specific signals. According to Nunand (2003), language is the best taught when it is used to communicate messages, not when it is explicitly taught for conscious learning. Language acquisition can only take place when a message, which is being transmitted, is properly understood, and the focus is on what is being said rather than on the form of the message.

According to Rehman (2003), language is a cultural symbol that preserves and transmits culture to the coming generations and it is also a means of systematic communication by vocal symbols. "Language is a system of arbitrary, vocal symbols, which helps all people in a given culture to communicate". Language is a learned behavior. All normal children are born with the ability to make sounds but sounds take the shape of language and become meaningful only through

constant hearing and repeating them. The sounds may be taught first in isolation but must instantly be inserted in words and phrases etc.

Culture and language are so closely inter-connected and inter-dependent that their independent survival is almost impossible. Nunand also points out that features of a language are not inherited in a biological sense. Any hereditary difference in the structure of a larynx, mouth and lips does not influence the action, which makes up a language. A child learns to speak like other people who are around him.

According to Moeen (1992), the child uses noise and loudness with a rudimentary system of information before he learns specific words, uses utterances for a period and develops intonation akin to the intonation of his parents. Development of his intonation may go for ahead of other elements and units of the language. The components of language are as under:

Components of Language

Lexis | Grammar | Phonology | Semantics
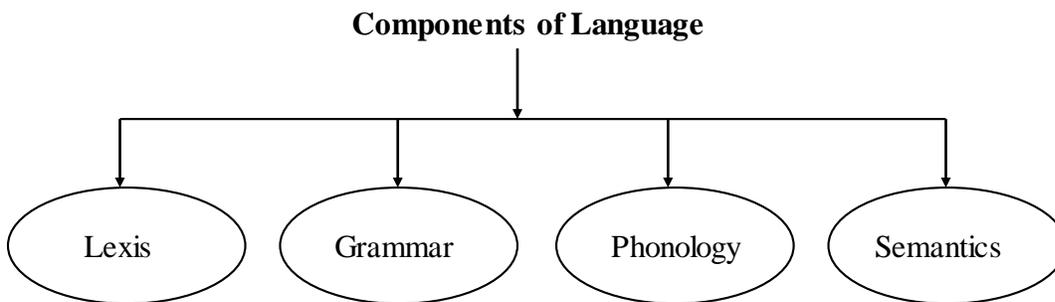
(a) Lexis

Lexis carries great significance in a language. It is just like the flesh of a living organism, and it gives richness and extensiveness to a language.

(b) Grammar

According to Michael (2005), Grammar gives structure and form to a language. It is just like a network of bones within the body of an organism. Combining together Lexis and Grammar, they give birth to a language and almost all the languages have the following systems:

a. Grammatical system   b. Phonological system   c. Lexical system

(c) Phonology

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It is the system of sounds in a language. Any message conveyed by a language has to be first converted into words put together according to the grammatical rules and these words are then conveyed by sounds.

It is a broader study of the major speech sounds and their organization in a particular language. Moreover, it deals with how English organizes elements of speech into an integrated system. Accuracy, fluency, and intonation are the main purposes of phonology. Intonation is concerned with the pitch of the voice, the musical feature of the voice (Michael, 2005).

(d) Semantics

Semantics is the study of meanings in a language. And a language in itself is very sensitive to the situation. So it is rather difficult to reach at the exact meanings of words in a sentence. The aim of semantics is to explain and clarify the nature of meaning (Shams, 2003).

2.2 LEARNING ENGLISH AS A SECOND LANGUAGE

English language was first brought to Britain in the fifth century A.D. by settlers from the European mainland. This stage of the language is usually known as Old English (OE). In the following centuries, it was subjected to various influences which made it the language it is today. These can most clearly be seen in the vocabulary of the language, which reflects the influence of a range of other languages. The first of these external influences, and probably the most important, was the Norman conquest of 1066 A.D., which led to large numbers of French words being imported into English. Words were also borrowed from Latin, the language of European scholarship, and their number grew during the Renaissance period in the 16th and 17th centuries. From about this time, through trade and colonization, words were borrowed from other European languages, such as Spanish and Portuguese, and from languages in far-flung places such as Africa, India and the Americas. This process has continued up to the present day. The table below will help to understand the language origin:
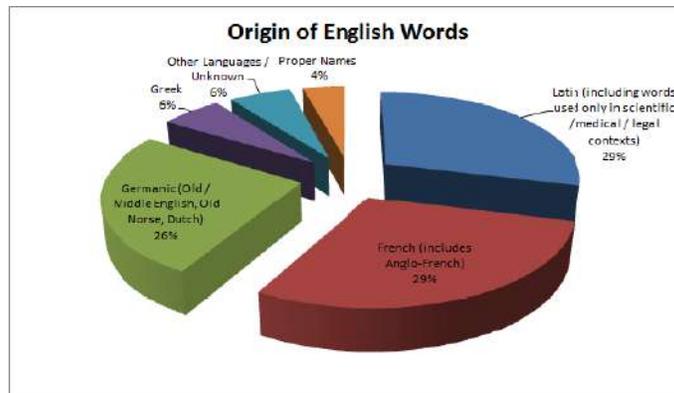
Fig No. 1.1

Arabic, Persian and Sanskrit were the medium of instruction before the advent of British in the sub-continent. Lord Macaulay's reform in favor of English language as a medium of instruction in 1835 brought an end to the Oriental languages. The need for English became greater in 1854 when the eligibility to government service was restricted to those who had English education (Mansoor,1993).

The value of English language is internationally accepted. It's a store house of world knowledge. It is a medium of international communication and also a custodian of standard terminologies. To get advancement in higher studies, the solidity of English language is admit able. Considering the state of this language, it has been a challenge for its teacher. It is very important for an English language teacher to have a full command on it. In1832, English was formally introduced as an official language in the Sub-continent. At that time, people were against to get Western education. But this initial disinclination, especially among the Muslim community, to learn English was chiefly overcome by Sir Syed Ahmed Khan, Sir Syed Ahmed Khan's campaign in favour of the significance and remuneration of Western education laid the establishment of Aligarh Muslim University in 1875. It helped people to realize that Western education was detracted from their Islamic heritage. Indeed, Aligarh became the center of Muslim separatist politics which in the long run, through the philosophical influence of Iqbal's poetry and the political leadership of Muhammad Ali Jinnah, to the formation of Pakistan. With its 60 years history and a colonial past, the role of English has been a controversial one. In the constitution of

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1956, 1962 and 1973, all expressed the desire to replace English by Urdu in all domains. But for all practical purposes, today English remained as a second language in Pakistan. According to Shoaib(2010), it is the language of government, business, technology and law. Haque (1983) also points out in his book "Teaching of English in Pakistan", the anchorage of English in Pakistan is that the constitution and the law is codified in English. English language has become the most outstanding language in Pakistan now. Many people at all levels try to master it very well. Moreover, the young language learners often mix and switch it with Pakistani language, Urdu. A mixture of English and Urdu has formed a new accent of English language namely, Urlish. The learners of English language may assume it as they can speak English fluently and clearly, they will look like an intelligent and modern person. But it is a fact there are only few young learners who can speak English fluently (Wulandari et al, 2008). After the comparison of the past and present role of English language in Pakistan, we may say that English is important and essential for the future of Pakistan. We cannot make remarkable improvement in any field without English because it is the language of the world, and we have to keep pace with the rest of the world. The importance of English in academic setup is clear in the fact that English is compulsory at the graduate level whereas Urdu is not. According to French (2000), learning a second language is more important than learning a description of it. It involves imitating, practicing, memorizing, listening, interpreting, reading, writing and speaking etc, Further stated that pupil's learning of the new language and teaching of a language should be based on word groups. It is the phrase-pattern and sentence pattern that are of primary importance. According to him, there are three basic principles: Word order is the first principle, word structure is the second principle and difference in the form of words is the third principle.

2.3 SOME ASPECTS OF LANGUAGE LEARNING

Following are some aspects of learning a language:

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2.3.1 Preposition

According to Richards (1991), a preposition is the linkage of words to form predictions about things, people and events. Prepositions are the building block of communications and the first task in learning to communicate a language is how to create prepositions. Language is comprehensible to the degree that hearers are able to reconstruct preposition from the speaker's utterance.

2.3.2 Translation

According to Haq (1995), Translation and the use of mother tongue are desirable. When a pupil meets a new English word, he searches for its meaning in his own language and when he finds it, he is happy. But as soon as the word becomes perfectly familiar, there is no feeling of success in translating it and the translation is then given up. The teacher should try to minimize the strangeness of the words, phrases and sentences to the extent that there is no feeling of achievement in translation.

2.3.3 Library

According to Aslam (2004), each school has its library with different types of books. The teacher sometimes uses the books relevant to the students for further information about the topic. He suggests these books for study. The students go to the library, take the relevant books and study the books in different ways (e.g. in group study or individual study etc.). This technique helps the teacher to impart the training to the students in various ways.

2.3.4 Innovative Programs

Alexander (2005) observed that the innovative techniques excited the students and they actively took part in all the activities. There was a shift from the teacher centered approach to student-centered approach. Students showed interest in the methods and various techniques employed by the researcher and as a result, students got fully involved in the lesson. The students practiced all the four skills along with learning grammatical rules and vocabulary. Group formation was more

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successful activity than pair work. The use of pictures, charts and authentic material was very impressive and students found it more entertaining to learn. Researcher also observed that in the beginning it was difficult to complete the lesson plan within the time limit. The lesson planning also had to suffer due to lack of A.V. aids. The students found it difficult to speak and comprehend English because of the poor language.

2.3.5 Language Laboratory

Brooks (1964) pointed out the importance of language laboratory. To him the language laboratory is an effective way of learning in terms of the repetition and over learning of the behavior patterns that are to become habitual. Tape recorders, Ear phones, Microphones and the positions, at which the students are to listen to a master voice to repeat what he hears and at times to record his responses for review and correction, are the essential components of language laboratory.

2.3.6 Intensive and Extensive Reading

Haq (1995) reported that the books for intensive reading were meant for the acquisition of language and complete mastery of the subject matter contained in them. The pupils were required to make a thorough and detailed study of the subject matter and to get a complete hold of the words and phrases that were used.

2.3.7 English Language Games

Bibi (1995) indicated that English language games had a positive effect on the academic achievement of the elementary school's student and showed that these language games had significantly improved the writing ability as well as listening and comprehension of the students. It was also found out that the use of English language games had significantly improved the group work performance of the students. The result indicated that due to English language games, the students would use English structure effectively. The results also showed that there was no significant effect of English language games on the spoken ability of the students.

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2.3.8 Grammar

According to Scott *et al.* (1978), the mastery on grammar is considered mastery over language. Grammar can be helpful in commenting on language. It can provide a terminology, which enables language to be discussed. Such discussion can be analyzed and sometimes resolves ambiguities. Grammar can help in describing and comparing styles and registers. It can also be used to elucidate meaning, especially in complicated prose and poetry.

2.4 IMPORTANCE OF ENGLISH LANGUAGE

According to Nicholas, a nation is recognized by language. There are many languages used all over the world. In which the most commonly and internationally spoken language is English. Most of the books are written in English while some are translated into English for better comprehension. It is considered to be world language. It is an international currency. Half of the world scientific literature is written in English. The Cairo Egyptian Gazette said. " English is not the property of capitalist Americans, but of the entire world". i.e British, American, Caribbean, West African, East African, Indian, South-east, Asian etc are the world varieties of English.

"We cannot make our influence without command on English language" (Mathews, 1989).

English is an international language. It is used in the most parts of the world and also such locality, where the land is wide, like India , where various cultures are running together and each culture differs from the other and so is their language, people coming from abroad will not be able to understand the various language. So those who are known to English will deal the situation better. To be able to use English in communication, young learners need to acquire necessary vocabulary items and structures. While doing so, at the beginning stages of language learning, new vocabulary should be presented orally with related pictures, drawing, video etc. Vocabulary teaching and learning is a constant challenge for teachers as well as studentsbecause historically there has been minimal focus on vocabulary instruction in the ESLclassroom. Due to

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this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning. We cannot convey a single idea without vocabulary. The importance of vocabulary can be shown with the help of this quote, as the British linguist David .A. Wilkins (1972) puts it "Without grammar, very little can be conveyed; without vocabulary nothing can be conveyed".

