PREFIXES AND SUFFIXES HOW TO DEVELOP VOCABULARY IN TEACHING STUDENT OF ALL AGES

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Annotation

Teaching prefixes and suffixes is essential for student of all ages to develop accurately their vocabulary and also communication skills. Enhancing our vocabulary by learning new words can seem overpowering, but if we know the common prefixes and suffixes in English, learners will be study and understand many more a new vocabulary which will help improve their writing skill. A prefix is a word part added to the beginning of a word that is changing the word's meaning. A suffix is a word part added to the end of the word which changes the word's meaning.

Keywords

prefixes, suffixes, roots, interactive games and activities, communicative teaching, content of teaching vocabulary, word sorts, the lexical syllabus, puzzles, communicative teaching.

In learning English as a student of all ages, becoming proficient in prefixes and suffixes is key to success speaking and writing. Among these, the prefixes and suffixes play a significant role in helping students to boost their vocabulary, express to remember synonyms and antonyms of adjectives with clarity and accuracy. *Content of teaching vocabulary*. There are active and passive types of lexical material. As it has already been mentioned, active lexicon is a vocabulary used when a pupil expresses his/her own opinion in English or comprehends the others' speech. Passive is used when a student apprehends emerged vocabulary. Active one is reproductive and passive one is receptive vocabulary. Both of them make the real vocabulary of a student. When a student runs into an unfamiliar word he /she can understand it because of the resemblance in the mother tongue and this is called potential vocabulary. If a pupil understands the word independently then it is considered as potential vocabulary. [14] Another type of these words can be understood in context. Many English words can be divided into different parts. They are called prefix, roots and suffix. Prefixes are added to

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[14] J.J.Jalolov, G.T.Makhkamova, Sh.S.Ashurov. English Language Teaching Methodology. Tashkent-2015. P-41.

the beginning of word make a new word with a different meaning like adjectives. For example*: im+polite=impolite.* Suffixes are added to the end of the word make a new word with different adjectives. For instance: *ful+success=successful.* The root word is a real word. We make new words from root words by adding prefixes and suffixes. Sometimes the root word is also called the base word, such as, in the word *unhappy* the root word is *happy.*

The Importance of Teaching Vocabulary through Roots and Affixes. An absence of a rich vocabulary greatly prevents English learners from progress and

achievement in their ability to understand what they read and hear in the first place. Researcher Wallace stated, "The greatest challenge inhibiting the ability of English-language learners to read is their lack of sufficient vocabulary ". A lack of vocabulary knowledge would extend to an inability to comprehend reading (in any subject), an inability to write at grade level, and an inability to understand the function of words in grammar (Wallace, 2008).[15] The lack of an efficient vocabulary paralyzes students from progressing in their ability to acquire a new language like English for non-natives. The author, Hubbard claims that "the most important barrier to study anything is the unknown or misunderstood word". He goes on to say that "the only reason a person gives up a study or becomes confused or unable to learn is because he has gone past a word that was misunderstood or not understood correctly" (Hubbard, 1972).[16] Research by Liu and Nation (1985)[17] show that 95% of the words surrounding an unfamiliar vocabulary word must be known in order for a student to infer meaning of an unknown vocabulary word. Educators are doing a great disservice to many students if they depend on the student inferring meaning through context clues alone. Even if students advance through grade levels, insufficient vocabulary knowledge can continue to plague them throughout their academic careers, even as they progress in higher education. Researchers Turner and course examinations was vocabulary knowledge. The case has been made for the importance of teaching vocabulary. Now the next logical step is to investigate the merits of teaching roots and affixes as a method for helping students decode words and deduce meaning based on their knowledge of the word parts. So, this very effective strategy to teach English vocabulary through word parts must be meticulously studied and applied. Recognizing and teaching cognates between the two languages, i.e. L1 and L2 could well a starting point for those familiar with them in their mother tongue. Research by Short and Echevarria (2005)[18] also shows that students who have a Latin-based native language are able

[15] Arthur Wallace McGregor. English-Kikuyu Vocabulary. 2008

[16] L Ron Hubbard.Scientology Primary Rundown Alphabetical Word Lists Books Pub. 1972.

[17] Liu and Nation,Learning Vocabulary Through Meaning-focused input.

[18] Short and Echevarria. Teacher Skills to Support English Language Learners. 2005.

to recognize English words with similar Latin derivations. Roots and affixes thus help students decode and decipher the meanings of new words, even if they are in an unknown or unfamiliar language, because they sound and look similar.[19]

Teaching vocabulary is important at every grade level and in every subject. Early elementary students need to learn academic vocabulary that provides the building blocks for later learning experiences. Each year, students build on previously learned vocabulary and deepen their understanding of each topic of study. For example, elementary students learn to define plot, character, and setting. Later, middle and high school students expand their understanding to terms like protagonist and denouement. Science students learn vocabulary related to each topic, such as the elements in chemistry. Students also improve their reading comprehension when they are taught words that provide nuance and depth of meaning. For example, students learn to replace the word "eat" with synonyms that show shades of meaning such as graze, devour, consume, and gobble.

English language learners often require additional support in their vocabulary development. All students benefit from explicit, cross-curricular vocabulary instruction.[20]

The importance of prefixes, suffixes and roots. Prefixes and suffixes are affixes that are added to the base or root of a word to change its meaning or function. Together, they form the larger system of affixation in English, which is essential for building vocabulary and understanding word relationships.

Prefixes: Prefixes change the meaning of nouns, adjectives and verbs. These are attached to the beginning of a word and typically modify the word's meaning. Sometimes a hyphen is used with a prefix and sometimes it is not *(semi-final, semicolon).[21]* Common examples include:

Prefix	Meaning	Example
co	with	co-operate
ex	former	ex-wife
mini	small	miniskirt
micro	extremely small	microchip
mis	wrongly	misunderstand
multi	many	multicolored
over	too much	overcooked

[19] Yurtbaşı, M. (2015). Building English Vocabulary Through Roots, Prefixes and Suffixes. Global Journal of Foreign Language Teaching. 5(1), 44-51.

[20] https://study.com/academy/lesson/strategies-for-teaching-vocabulary.html
[21] Tim Falla, Paul A Davies, Solution. Third Edition Pre-Intermediate. P-57.

post	after	post-war
re	again	rewrite
semi	half	semicircle
under	too little	undercooked
sub	under	submarine

Prefixes: such as **non, il, im, un, dis,** and **ir** mean 'no'. So, it is quite easy for them to confuse these combinations. Consideringly that some prefixes have the same meaning, a way to help students understand and remember meaning could group them under the corresponding category as for example, the NO group or the 'TOO MUCH' group as in 'overcooked', 'overdone', 'overbooked'.[22]

Suffixes: These are attached to the end of a word and often change the word's grammatical function. Some suffixes can make change to words such as tense, number, possession, or comparison. A simple way to introduce this to Students of all ages is making a simple chart. Some common suffixes include:[23]

Suffix	*Meaning*	*Example*
able,	full of	believable
an,	related to	American, Australian
ant,	indicating an adjective	extravagant, affluent
ate,	used to make a verb from a noun	associate, decorate, originate
ation, ution, ition	used to make a noun from a verb	combination, resolution, competition,
dom,	state of being	freedom, kingdom
eer,	one who does something	pioneer, volunteer