Teaching and learning English vocabulary at elementary level is to make students fun in learning English. However, there are many problems arise during teaching learning process because English is a foreign language, and the students seldom use it outside class to study or practice it. One of the problems is that the students are less motivated and difficult to understand English. The other problems are the methods or techniques and media used to present the material. They are not suitable with the students' condition. These problems make the students' lack of motivation in learning English. This condition makes the class noisy and boring. Therefore, the teacher has to be creative in making the student interested in learning and understand English easily. The teacher needs something different to make students interested in which it can motivate them. It is based on the characteristics and attitude of the children that they are curious and often seeks something that the teacher notices then and shows appreciation for what they are doing. There are many occasions when form of presentation and explanation is the best way to bring new words into the classroom. So, to motivate students, teachers need something new that can stimulate their curiosity. One technique and media for teaching English vocabulary is by using affixes. It can make students feel happy, not bored, raise motivation and stimulation of learning activities and even carry psychological effects on students in learning the English language. Therefore, teachers are required to have a range of skills that support the teaching. When a learner learns the vocabulary in an effective way, he will be able to learn all other skills of the language effectively because vocabulary is the back bone of any language. A leading

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linguist and researcher Paul Nation (2001) notes: "Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." When a student learns the vocabulary of a language, he will be able to use the language as native like .As vocabulary is the very basic and integral part of a language so it is reasonable to say that if someone learns the words and their meanings then he will be able to learn the language properly. Lewis (1993) says "Lexis is the core or heart of language (P.89)."

In the case of English the importance of vocabulary is two-fold because English is an international language and the language of science and technology. This is the only way to communicate with the members of any other country. So vocabulary is the most important factor in learning a language. Conceptual study of vocabulary illuminates the minds of the learners and gives solid way to use their ideas according to their own understanding. As Steven Stahl (1985) says vocabulary must be taught in this way that describes the world and surroundings of the learning with real and refine colors. A strong vocabulary program is one that goes beyond the teaching of individual word meanings. The purpose of a strong vocabulary strand is to provide students with a solid foundation for participating fully in their school experiences. It is the conceptual system that has a pivotal role in our everyday life. The conceptual system is the way through which learners can learn and understand the actual thing it can be a word meaning and their contexts in which these words are used. In Pakistan English language is considered as foreign language and in many institutes as second language so it is very important for the learners to learn English vocabulary because language and vocabulary are the two sides of a coin. As Rivers and Nunan (1991) say that the acquisition of sufficient vocabulary is crucial for a successful second language use. Many other linguists are of the view that vocabulary is essential for learning a language. Being an international language, English language and its vocabulary have more importance than any other language in education field. So in the present research

work, the researcher is going to find out the effects of affixes on students' vocabulary. As the recent study is related to vocabulary and affixes and the researcher did her best for defining the vocabulary with the help of different writer's definitions of vocabulary.

Since the focus of this study is on effective vocabulary teaching strategies employed by teachers in the classroom. Stahl (cited in Taylor, 1990) found that vocabulary instruction directly improves comprehension. He points out that, as the difficulty of words in a text increases, understanding of the text decreases; therefore it is critical for students to have a deep understanding of academic vocabulary in order to understand new concepts. He also states that we use academic vocabulary to communicate to the world what we know. Individuals who can express themselves precisely with appropriate language are more likely to make a positive impression on their employers, colleagues and clients (Cummins cited in Herrel, 2004). McKeon (cited in Zwiers, 2008) argues that academic vocabulary enables us to communicate our needs, increases our chances that our needs are fulfilled and enables us to understand the needs of others. Furthermore, vocabulary is positively related to higher–status occupations (Marzano, 2004, as cited in Zwiers, 2008).

2.5 TEACHING CONDITION OF ENGLISH IN PAKISTAN

It is apparent that the status of English in Pakistan is very important. Pakistan is a country where more than one language is used to communicate in which English and Urdu are languages which are taught as compulsory subjects. But English used its more usefulness as an official language. So, it has much importance. It is the only way through which we can make progress by getting skills in the scientific, technological, agricultural and literary fields. It is the way which opens the door of our ever increasing storehouse of knowledge. But teaching condition of English in our country is very poor. The traditional English teaching method apply in Pakistani school. Majority of our teachers stress cramming strategy. They do not focus their attention on the importance of

enhancing communication skills in their students. Their only aim is to make their students able to pass the examination. English is taught in our institutions as a compulsory subject. Despite of it Pakistani learners don't know how to speak or write accurate English as they are weak in English. We can control this issue if we shall take some useful steps at school level to develop language foundation. So, it is an essential to give a suitable atmosphere both for teachers and students. If any nation wants to make development their focus should be on the language in their educational system, or it would be a suicidal struggle towards knowledge (Jones Hawley, 1977).

The ever-growing need of English language in different domains of human life, that is, education, economics, politics, entertainment, technology and business, has created a huge demand for English language teaching around the world (Pandey&Pandey, 2014). Initially, English language classrooms were teacher-centered, where teachers served as a source of knowledge and learners were passive (Boumova, 2008). This traditional practice became so widespread that its traces are found in many modern classrooms. Boumova further highlights that the traditional approach, besides focusing on memorization, also assumes that language learning stands for developing a large collection of grammatical rules and vocabulary which should be produced accurately in suitable situations. White (1988) adds that language skills and communicative competence are not targets of traditional language teaching.

Regarding modern language teaching, Richards (2008) underscores that current language teaching practices consider learners as the most important element of the entire teaching and learning process and teachers are facilitators and observers of learners' progress. Moreover, Richards emphasizes that modern English language teaching practices aim to develop the ability of meaningful communication. Boumova (2008) explains that in modern English language classrooms, structural elements of the English language, such as grammar and lexicon are mostly taught with reference to contextualized communication rather than in isolation. Boumova further

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emphasizes that the most notable aspect of modern practices, which was purely absent from the traditional practices, is the extreme focus on basic language skills: listening, speaking, reading and writing and vocabulary teaching is totally neglected.

2.6 THE NATURE OF VOCABULARY

English language has become a key to interaction among global community. Today it is spoken and understood almost everywhere in the world. All the administrative issues regarding business, political and academic are discussed in English. In Pakistan, English is being used and understood as second language. It is an essential part from KG to university level. Unfortunately in Pakistan, English is considered a difficult language due to different structure of vocabulary and pronunciation from local languages. According to Schmitt (2000) the knowledge of words related to its meaning and clarifications is called vocabulary. Vocabulary learning is the fundamental element in mastering a second language. Vocabulary learning is a confused process. They are vocabulary acquisition, vocabulary retention, and vocabulary transfer (Schneider et al. 2002).Lado (1955) reported that three aspects (semantics, syntax, and arrangement of words) are focused during vocabulary teaching. Different languages have different sentence structures, meanings and arrangement of words which lead to multiple vocabulary learning issues. There are social, psychological and neurological factors involved in learning and retaining of vocabulary. A child is socialized under the influence of parents, school and peers. They play vital role in learner's literary events. Pinta, (2004) states that interaction between adults and a child is the primary source of child's education. According to Stoller and Grabe (1993), the development of vocabulary is necessary for both native and nonnative learners. Kaivanpanah and Zandi (2009) explore that first and second language cannot be comprehended without vocabulary knowledge. Hulatijn (2005) believed, "If one does not know the meaning of the words occurring in a text, understanding is severely hampered" (p.54). Quin and Irvings (1997) analyzed, "the hardest way

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to learn new words is a try to memorize a list of unrelated words and their meanings". According to Wei (2007), long term retention is one of the greatest problems in learning new vocabulary. The issue of vocabulary learning strategies was studied by different experts. According to Paivo (1986), the basic unit of success in the second language classroom is vocabulary. It has an important role in the success of second language learners. Vocabulary is one of the major complaints of learners. They are unable to retain the vocabulary items for a long period. Current studies are not sufficient to solve this issue. The learners forget vocabulary words. Students learn a large number of words but they cannot retain those words in their long term memories. Consequently, this study is expected to help learners in learning and retaining vocabulary through affixes. In a language, words are building blocks. Learners begin to develop knowledge of second language by learning the words. In a language, words do not exist as isolated items. They are interwoven in a system in order to achieve understanding for producing ideas. Richard (1976) stated that word association; register and semantic structure are included in lexical items. Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain

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the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

2.7 IMPORTANCE OF VOCABULARY IN ELT

In the early 1980s, there was severe criticism of the neglect of vocabulary research (Meara 1980; 1984). In spite of little attention to research, the importance of vocabulary was not completely ignored in language pedagogy, even during the heydays of the development of the Communicative Language Teaching (CLT). For example, Wilkins (1972; 1974) as an early representative advocate of the Communicative Approach clearly indicated that learning vocabulary is as important as learning grammar. He believes that near native speaking levels can be distinguished by whether learners can use, say, collocations well. Without such ability, even if there are no grammatical mistakes, users cannot be categorized as native speakers. Allen (1983: 5) also emphasized that "lexical problems frequently interfere with communication; communication breaks down when people do not use the right words". This underlines the importance of vocabulary in classroom teaching, as without vocabulary, it is difficult to communicate. Nevertheless, at that time priority to teaching was given to the notional and functional aspects of language, which were believed to help learners achieve communicative competence directly, so the teaching of vocabulary was much less directly emphasized in many

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ELT classrooms. But certain attention was given to the importance of integrating it in a general framework of foreign language teaching (Ostyn and Godin 1985). There were at that time only a handful of well-known teaching handbooks devoted to vocabulary teaching in language classrooms, like Wallace (1982) and Allen (1983). However, few of their teaching recommendations were based on theories or research findings. As Carter (1998) argued: books devoted to practical approaches to vocabulary teaching proceed without due recognition of issues in vocabulary learning : for example, Wallace (1982) contains little about issues in learning with the result that teaching strategies are proposed from a basis of, at best, untested assumptions (p. 198). From the late 1980s, vocabulary was an area that had drawn researchers' interest within the mainstream of L2 acquisition (Nation 1997). Researchers realized that many of learners' difficulties, both receptively and productively, result from an inadequate vocabulary, and even when they are at higher levels of language competence and performance, they still feel in need of learning vocabulary (Laufer 1986; Nation 1990). One of the research implications about the importance of vocabulary is that "lexical competence is at the heart of communicative competence" (Meara 1996:35), and can be a "prediction of school success" (Verhallen and Schoonen 1998: 452). Meanwhile, there was an increasing output of teaching and learning handbooks or guidelines which directly focused on vocabulary (Carter 1987, 1998; Gairns and Redman 1986; Gough 1996; Holden 1996; Jordan 1997; McCarthy 1990; Morgan and Rinvolucri 1986; Nation 1990; Lewis 1993, 1997; Schmitt and Schmitt 1995; Schmitt 2000; Tapia 1996). Vocabulary has got its central and essential status in discussions about learning a language. Particular approaches were developed, like discourse-based language teaching (Carter and McCarthy 1988), the lexical phrase approach (Nattinger and DeCarrico 1992), the lexical approach (Lewis 1993, 1997), and the lexical syllabus (Sinclair and Renouf 1988; Willis 1990). Selection of core vocabulary or corpus by modern technology, (the Birmingham COBUILD

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corpus, for example) was also systematically developed (Carter 1987, 1988; Descamps, 1992; Flowerdew 1993; Sinclair and Renouf 1988; Worthington and Nation 1996). Moreover, approaches to assessing vocabulary have become particularly specialized (Nation 1993a, b; Read 2000). Therefore, the weak or discriminated status of vocabulary as criticized (Levenston, 1979) in both L2 acquisition research and teaching methodologies has changed and is no longer the case. Oxford and Scarcella (1994) have presented different approaches regarding the teaching of vocabulary which is based on relevant research related to learner's motivation and need, difficulty to know a word and the factors which influence the acquisition of L2 vocabulary. In a traditional approach, usually the vocabulary is taught in the class unsystematically and the teachers make their learners to learn the vocabulary at their own cost without the guidance and instructions from the teachers. Whereas in this new research based approach the learners are made to learn vocabulary systematically, focusing the words which students are supposed to come across frequently. Nation (2001) stated that vocabulary learning strategies are a part of general learning strategies. Mastering or practicing the four skills of English language teaching are objective less if they have not a few words made up of prefixes, roots and suffixes. It is the beginning of learning a language (Pitman, 2003).

2.8 THE NATURE OF AFFIXES

Prefixes and suffixes are generally known as affixes. Affixes create new words, usually by modifying or changing the meaning of a root word. If we take a root word like HAPPY, we can see how affixes can change the meaning as in this example: prefix= UN, root word= HAPPY and suffix= NESS. The end result is UNHAPPINESS. An English word can consist of three parts: the root, a prefix and a suffix. The root is the part of the word that contains the basic meaning (definition) of the word. The root is the base element of the word. A prefix is a word element that is placed in front of a root. A prefix changes the word's meaning or makes a new word. A suffix

is a word element that is placed after the root. The suffix changes the word's meaning as well as its function. Prefix and suffixes are called affixes because they are attached to a root.

According to Lems, Miller and Soro (2010), English is a morphophonemic language. Words contain both phonemic and morphological information. Morphemes are defined as the "smallest linguistic unit of meaning" (p. 225). The pronunciation of a morpheme may change depending on the surrounding sounds. (ex. please, pleasure) The sound may change but the morpheme information is still contained in the word. For ELLs to grow in their mastery of academic English, it is helpful for them to understand the connections between words. It is important to understand that words with the same root are related to each other in meaning and to understand how affixes can change the meaning or lexical category of words. By understanding the relation between words students can understand new words by using morphological cues (Nagy & Anderson, 1984). Morphology is the study of how structure and the form of a language can show word meaning. Morphemes are the smallest unit of meaning within language. Many words are made up of just one free morpheme that does not need to attach to anything, for example tree, jump. There are also many words in English that contain more than one morpheme. English contains bound morphemes that need to be attached to a free morpheme. Bound morphemes are separated into two categories. The first category is inflectional morphemes. Inflectional bound morphemes include eight specific morphemes that show tense, number, possession or comparison. These include: -s/-es,'s, -ed, -en, -er (comparison/not a person who does something), -est, -ing. Derivational bound morphemes include 386 prefixes and 322 suffixes that help to create new words. Derivational morphemes change words in three important ways. First, these morphemes can create new words when added to a root, stem or bound root. Second, they can change the meaning of a word, for example friendly changes when the prefix –un is added to form the word unfriendly. Third, derivational morphemes can change a word's grammatical

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category and also its meaning, for example help (verb) to helpful (adjective), subtract (verb) to subtraction (noun) (Lems & Soro, 2010). Derivational morphemes are one way of forming new but related words in English e.g starting with the word care, we can make careful, carefully, careless, carelessly or even carelessness. Academic words tend to be multisyllabic and often contain morphemes from Greek and Latin. (Biber, 2006 as cited in Nagy, et al., 2012) The teaching of Latin and Greek affixes may be helpful to ELLs (Nagy &Anderson, 1984).

2.9 USING PREFIXES, SUFFIXES AND ROOTS

According to Nagy and Anderson (1984), the complexity of vocabulary increase that begins around 4th grade includes many words with a prefix, suffix or both. In printed school English words with affixes outnumber root words by almost 4 to 1 (as cited in White, Sowell, Yanagihara, 2010). So it may be helpful for students to look more closely at affixes to be able to use word-part clues to determine the meaning of words with affixes. In English the derivational morphemes are affixes. Affixes include prefixes and suffixes. As mentioned in the previous section, there are many different prefixes and suffixes in English. According to Lem, Miller, and Soro (2010), there are 386 prefixes and 322 suffixes that help to create new words. Since these affixes can create words, change the meaning of the word and change the grammatical category of a word, the explicit teaching of affixes may help ELL students increase their vocabulary.

There are two types of affixes in English: prefixes and suffixes. A prefix is a morpheme added to the beginning of a word that changes the word, for example happy and unhappy. To decide what prefixes are important to teach, I looked at the occurrence rate of prefixes.

Suffixes are also a part of the affix category. Suffixes are morphemes applied to the end of a word that may change the word meaning. The inflectional bound morphemes are very common. The suffixes –s/-es. –ed. –ing account for 65 % of English suffixes.

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Therefore the inflectional bound morphemes should be taught to students, but this paper will focus on the teaching of the most common derivational bound morphemes. The most common derivational bound morphemes include –ly accounts for 7% of suffixed words, -er, -or accounts for 4% of suffixed words, -ion, -tion, -ation, -ition account for 4% of suffixed words and –ible, -able account for 2% of suffixed words. So the teaching of the most common derivational suffixes would account for 17% of suffixed words. The teaching of the most common inflectional bound morphemes along with the teaching of the most common derivational bound morphemes would account for the teaching of 82% of suffixed words (Carroll, Davies & Richman, 1971 as cited in White, Sowell &Yanagihara, 1989).

The research done and the frequency rate of affixes in English can be used to determine some common prefixes and suffixes that may help ELLs. Experts have noted that the upper elementary grades are a good time to start teaching students how to use word parts to figure out the meanings of words. "Information from prefixes, suffixes and root can help students learn and remember words; using word parts can be a particularly useful strategy in reading content – area texts. For example, science texts often include words that use the same word parts repeatedly, such as bio– in biosphere, biology, biodegradable, bioluminescence and biochemical. Knowing that "bio" means life can help students recognize these words in context and add to their comprehension of these words.

2.10 IMPORTANCE OF AFFIXES FOR VOCABULARY DEVELOPMENT

Knowledge of the meanings of common affixes may help students to generate the meanings of new words that they encounter. Fortunately, words with common affixes (such as return) are a part of most children's speaking vocabulary. This means that instruction can begin from what students know and proceed to the unknown.

White et al. (1989) reported the most commonly used prefixes, noting that according to some calculations four prefixes (un -, re -, in – and dis-) account for about half of the common prefixed words in English. Graves and Hammond (1980) argue that there are three reasons for teaching prefixes:

- There are relatively few prefixes, and many are used in a large number of words.

- Most prefixes have relatively constant meanings that are easily definable.

- Prefixes tend to have consistent spellings.

Despite their importance to the foreign learners, processes of word formation are often neglected in ESL classrooms and teaching materials. This is a result of negligence of vocabulary as a teaching item in the curriculum and priority given to the rules of sentence construction or language form and structure. Linguistics theories, in general, have not focused on the aspect of the processes of word-formation and their importance in acquiring English. Moreover, very little research has been done on the pedagogic state of the processes of word-formation. However, a growing number of scholars have realized the importance of the processes of word-formation in the acquisition of English language. The educationists, in general, have come to the conclusion that vocabulary is very important in effective social interaction and communication and the academic subjects and requirements. Mastery of vocabulary is essential for good communication and when it is L2, the requirement of the command of language is most needed. Hence teaching of vocabulary is important. Vocabulary learning begins from the very first day of one's learning and it continues throughout one's life career. We do vocabulary learning whenever we come in contact with a new language. We start using these new words as soon as we get them. We are considered good users of language when we are capable of using words effectively and productively. Consequently, no one can deny that the processes of word-formation are very important in learning and teaching process. They are important in acquiring L2. Word-formation is becoming a matter of great interest for linguists because of the light it throws on other aspects

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of language. The significance of the study of word-formation is increasing day by day. There are many ways (processes) of word formations. The most important among them are: affixes (prefixes and suffixes), compounds, blends, reduplications, conversions, clippings, acronyms and back-formation. The present study focused on the area of Affixes (prefixes and suffixes) and their importance in acquiring vocabulary of English in the classrooms. In other words one can say that the study focused on teaching and learning of vocabulary. A very little work is available today which investigates the importance of affixes in TEFL. Sinclair et al (1991) in the introduction, comment on the importance of vocabulary and affixes in learning English as follows: Once you have built up a basic vocabulary of English, you can begin to say what you want to. As you add more and more words to your vocabulary, you are able to express a greater range of ideas or talk about a wider range of topics, and one of the ways of increasing your vocabulary is by describing the patterns involved in building words, i.e. prefixes and suffixes.

Nattinger (1988:66) in his analysis of current trends in vocabulary teaching presents a number of classroom techniques for vocabulary development. For example, he presents techniques of teaching word-morphology: Learners can be taught to extend their vocabulary by mixing and matching word stems, prefixes and suffixes. (Nunan,199:121)

Kruse, (1979:209), suggests that students should be taught to use a range of cues to determine meaning. He says that the student's ability to recognize component parts of words is essential. The following is one of his suggestions regarding word-elements. He says: The ability to recognize component parts of words is probably the single most important skill a student of reading in EFL can have. It substantially reduces the number of completely new words he will encounter and increases his control of the English lexicon. (Nunan, 1991:121)

English is used in Pakistan as a second language. There is lack of exposure of English on the part of learners. It is also not used in real life communication. This situation is over-generalized in the

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countries of nonnative speakers of English. In Pakistan, there is a noticeable difference between the levels of the learners in proficiency in English. This variation is influenced by many factors, which differ from one learner to another. For instance, the level of learners who come from urban areas is different from those who come from rural areas. That is to say that the former is slightly better, whereas the latter has serious difficulties such as lack of many things like textbooks, comfortable accommodations, competent teachers, teaching aids, etc. Of course, such a situation is common for the ESL learners in most of the Third World Countries. It is necessary to focus on the previous competence of English of the students since there is a correlation between the previous level of competence in English and the topic of the present study. A student's previous learning of English may influence the attitude of present learning. Where this learning has not been successful, there may be a negative feeling towards the past failure. This leads the designers to develop material, which is different from the type of learning experience the student has had in the past. This motivates the student and enables him to overcome his initial reluctance to study English. Comparatively, in private schools most of the subjects are taught in English. Definitely, private education is better than the state education (Al-Sohbani, 1997:32). Unfortunately, majority of the students join public schools, because of their poor economic condition. Affixes create problems for students. They find difficulty in realizing the affixes that make change in meaning, class, sound, spelling and stress. McCarthy (1990:4) states: Sometimes, recognizing morphemes is not so easy. When morphemes combine to form words, sound changes and / or spelling changes can disguise them, making their presence less obvious to the untrained ear or eye. He also points out: 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 (1979:209): states: The ability to recognize component parts of words is probably the single most important skill a

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student of reading in EFL can have. It substantially reduces the number of completely new words he will encounter and increases his control of the English lexicon. Students' knowledge and background is poor in the area of affixes. Their competence and proficiency is generally less than required in this area. Their standard and performance in the field of affixes is disappointing. This is due to the negligence of affixes and processes of word-formation, in general, in the syllabus in TEFL classroom and teaching methods and teaching materials in Aden University, as a result of negligence of vocabulary as a teaching item in the curriculum, despite their importance in acquiring EFL in teaching/learning English in classroom, and priority being given to the rules of sentence construction or language form and structure.

Carter (1987:145) observes: For many years vocabulary has been the poor relation of language teaching. Its neglect is in part due to a specialization in linguistic research on syntax and phonology, which may have fostered a climate in which vocabulary was felt to be a less important element in learning a second language. Tickoo(2003:1989) points out: For more than a quarter century, lexicologists and language educators failed to pay adequate attention to vocabulary. A main reason was the widespread belief among linguists that knowing a language was the same as being able to use its sounds and structures. Mary (1985: 183) raises the question: How many words do students learn per lesson, on average? Then, she continues: This is possibly a question that many teachers have never asked themselves because vocabulary is no longer seen as a very important aim in syllabuses. See also: Nunan (1991), Coady (1997), Richards (1976), Maley (1986), Adams (1973) and Bauer (1983). The study attempts to survey the problems and difficulties of the learners in the area of affixes and bridge the gap between the learners' needs and interests in this area and the current teaching methods, teaching materials and syllabus design. The Researcher has noticed that the present syllabus, the current ways of the teaching, practicing skills and techniques and the choosing and designing of the teaching materials at the

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Department of English, College of Education Zingibar, Aden University, for the teaching of affixes do not match, meet and fulfill the needs and interest of the students in the area of affixes. Due to this problem, the students are not motivated and stimulated in the area of affixes. They are not able to study and practice affixes effectively and productively in a proper way. The Research tries to identify the extent and levels of deficiencies in affix teaching in TEFL in classrooms, and recommend remedial procedures for the improvement and development of the students in the perceiving, recognizing, producing and using affixes in learning English, in daily life interaction and communication and the academic subjects and requirements. The study will find the ways of overcoming the students' problems and difficulties in the area of affixes. The main reason of the study is that the importance of affixes in acquiring EFL in teaching/learning English in classrooms for the Yemeni tertiary students of English has not been explored so far. There are many important reasons for teaching English affixes and vocabulary:

1. English is an international language and it is used as the medium of communication almost throughout the whole world. It is the language of science, technology, internet and computer. So, the students have to be exposed to English vocabulary and affixes in order to be able to use words effectively and productively to attain mastery and command of the language for interaction, communication and academic requirements.

2. Affixes are problematic for students in recognizing and producing. So, students have to be trained to practice and drill to recognize, perceive, produce and use affixes properly and appropriately to improve their vocabulary.

3. The competence and proficiency of the students of the tertiary level are less than required. They have poor background and knowledge of the language. They have inadequate and insufficient acquisition of English vocabulary and affixes. So, students' vocabulary and

acquisition of affixes have to be reinforced in learning L2 to have competence, proficiency and knowledge of the language.

4. The ESL learners in Bahawalnagar now have perceived the importance and necessity of English language. It is studied by a large number of students in private schools, institutes and colleges there. They want to improve their English language competence, proficiency and knowledge in order to meet the massive need in the present life. They are looking forward to getting jobs as English teachers in public and private institutions. They want jobs in the companies and in different fields such as medicine faculties, technology faculties, science faculties and so on which use English as the medium of instruction.

Vocabulary learning involves inferring meanings using contextual clues to guess meanings, which teachers hope will lead learners to activate their schematic knowledge and to enhance understanding for further vocabulary retention (Hague 1987; Krashen 1989; Li 1988; McCarthy 1990; Morrison 1996; Schouten-van Parreren 1989). Therefore, using means like video programs which involve visual, audio, and natural language input may encourage L2 acquisition (Danan 1995). Thus, there is a belief that learners benefit from encountering vocabulary in native-like contexts. This should help establish or consolidate learners' schematic knowledge to improve reception and production of L2 vocabulary. Therefore, real use of words is highly valued by many teachers and learners because the ability to use target words appropriately is itself a successful outcome. When it is necessary to identify whether vocabulary has been learned, either being able to recognize or to produce items, their use in the four language skills often acts as an index of learners' proficiency. Hence, teachers and handbooks generally advocate vocabulary activities which involve all four skills (Allen 1983; Gairnsand Redman 1986; Wallace 1982). However, contextual input is not a panacea for vocabulary acquisition (Hulstijn, Hollander and Greidanus 1996). It may need to consider which types of learning effect teachers and learners

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wish to gain, what the learners' levels of language proficiency are, and which types of learners and their ethnic and language backgrounds are involved (Li 1988; McKeown 1985; Morrison 1996; Qian 1996). Moreover, it is important to consider the difficulty and amount of the contextual cues, and whether teachers help learners to apply the strategies in contexts appropriately. That is, using interactive activities in classrooms which may involve listening and speaking result in risks to a systematic control of the quantity and difficulty vocabulary (Meara, Lightbown, and Halter 1997). This leads to questions about the effectiveness of retention and acquisition of vocabulary through uncontrolled interaction (Ellis and Heimbach 1997; Danan 1995; McCarthy 1988). Furthermore, the uses of contexts in reading do not guarantee an increase in the quantitative size of the mental lexicon quickly, and they do not necessarily lead to immediate retention of items. In addition, inaccurate guessing and inferring may endanger what is remembered (Benssoussan and Laufer 1984; Hulstijn 1992; Laufer and Sim 1985; Mondria and Wit-de Boer 1991; Palmberg 1987a). Overall, it is worthwhile pondering that to what extent and in what pedagogic contexts guessing from the texts, for example, is particularly inefficient for retention. Findings from studies in Asian contexts (Bensoussan and Laufer 1984; Laufer and Sim 1985; Qian 1996) imply that when contextual learning is less familiar than deco textual learning, the benefit of the former can be limited. Furthermore, as Hulstijn (1992) clearly indicated, contextual vocabulary teaching should not put too much emphasis on the benefit of expanding vocabulary, but on understanding the form and the meaning of an unknown word from the content. Therefore, using authentic input for enhancing vocabulary acquisition should have some clear premises in order to gain the benefits (Chen and Graves 1995; Dubin 1989; Duquette and Painchaud 1996; Schouten-van Parreren 1989). For example, although Newton's (1995) case study showed that vocabulary items which were unlearned were the words unused in interaction, paradoxically there were also some words used which remained unlearned.

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Therefore, it is difficult to confirm that oral negotiation is necessarily positively useful for learning vocabulary in classrooms. Nevertheless, this is not to deny the useful function of drawing learners' attention to context and raising their awareness of its importance.

2.11 VOCABULARY TEACHING STRATEGIES

According to Oxford (1990), Language learning strategies are behaviors or techniques used by learners in facilitation and acquisition of language. Language learning aspects must be considered during teaching vocabulary which are: syntax, semantics, and arranging of words.

Oxford (1990) suggested some memory strategies which help the learners in storing and recovering new information:

(i) GROUPING ASSOCIATION

Grouping is a way to classify language materials into meaningful units. It is an easy way to remember new words. We make different group of words in this way. For example, kind of word (verbs, nouns), semantic (statement) or theme (words about weather). New words are associated to old memory concepts for example, "erroneous "means mistaken, the students might associate it with the word "error".

(ii) WORDS CONTEXT TECHNIQUE

New words can be placed in long-term memory by using them in meaningful sentences, dialogues or in a story.

(iii) USING IMAGERY

New language information can be stored in memory by means of meaningful imagery.

(iv) SEMANTIC MAPPING

Related words are arranged by means of arrows and lines in semantic mapping.

(v) VISUAL AND AUDITORY LEARNING

Repeating new words is a technique in which words are pronounced loudly. Words are used in sentences to increase the retention skill. By reading newspapers and magazine etc. students can

learn new words. It will help the students to learn about sentence structure and pattern. New information can be learnt in practice and context in order to improve retention rate. Flashcards can be used to develop interest among students. In this technique words are written on flashcards with pronunciation on one side, and definition on the other side. In recycling, students learn words by different exercises in different duration. Matching, fill in the blanks; prefix.

Palmberg (1990) proposed two main types of teaching methods to improve vocabulary learning. The first focuses on the sense of L2 based exercises and activities, which stand as a main target of CLT, and has received much attention in recent vocabulary teaching practices and materials. The second, however, focuses on the development of learners' own L2 associations. This is difficult to build into the design of any published materials, as associations are partly dependent on learners' background of languages, and their learning experiences can be very different, especially in multi-lingual societies. Therefore, teachers need to include an element of uncertainty or flexibility into classroom activities to support the development of learners' own built-in lexical syllabus. In general, the goals of vocabulary teaching cover Palmberg's two teaching methods. Seal (1991), for example, classified vocabulary teaching strategies as planned and unplanned activities in classrooms. As the terms show, the unplanned strategies refer to occasions when words may be learned incidentally and accidentally in class when students request particular meanings of the word, or when the teacher becomes aware of any relevant words to which attention needs to be drawn. To deal with the improvised nature of such teaching situations, Seal proposed a three C's method, which may start from conveying meanings by giving synonyms, anecdotes, or using mime. Then the teacher checks the meanings to confirm that students understand what has been conveyed. Finally, the meanings can be consolidated by practicing them in contexts. Unplanned vocabulary teaching strategies may differ from teacher to teacher, from lesson to lesson, or even from class to class. Nevertheless, no matter how much

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time may be spent in teaching words incidentally, it is likely that unplanned vocabulary activities occupy less time than planned vocabulary teaching strategies (Hatch and Brown 1995). This is because of the teachers normally would have prepared teaching materials in advance or use a published textbook, including a listing of the target words, and these words would have been allocated more class teaching time. Certainly this is the assumption in English textbooks in Taiwan, China and some other countries, and it is the common practice of Chinese teachers to introduce, explain and exemplify such listed lexical items at the beginning of teaching any new textbook unit. But no matter how systematic the syllabus is, in normal teaching classes, vocabulary teaching seems to be unsystematic in English (see VI. for further discussion), and needs to be more systematic (Meara, Lightbown and Halter 1997; Nation 1997). However, some teachers may combine both approaches to keep the virtue of systematic teaching of vocabulary, while allowing for some incidental learning and teaching which may allow students to develop their personal strategies and word associations. Two groups of teaching dynamics are suggested for effective vocabulary pedagogy: contextual and consolidating (2C) dimensions and dynamics of strategies. The contextual strategies are used both for lexical input and output, whereas the consolidating ones are used to restore words.

To analyze vocabulary teaching methods in more detail, Oxford and Crookall (1990) classified common techniques into four categories:

(1) De-contextualizing: word lists, flashcards, and dictionary use;

(2) Semi-contextualizing: word grouping, association, visual imagery, aural imaginary, keyword, physical response, physical sensation, and semantic mapping;

(3) Fully contextualizing: reading, listening, speaking, and writing;

(4) Adaptable: structured reviewing.

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The more towards the left, the less a word is learned in contexts and in connection with other words, while the further to the right the greater the contextualization of the word. Therefore, it can be argued that contextual, semi-contextual and de-contextual strategies of teaching vocabulary are all needed to help learners to learn words. On the one hand, learners need a lot of native-like input in order to absorb authentic frameworks of the target language, and to enable them to achieve native-like proficiency. That is, L2 teaching may learn from L1 vocabulary acquisition processes and principles, as was argued by Hague (1987), McWilliam (1998), Singleton (1999), and Stahl (1986). Vocabulary teaching should be dynamic and should take into account the various dimensions of the mental lexicon. On the other hand, it is necessary to use strategies to facilitate lexical consolidation in their memories. Therefore, learning words needs to involve a wide range of skills (Zimmerman 1997). This implies that it is difficult to isolate vocabulary learning strategies from one another.

2.12 TEACHERS' PROBLEMS REGARDIG IMPLEMENTATION OF AFFIXES IN THE CLASSROOM

Education provides the bedrock for reducing poverty and enhancing social development. An educational system of poor quality may be one of the most important reasons why poor countries do not grow. In Pakistan, the quality of education has a declining trend. Like many other developing countries, the situation of the education sector in Pakistan is not very encouraging.

The low enrolment rates at the primary level, wide disparities between regions and gender, lack of trained teachers, deficiency of proper teaching materials and poor physical infrastructure of schools indicate the poor performance of this sector. It is realized that language teaching in particular is reaching lowest ebb and needs to be improved urgently. There is acute shortage of teachers. Laboratories are poor and ill equipped and curriculum has little relevance to present day needs. The schools generally are not doing well. Tracing causative factors responsible for the

present state is a critical need. These include defective curricula, dual medium of instruction at elementary level, poor quality of teachers, cheating in the examinations and overcrowded classrooms (Economic Survey of Pakistan, 2002).

In Pakistan efforts have been made to mold the curriculum in accordance with our ideological, moral and cultural values as well as our national requirements in the fields of science, technology, medicine, engineering and agriculture, etc. The rise in supply of educational infrastructure or removal of the supply side constraints can play an important role in raising literacy and education of the population. Development budget allocation for the social sector has been very low throughout and is evident from the budgetary allocation for education.

The quality of education imparted by the majority of private schools is questionable owing to an acute dearth of properly trained and qualified teachers, and any kind of support mechanism for these teachers. Except for large school systems like Beacon house, City, Lahore Grammar, and others, which constitute a small percentage of the existing private schools the majority of others have appointed teachers who are qualified up to intermediate (12 years of schooling) or BA level (14 years of education), and are paid much lower salaries compared to their counterparts in the government sector in addition to no job security. The large schools and school systems have instituted their own teacher training programs or access specialized private institutions. There is less inclination in these schools to hiring teachers who have previously been trained by government institutions and hold degrees in B. Ed or M. Ed; their preference is for those fluent in English language. Thus, very few teachers hired by the private schools have had any pre-service training. There is a felt need to enhance the professional skills of those who are currently working through various inset programs.

Education provides the base for socio-economic development. An educational system of poor quality may be one of the most important reasons why poor countries do not grow.

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In Pakistan, the quality of education is on the decline in spite of the fact that the present government has initiated drastic measures in uplifting the quality and quantity of education.

Quality of teachers especially at primary level is still questionable. It is evident that without teachers' transformation we cannot transform the education system for improving the quality of education. In this regard, a series of education reforms in the area of teacher education were introduced in the public sector but their vision seemed to be narrow, hence, they failed to make any substantial impact on the quality of teachers and teaching process.

Eventually, it further affected the quality of education being offered in schools. Education system of Pakistan is facing new challenges. It has yet to be developed at par with other developing countries in the region.

Following are the focal problems faced by the English language teachers regarding the implementation of communicative language teaching approach:

2.12.1 Lack of Fluency in English

Wilkins (1978) stated that it should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in speaking the language cannot succeed in giving his pupils a command of spoken English.

2.12.2 Lack of Audio-Visual aids

Ashfaq (1998) concluded that charts, maps and graphs were not utilized fully by the Secondary School Teachers. The heads of the institutions and teachers both were of the opinion that supplementary books were being utilized but these books were insufficient. Majority of respondents negated the availability of radio, T.V, V.C.R, and computer in schools. Funds are not being provided adequately for purchase of A.V. aids. Teachers are incompetent in using A.V. aids. Effectiveness in using A.V. aids in teaching-learning process was confirmed by all the respondents. Teachers were not competent enough to prepare A.V. aids themselves

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2.12.3 Lack of Specialized Teachers

Bahlol (1998) observed that every graduate is considered fit for language teaching regardless of the fact whether he has as an aptitude for language teaching or not. To teach a language demands some typical attitude from the teacher. In government schools, Elementary School Teachers have neither the training nor the professional competency for the teaching of English subject.

Malik (1996) analyzed that the majority of teachers in government schools had the qualification of M.A., M.Ed., or B.A., B.Ed. Though their level of general education was high as compared to their post but proficiency in English was not ensured by their qualification. This lack of proficiency was a major factor in deteriorating standards of English in the country. Data collected showed that 77% teachers were untrained, a limited number of teachers (23%) had received training and of these only, a few had received training in teaching English. In government schools pre-service training in language teaching was not a requirement for the teachers and untrained teachers were inadequately equipped to teach English language. The fundamental approach for the teacher in the classroom was teacher-centered approach; where teachers used to stay or in some cases sit on the chair in front of the class. There was hardly any interaction between the students and teacher. There was no student-teacher communication.

2.12.4 Faulty Methods of Teaching English

Nangia (2002) observed that in Pakistani schools, teachers are still using the old faulty "Translation-cum-Grammar" method of teaching. The new approaches, structural and situational are not popular among English teachers. Due to use of G.T.M method, the ability of verbal expression in English is ignored in the language teaching lessons. Oral work is totally ignored and the students do not have any opportunity to hear or speak the language. The teachers dictate compositions, the textbook is translated and the entire emphasis is on passing the examination.

2.12.5 Defective Evaluation Procedure

English Language is the major issue of the educational system in Pakistan. Evaluation depends on subjective questions and it is difficult to evaluate the achievement of the child in English. The prevalent evaluation system is limited to measure knowledge but not the skills (Nangia, 2002).

2.12.6 Unproductive Supervision

The supervisory staff is far from latest training to maintain and improve teaching standards in English. Most of them are totally unaware of the new structural syllabus in English. And still more are those who themselves had received training in the hey-day of Grammar Translation Method (Naeem, 2002).

2.12.7 Unsuitable Textbook

As indicated in a report, Govt. of Pakistan (1998), inadequacy of text books is due to strict control over text books' prices, non-provision of incentives to the textbook boards and poor writing skills of textbooks.

2.12.8 Economic Problems

Zehra (1997) pointed out that the economic problems and lack of facilities had contributed a lot to the adversity in the process of teaching/learning of English language. Due to lack of funds, schools are without audio-visual aids and proper furniture. Long desks and benches are the most commonly used furniture in government schools. Due to financial problems, the induction of fresh teachers is far the less than it is actually needed. In this situation teachers do not find themselves able to do their job properly.

2.12.9 The Teacher

DOV(1986) reported that teacher's qualification, teaching experience and his improved classroom behavior had a quite positive impact on students' learning. Similarly, International Development Research Center (IDRC) sponsored and organized a research studies in Latin America, Sub-Saharan Africa, the Arab Middle East and North Africa, India, Thailand, Malaysia

and Philippines. These studies indicated that by creating better professional attitudes and relationship, teachers training produces a positive effect on pupil's achievement

2.12.10 The Syllabus

Malik (1996) observed that in school, teachers were given a fixed syllabus. Most of the teachers were not satisfied with the given syllabus. But they were bound to follow it. In fact, some constraints like the examination system did not allow the teacher to ignore or by-pass the given syllabus. Teachers and students were completely aware of what they had to deliver or grasp for passing the examination and any deviation or change from the given line, in their opinion, was no more than a futile effort. In the government schools, all the classes were over-crowded and the very small time was allotted to the teaching of English. The teachers tried to cover the syllabus in the given period of time. Teachers did not have any professional training to handle the situation. Due to lack of teaching aids, teachers did not try to do something new other than the prescribed syllabus. Textbooks were uninspiring which held the nerves of both the teachers and the students. Lack of a clear-cut language policy, the syllabus designing especially at the middle and secondary level was quite adversely affected. Consequently the level of the prescribed syllabus was below than the required standard.

2.12.11 The Material

At school level teachers did not use any authentic material during teaching. Teachers and the students prepare themselves to fulfill the demands of their textbooks materials. Now it is the teacher who has to decide how sensibly and enthusiastically he/she has to exploits that material. It's also up to the teacher to decide which material is useful and which is not (Lado, 2005).

2.12.12 Un-equal Distribution of Periods

Shirani (1995) analyzed that the time duration of English language class was equal to the period fixed for the teaching of theoretical subjects, like sociology political science etc. As a result, the

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practical skills of the language viz. Speaking and Listening had almost been discarded due to the constraints of period allocation in our English language classes.

2.12.13 Over-crowded Classes

Khan (2000) concluded that teachers could not check the students' homework daily due to overcrowded classes. Some teachers did not create flexible environment in the class. They were fond of inflicting corporal punishment on the students. Many teachers were reluctant to teach English subject. There was a heavy load of periods on teachers, so the teachers, could not teach satisfactorily. Every trained graduate is called upon to teach English, irrespective of the fact whether he possesses an aptitude for the subject or not.

Chapter 3

RESEARCH METHODOLOGY

INTRODUCTION

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample and the instrumentation in the study and the research design.

3.1 Research Design

The study was designed according to the experimental approach. Two groups of the students were assigned as the participants of the study: an experimental group and a control group. The purpose of this research was to study "**Using Affixes to Enrich ESL Learners' Vocabulary at Elementary Level**". This research was conducted at Govt. Girls Elementary School, Bahawalnagar and The City Grammar School, Bahawalnagar. In order to check the effectiveness of the relevant variable, the most suitable research form is experimental research which is the part of quantitative research. For this study, the researcher has chosen "Randomized control group pre-test post-test design". As all the conditions are same for the control and experimental groups, with the exception that the experimental group is exposed to a treatment while control group is not.

Time 1   **Time 2**

Experimental Group R   O   X   O

Control Group   R   O   O

Where,

O = Observations

X = Exposure to independent variable or treatment

R = Random assignment each group

For the observation purpose, pre-test and post-test were taken. At the same time, a questionnaire was also prepared for the teachers to collect information about the development of vocabulary through affixes for elementary level students learning English.

3.2 RESEARCH TOOLS

Following tools were used to collect the data from the respondents:

3.2.1**:** Questionnaire for teachers working at elementary level.

3.2.2: Lesson Plans

3.2.3: Pre-test and Post-test for checking the progress of experimental and control groups.

3.2.1 Questionnaire (Annex A)

Questionnaire was used as a tool in this research for the teachers, working at elementary level. It consisted of 10 questions. All the questions were objective type questions. The main purpose of this questionnaire was to know how many teachers think affixes necessary in the classroom for improving vocabulary skills of the ESL learners. These questionnaires were provided to the teachers personally. After getting the views through questionnaires, the data analysis was carried out. As researcher gave these questionnaires personally to every teacher so the received data was correct. After getting data, percentage was made and described with the help of graphs.

3.2.2 Lesson Plans

The researcher used lesson plans in order to remind that affixes should be used during the class. In these lesson plans, the researcher took care of the estimated time, so the researcher could manage the time well. These lesson plans found really helpful because they consisted of the objectives of the study as well as the material and rubric to score the student.

3.2.3 Pre-Test and Post-Test

In order to compare the control and experimental groups, the researcher made pre-test (Appendix B) and gave it to both control and experimental groups. Soon after the treatment of experimental group was over, the researcher made post-test (Appendix C) and gave it to the participants of

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both groups. The purpose of this test was to measure the students' achievement constituting the sample. The reliability and validity was checked by making the test accordingly. The researcher made these both tests with the help of her supervisor after a thorough review of the techniques of test construction and related material. Both the pre-test and post-test were almost parallel with same difficulty level. These tests were based on the selected English book of Grade-8.Concept mapping through affixes was used in teaching the subjects of the experimental group while traditional method was used with the control group subjects and were intended to measure the learning outcomes.

3.3 POPULATION OF THE STUDY

The population of the study consisted of all the elementary level teachers and students of Govt. Girls Elementary School, Bahawalnagar and The City Grammar School, Bahawalnagar. The population of the study was (100) students and (30) teachers who were randomly selected for carrying research.

3.4 SAMPLE OF THE STUDY

The sample of the study consisted of (15) teachers and (60) students distributed into two groups: The experimental group which consisted of (30) students and the control group which consisted of (30) students. The groups were randomly chosen from a purposive sample from Govt. Girls Elementary School, Bahawalnagar and The City Grammar School, Bahawalnagar.

Chapter 4
RESULTS AND DATA ANALYSIS

This chapter shows the results of researcher's investigation which were obtained after classroom observation. As the researcher already has discussed that this study, experimental in nature, was conducted to investigate the difference occurred in teaching vocabulary through a traditional way and affixes. After data collection, the researcher analyzed the data by applying the software of SPSS. Students' results of pre and post tests were analyzed by SPSS while teachers' feedback was simply observed by teachers' questionnaires.

4.1 ANALYSIS OF QUESTIONNAIRE FOR TEACHERS

The researcher gave the questionnaires to 15 teachers and they were asked to tick the option they consider right. Each questionnaire had 10 questions and these questionnaires were distributed among the selected teachers personally. The teachers of elementary level were chosen and the schools were Govt. Girls Elementary School and The City Grammar School, Bahawalnagar.

Q#1: Do you use affixes to teach vocabulary in the classroom?

1. Usually   2. Sometimes
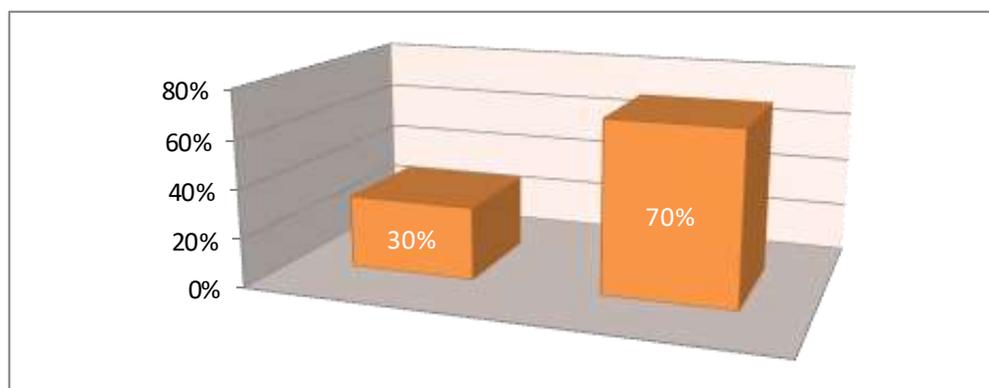
Percentage of given options:

1. Sometimes   30%   2. Usually   70%

The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear

picture of data distribution. As it is clear that70% teachers used affixes usually and 30% teachers used these sometimes. Affixes are important and compulsory for teaching vocabulary in any language classroom. They keep the students active and also motivate them to learn.

Q#2: Do you think that affixes have a positive impact on learning process?

A: Yes   B: No
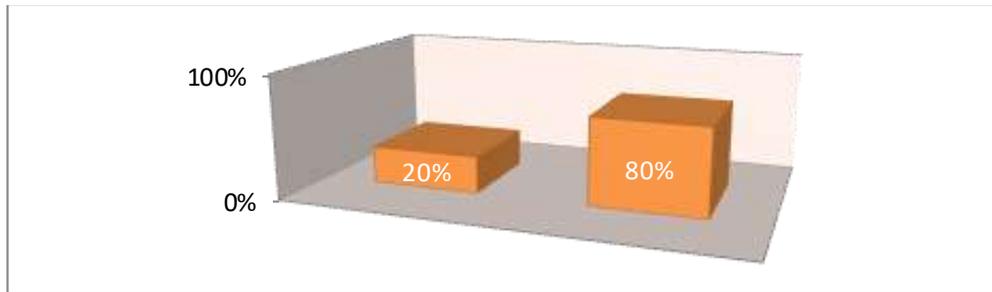
Percentage of given options:

1. No   20%   2. Yes   80%

The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. Here, we can see that only 20% teachers think that affixes do not have positive impact on learning process but 80% were strongly agreed that they improve their learning and have positive results. They directly enhance their vocabulary.

Q#3: How often do you use affixes when teaching vocabulary?

A: Usually   B: Sometimes
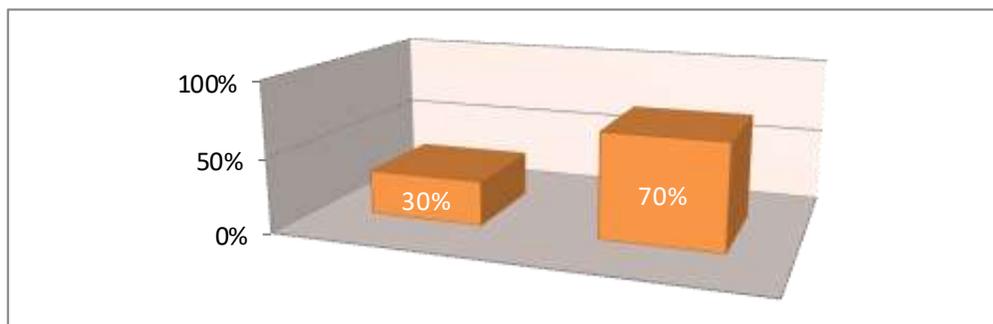
Percentage of given options:

1. Usually   30%   2. Sometimes   70%

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The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. The above chart shows that 70% teachers used affixes sometimes while 30% usually used them during their lecture. The reason is untrained and incompetent English teachers. It is also a big hindrance in teaching learning process at elementary level.

Q#4: Which learning material do you use to improve vocabulary of the students?

A: Prefixes   B: Suffixes   C: Realia
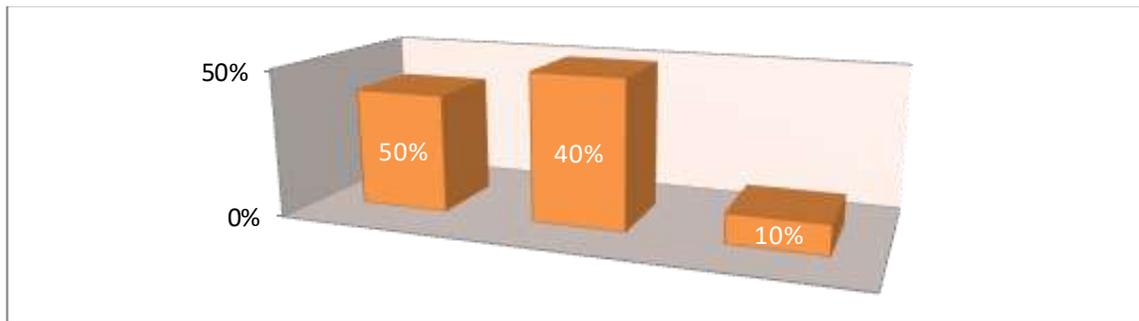
Percentage of given options:

1. Prefixes   50%   2.Suffixes   40%   3.Realia   10%

The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. For the practice of vocabulary in the classroom, 50% teachers used prefixes, 40% suffixes and 10% realia while teaching English. This material helped them in making the concepts clear and aroused learner's interest during the lectures.

Q#5: Do you think teaching prefixes and suffixes important?

A: Yes   B: No   C: To some extent


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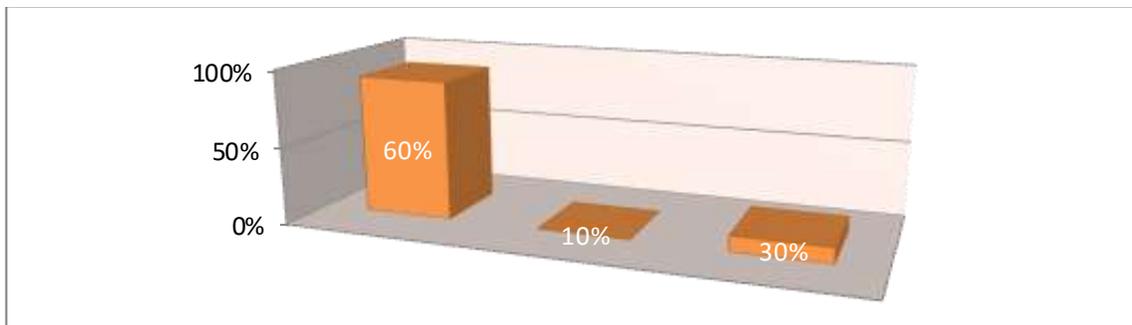
Percentage of given options:

1. Yes   60%   2. No   10%   3.To some extent   30%

The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. As the chart shows that 60% teachers consider affixes important. While 30% teachers usually used with the learners because it gave them chances to learn vocabulary. Only 10% teachers seldom used this technique.

Q#6: Do you think that affixes can help the students to learn vocabulary in a playful way?

A: Yes   B: No   C: To some extent
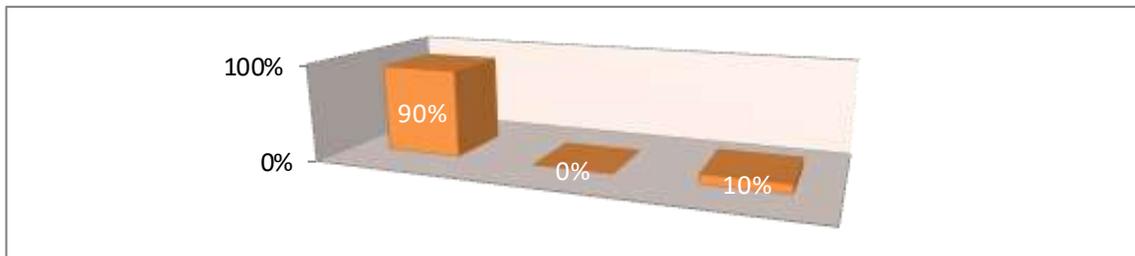
Percentage of given options:

1. Yes   90%   2. No   0%   3. To some extent   10%

The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. Mostly teachers were of the opinion that affixes are extremely helpful to enable students to learn vocabulary in a playful manner. Only 10% teachers opined to some extent.

Q#7: Teaching vocabulary through affixes makes learning everlasting.

A: Yes   B: No   C: To some extent
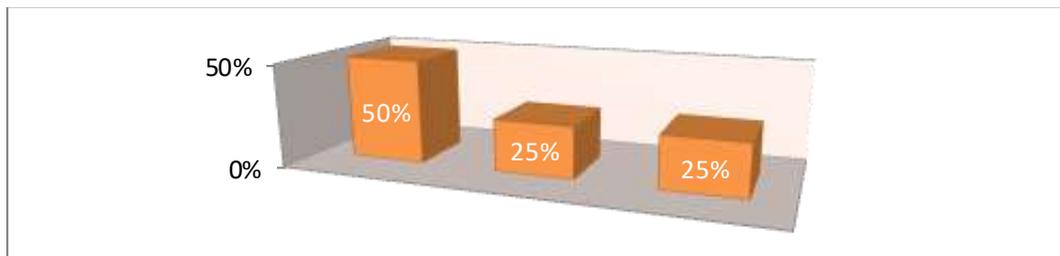
Percentage of the given options:

1. Yes   50%   2. No   25%   3. To some extent   25%

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The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. As the chart shows that 50% teachers gave positive response about the given statement while 25% to some extent while 25% were undecided.

Q# 8: Do you think you will use prefixes and suffixes in future?

A: Yes   B: No   C: Not at all   D: Sometimes
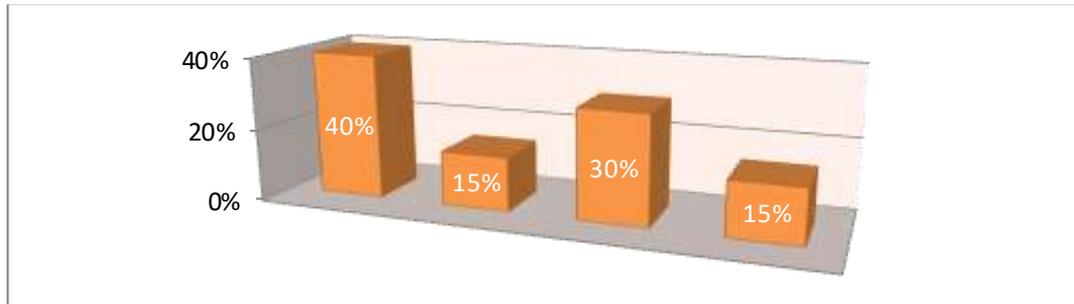
Percentage of the given options:

1. Yes40%   2. Not at all   15% 3.No   30%   4.Sometimes   15%

The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. According to 40% teachers, they will use affixes as excellent source because they helped the students to learn vocabulary accurately. They practiced it in the classroom voluntarily and happily while 30% used it sometimes. Mostly were willing to use affixes in their future teaching.

Q# 9 I always use affixes in my class.

1. Yes   2. No   3. To some extent
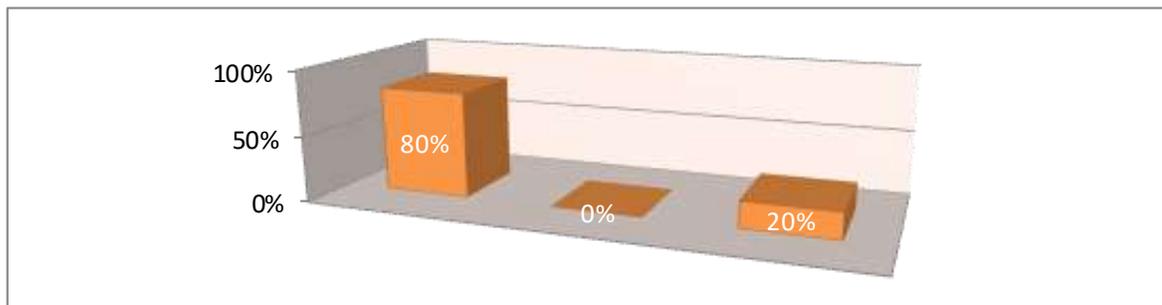
**Percentage of given options:**

1. Yes   80%   2. No   0%   3. To some extent   20%

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The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. As the above chart shows that most of the teachers used affixes up to 80% while 20% used to some extent. The main problem is that students remain passive and inactive.

Q# 10: Do you find any difficulty in teaching affixes in the classroom?

A: No   B: Yes, but I manage it
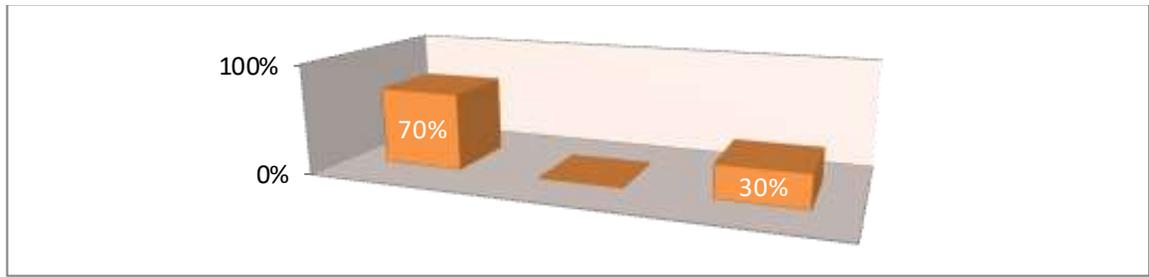
Percentage of given options:

1. No   70%   2.Yes, but I manage it   30%

The above graph represents answers related to the question. Here the given data represents frequency, percent, valid percent and cumulative percentage of the values thus giving clear picture of data distribution. According to the above chart, up to 70% teachers argued that they didn't find any difficulty in teaching affixes in the classroom while 30% teachers said that they manage this problem by themselves to utilize this method in the classroom.

4.2 ANALYSIS AND FEEDBACK OF LESSON PLANS

Twelve lesson plans were made to check that affixes can bring remarkable change in developing students' vocabulary. The main focus was to check whether students show better performance during their class when they are given proper exposure for using affixes to enhance vocabulary. All the lessons plans were based on lucid motivational activities. The researcher did an experiment on experimental group while teaching these lesson plans and was able to prove that students showed good results in learning vocabulary when they were taught through affixes. On the other hand, control group was taught vocabulary with traditional method.

4.3 ANALYSIS OF PRE-TEST AND POST-TEST

In the pre-test there were 60 students in total. After the pre-test, they were divided into two groups: controlled group and experimental group. Each group had 30 students. Groups were made on the basis of their previous academic record and pre-test result. A pre-test consisted of 15 close ended questions (MCQs) type questions. Each question had 2 marks. Total marks were 30 (See Appendix-B). The researcher herself conducted pre-test and checked. The result of pre-test gave the fair idea of existing situation of vocabulary teaching in public schools.

Result is being shown in the form of table and graph:

Even vintage research tools are offering a lot of sophisticated research tools but still basic statistical measures like Arithmetic Mean or Standard deviation are heavily used. In the same way Histogram and other types of graphs are still very much useful.

Statistical Description of Pre-Test result of control group has been shown in the Table:

Pre Test Results Of Control Group	Pre Test Result of Experimental Group	Post Test Results Of Control Group	Post Test Result of Experimental Group	TOTAL
5	3	6	23	**50**
9	4	7	34	**50**
1	7	2	33	**50**
11	9	8	37	**50**
3	8	5	28	**50**
4	13	5	43	**50**
11	8	13	25	**50**
7	15	6	41	**50**
3	1	5	19	**50**
6	3	6	20	**50**
8	4	10	24	**50**
11	4	9	29	**50**
6	4	10	18	**50**
14	10	10	32	**50**
4	15	7	44	**50**
5	3	6	17	**50**

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|				
9	7	10	37	**50**
5	1	4	21	**50**
3	11	3	46	**50**
17	5	20	48	**50**
2	2	6	23	**50**
6	1	7	19	**50**
8	1	8	17	**50**
4	3	6	33	**50**
5	1	3	20	**50**
6	2	0	19	**50**
7	2	3	18	**50**
3	8	7	17	**50**
1	2	3	13	**50**
1	3	0	20	**50**
TOTAL	**185**	**160**	**195**	**818**	**1500**
MEAN	**6**	**5**	**7**	**27**	
MEADIAN	**6**	**4**	**6**	**24**	
SD	**3.9**	**4.2**	**4.0**	**10.1**	

% Pre Test Results of Control Group	% Pre Test Results of Experimental Group	% Post Test Results of Control Group	% Post Test Results of Experimental Group
10%	6%	12%	46%
18%	8%	14%	68%
2%	14%	4%	66%
22%	18%	16%	74%
6%	16%	10%	56%
8%	26%	10%	86%
22%	16%	26%	50%
14%	30%	12%	82%
6%	2%	10%	38%
12%	6%	12%	40%
16%	8%	20%	48%
22%	8%	18%	58%
12%	8%	20%	36%
28%	20%	20%	64%
8%	30%	14%	88%
10%	6%	12%	34%
18%	14%	20%	74%

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10%	2%	8%	42%
6%	22%	6%	92%
34%	10%	40%	96%
4%	4%	12%	46%
12%	2%	14%	38%
16%	2%	16%	34%
8%	6%	12%	66%
10%	2%	6%	40%
12%	4%	0%	38%
14%	4%	6%	36%
6%	16%	14%	34%
2%	4%	6%	26%
2%	6%	0%	40%
12%	11%	13%	55%
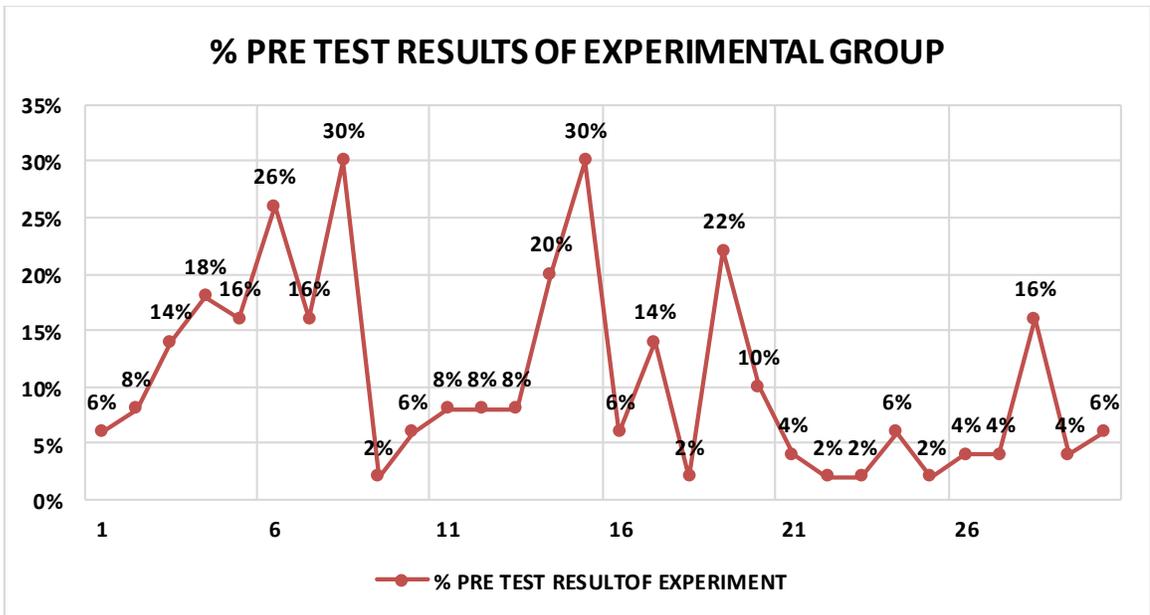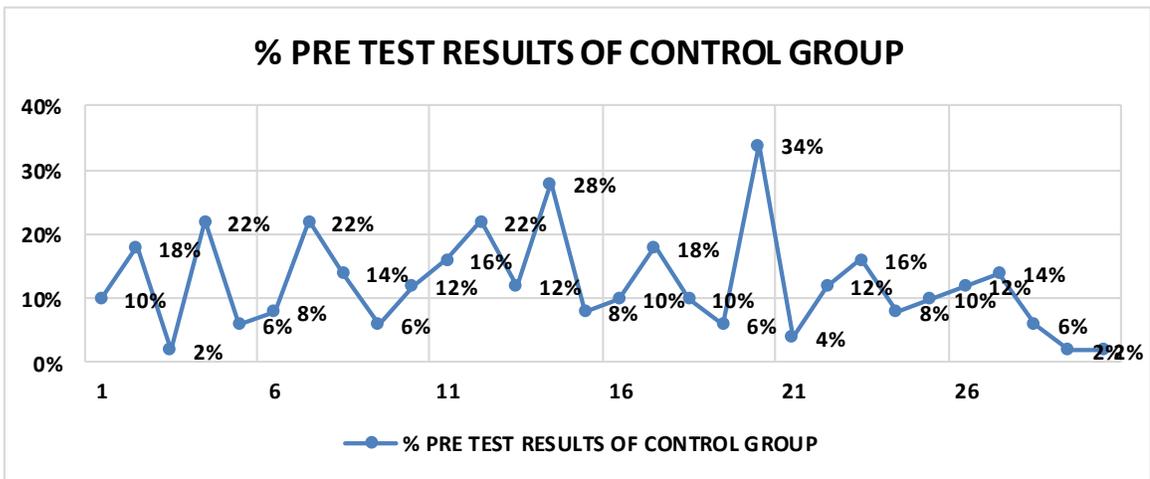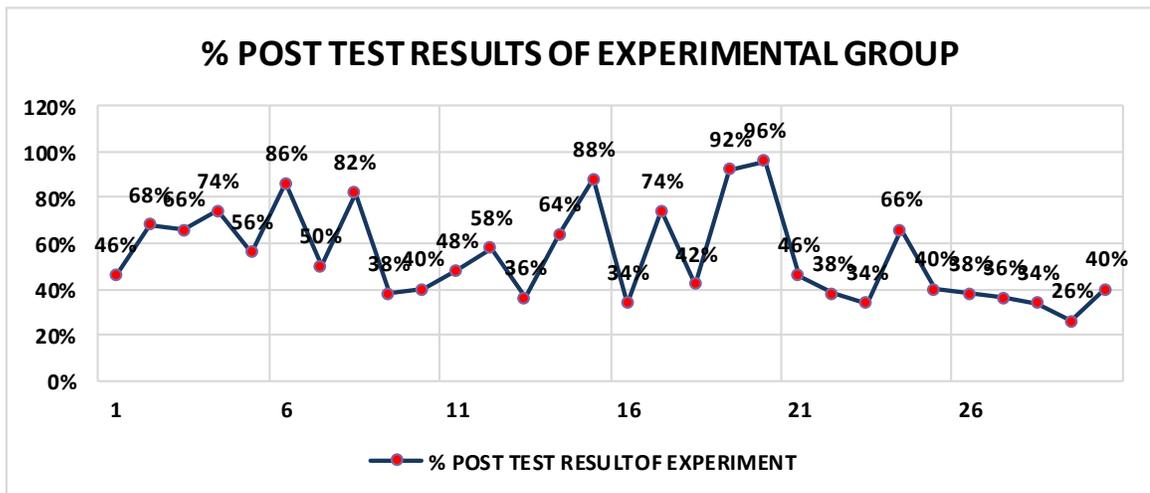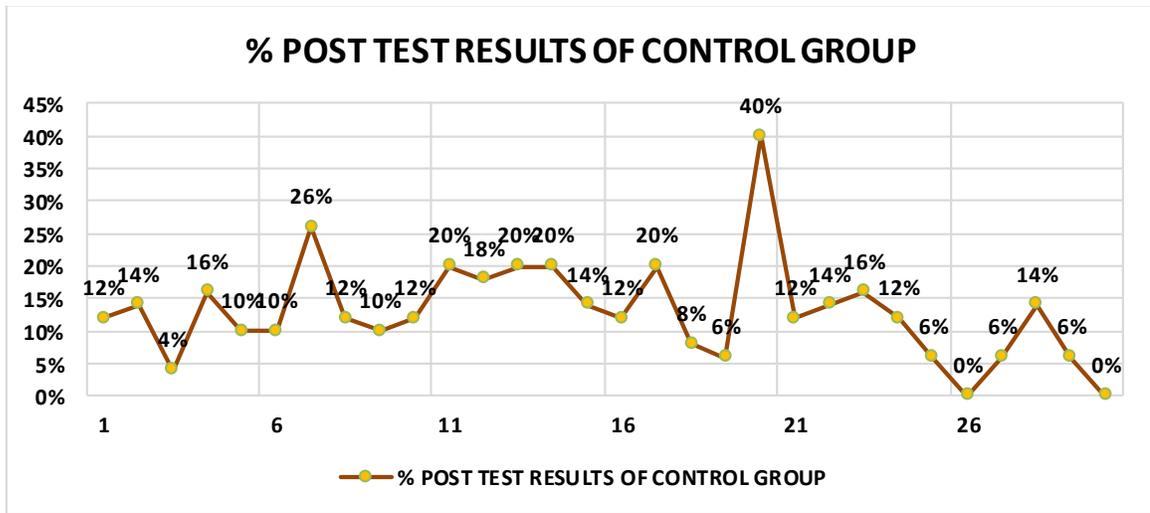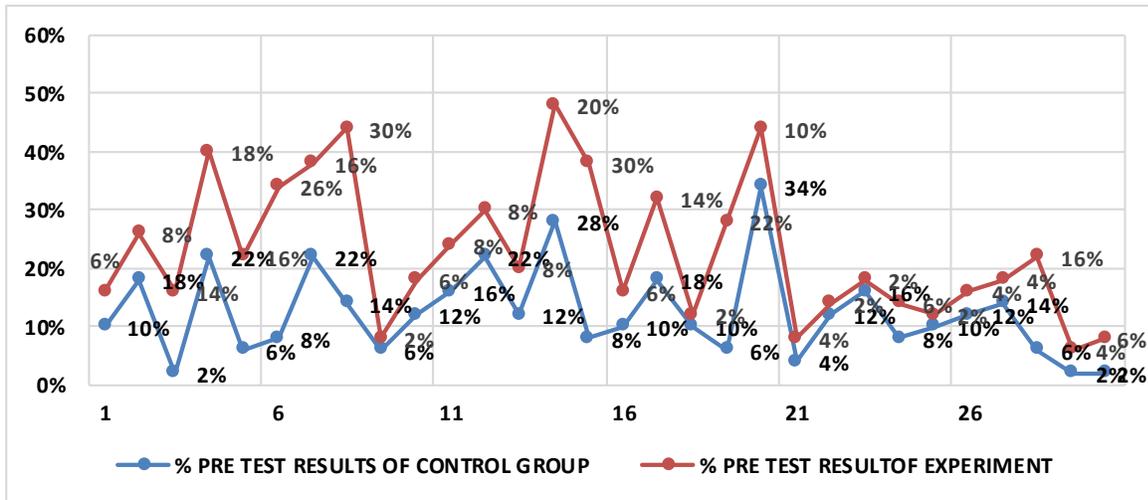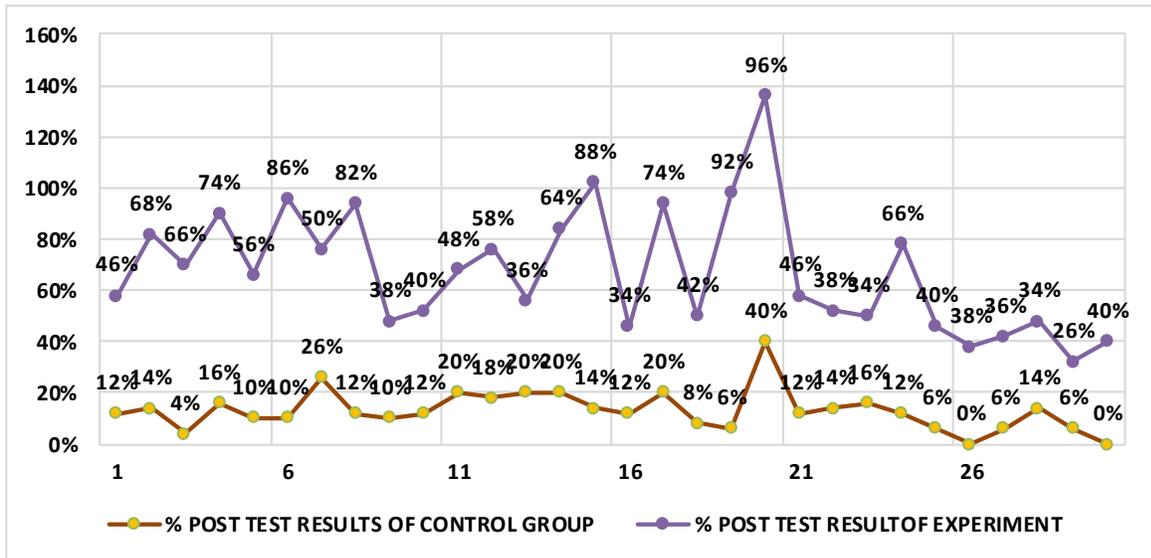
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% POST TEST RESULTS OF CONTROL GROUP

% POST TEST RESULTS OF EXPERIMENTAL GROUP

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| % Pre Test Results Of Control Group	% Pre Test Result of Experimental Group	% Post Test Results Of Control Group	% Post Test Result of Experimental Group
12%	11%	13%	55%

OVER ALL CONTROL GROUP ANALYSIS

- % PRE TEST RESULTS OF CONTROL GROUP
- % POST TEST RESULTS OF CONTROL GROUP

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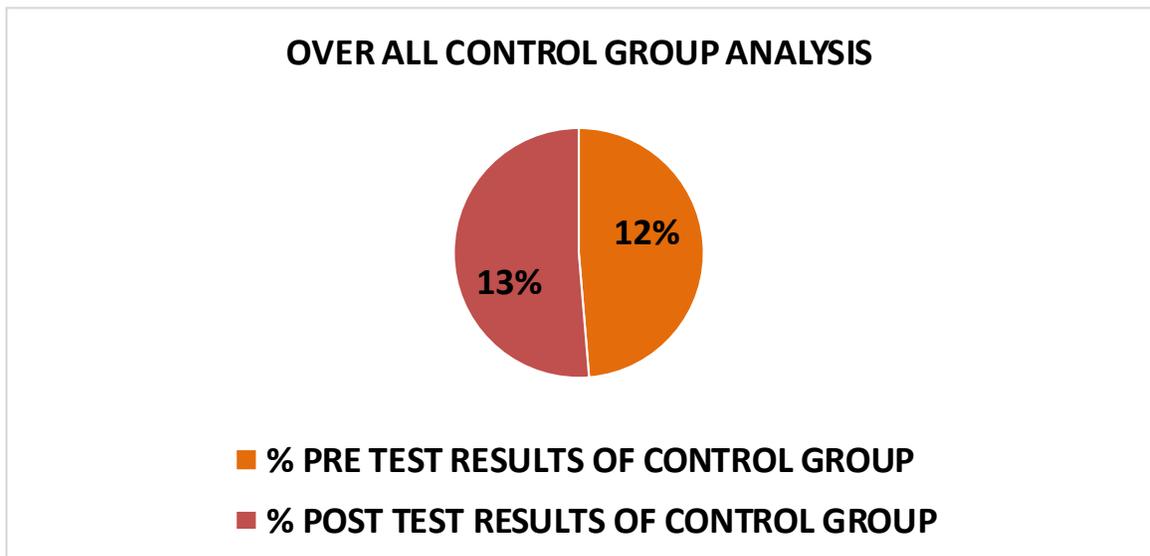
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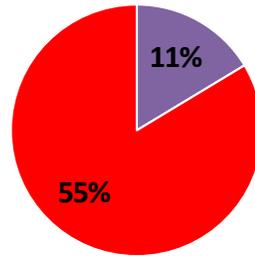
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Chapter 5

FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

This chapter discusses the findings of the study and presents the conclusion, recommendations and some suggestions for further research.

5.1 FINDINGS

After completing the analysis of data, the researcher found the following information:

- Affixes played a very prominent and important role in teaching vocabulary to ESL learners.

- Teachers were not equipped with sufficient language proficiency and were unable to use affixes.

- Students were eager to learn English words but they were hindered because of fluency, accuracy and shyness.

- Teachers were not professionally trained to teach language skills.

- They had not enough sources to enrich their teaching methodology and the training programs.

- The use of modern techniques was not applied in teaching vocabulary of English language and a little degree of the desired results was achieved through the application of physical punishment.

- Without the use of affixes in teaching vocabulary of English language, children's creativity and curiosity is curbed and rote learning is encouraged.

- Their concept of teaching is teacher centered not pupil centered.

- Teachers had no specific aims or objectives in teaching lessons and the teaching and learning process goes in a random way.

- The teaching learning atmosphere was discouraging instead of encouraging.

- Students needed repetition of the words at various points to become more accurate.

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- Teachers' strategies were weak and the outspoken students remained more active during the experiment. This shows that affixes reinforce acquisition of vocabulary.

5.2 CONCLUSIONS

This study was about "**Using Affixes to Enrich ESL Learners' Vocabulary at Elementary Level**". Knowledge of prefixes and suffixes is an important part of understanding academic English. This knowledge can help students with the increasing complexity of language that occurs throughout the schooling system. Students need to be word detectives and need to figure out new words for themselves, since there will never be enough time to explicitly teach each word to students. Students at elementary level seem to have differences in their knowledge base about how prefixes and suffixes work. Based on the results of this research, the researcher concluded that affixes can improve students' vocabulary at elementary level. The students focused on the material that was given to them by the researcher. They enjoyed more to study English. The students also began to understand the vocabulary explained by the researcher. During the entire research work, it was made sure that more or less all the students took active part and remained involved during all the activities. This study provided more evidence that the affixes can improve not only students' vocabulary skills but also students' activeness in the process of teaching and learning. The improvement of students' vocabulary skills and students' activeness were indicated by the results of the study. Jeremy (1991: 155) said that there are many occasions when form of presentation and explanation are the best ways to bring new words into the classroom. So, to motivate students, teachers need something new that can stimulate their curiosity. Affixes are excellent and effective teaching aid to guide students in learning, especially in vocabulary skills. The purpose of this study was to train the right brain's ability to be able to remember the words, so that the vocabulary can be trained from an early age. The basis of this method is to see how the students memorize the association between roots and base words for

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learning vocabulary. So that when students see vocabulary in future, students can remember and pronounce. Moreover, affixes are effective in reinforcing acquisition of language skills' development which are letter recognition, vocabulary acquisition and picture reading. So it is evident that:

- Affixes played an important role to enable the students to grasp vocabulary.

- Affixes created interest in the students and they were eager to learn new words.

- Affixes helped in maintaining the interest and active participation of students.

- Affixes improved students' fluency, accuracy and vocabulary as well.

- The students remained motivated during the activities inside the classroom.

- Majority of the secondary level teachers do not use affixes during their lessons.

- The use of learning resources in the teaching of vocabulary is a vital component in enhancing capability and understanding in a lesson.

- As revealed by the data, the lessons in which affixes were provided, the learners showed not only interest but also increased performance in learning vocabulary.

5.3 RECOMMENDATIONS AND SUGGESTIONS

Based on the investigation and findings of this study, the researcher makes following suggestions and recommendations for better retention of vocabulary:

- The teachers should have grasp over their subject. They should be qualified & well-trained. They should be able to organize different activities inside the classroom.

- They should be able to write, design and choose such activities which are more useful and give ample practice to the students to cope with the daily life vocabulary.

- Teaching about prefixes and suffixes should be included for all students with special emphasis on the mostly commonly occurring to assure that all students learn about this important piece of academic English.

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- The students should be allowed to practice in pairs to incorporate new words and phrases with interactive conversation.

- Teachers can develop students' vocabulary through affixes by giving them an exposure for the new phrases and vocabulary they might encounter.

- Teachers should also be encouraged to enhance their teaching skills as well.

- Secondary level teachers should make their lessons child-centered rather than teacher centered. This will result in more interaction between children and affixes to reinforce acquisition of vocabulary skills.

- Grammar Translation Method must not be relied upon too much.

- Teachers should be trained and motivated to use affixes in teaching English vocabulary.

- The lessons should be based on functional language.

- There must be a systematic progression in lessons e. g. from easy to difficult.

- The classroom environment should be pupil centered.

- Curiosity and creativity of the students should be encouraged through use of affixes in group-work and pair-work techniques.

Some students may already be secured in their prefix and suffix knowledge and need no further instruction. Some students have a basic understanding of prefixes and suffixes but need further instruction and practice. Knowing about prefixes and suffixes is a complex subject. Firstly students need to understand how they change the word. Secondly they need to understand that the prefix/or suffix change different words in similar ways. Thirdly they need to know the most common prefixes and suffixes and continue increasing their knowledge.

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Appendix- A   Questionnaire for Teachers

Using Affixes to Enrich ESL Learners' Vocabulary at Elementary Level

Respected Teacher,

It is to be submitted that I am doing M.A TEFL in Department of English Language Applied

Linguistics, Allama Iqbal Open University, Islamabad. I am conducting research under the title

"Using Affixes to Enrich ESL Learners' Vocabulary at Elementary Level".

In this regard, your co-operation is required in furnishing the required information, observation

and ideas on various issues related to my research in the form of Questionnaire.

    I would be very thankful to you for sparing your valuable time in completing the

questionnaire with honesty and integrity. Your information, attitude and answers will be kept

confidential and will be used in rationale way to complete this study.

Thanking you in anticipation and kind regards.

Farrukh Ghani Chishti

Roll No. BN 525144
Deptt. of English Language& Applied Linguistics,
Allama Iqbal Open University, Islamabad.

Name: _____   **Age:**

Name of School:_____   **Gender:**

Female	Male

Please tick the box that indicates your opinion for each statement below:

Q.1 Do you use affixes to teach vocabulary in the classroom?

☐ Usually   ☐ Sometimes

Q.2 Do you think that affixes have a positive impact on learning process?

☐ Yes   ☐ No

Q.3 How often do you use affixes when teaching vocabulary?

☐ Usually   ☐ Some times

Q.4 Which learning material do you use to improve vocabulary of the students?

☐ Prefixes   ☐ Suffixes   ☐ Realia

Q.5 Do you think teaching prefixes and suffixes important?

☐ Sometimes   ☐ Usually   ☐ Not at all   Seldom

Q.6 Do you think that affixes can help the students to learn vocabulary in a playful way?

☐ Yes   ☐ No   To some extent

Q.7 Teaching vocabulary through affixes makes learning everlasting.

☐ Yes   ☐ No   ☐ To some extent

Q.8 Do you think you will use prefixes and suffixes in future?

☐ Yes   ☐ No   ☐ Not at all   Sometimes

Q.9 I always use affixes in my class.

☐ Yes   ☐ No   To some extent

Q.10 Do you find any difficulty in teaching affixes in the classroom?

☐ No   ☐ Yes, but I manage it

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Appendix-B   Pre-Test

Name of Student: **Group:**

Name of School: **Grade:**

1. On picture retake day, we take school pictures.

a. We take the picture for the first time.   b. We don't go to school.   c. We take the picture again.

2. He is unsatisfied with her job.

a. He is satisfied with her job.   b. He has a new job.   c. He is not satisfied with her job.

3. The test was impossible to read.

a. The test was new.   b. The test was super hard to read.   c. The test was super easy to read.

4. I need to preheat the oven to cook dinner.

a. I heat the oven before I cook.   b. I heat the oven after I cook.   c. I heat the oven again.

5. I reread the story.

a. It is the second time I read the story.   b. I can't read the story.   c. It is first time I read the story.

6. Sometimes, I mispronounce students' names.

a. I pronounced the name correctly.   b. I did not spell correctly.   c. I pronounced the name wrong.

7. My homework is incomplete.

a. My homework is too easy.   b. My homework is finished. c. My homework is not finished.

8. The dog was unable to go outside.

a. The dog is young.   b. The dog is outside.   c. The dog is inside.

9. The boy was inactive.

a. He was active.   b. He was funny.   c. He was not active.

10. Sometimes, I misbehave at school.

a. I don't behave correctly.   b. I behave correctly.   c. I ask many questions.

11. The students were impolite.

a. They said, "Thank you."   b. They said, "No."   c. They did not say please or thank you.

12. The room is unclean.

a. The room is not clean.   b. The room is clean.   c. The room is being cleaned again.

13. I saw a preview for the movie.

a. I saw the movie in the theater.   b. I saw a commercial for the movie, before seeing the movie.

c. I saw a commercial for the movie, after seeing the movie.

14. I had to reevaluate my plans.

a. I made a plan for the first time.   b. I did my homework.   c. I evaluated my plans again.

15. The people were impatient.

a. The people were patient.   b. The people were not patient.   c. The people were poor.

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Appendix –C   **Post-Test**

Name of Student: **Group:**

Name of School: **Grade:**

1. _____ is an interesting thing to learn about.

a. Migrator   b. Migrate   c. Migration

2. River water can _____ the land and make rivers deeper.

a. erosion   b . erode   c. eroded

3. Our bodies _____ food.

a. digestion   b. digester   c. digest

4. _____ is the process of adding numbers together.

a. Addend   b. Additive   c. Addition

5. _____ of homework is required in school.

a. Competition   b. Completion   c. Complete

6. The teacher asked the student to _____ the word compare.

a. definitely   b. define   c. definition

7. A _____ occurred on the road, when two cars hit each other.

a. collision   b. collide   c. call

8. I finally made a _____ about what I want to be when I grow up.

a. decide   b. decipher   c. decision

9. The …………… is working on a new story.

a. writes   b. wrote   c. writer

10. She …………. everyday.

a. wrote   b. Writes   c. writer

11. The story is about a bus 3 who gets lost on the way to school.
a. drives   b. drove   c. driver

12. He 4 around and around.
a. drive   b. driver   c. drives

13. Some students are quiet on the bus. They just………….
a. reader   b. read   c. scream

14. While the……………..talk the whole time they are on the bus.
a. talkers   b. walkers   c. talk

15. The ………….are waiting outside to make sure the kids are safe.
a. drivers   b. teachers   c. teach

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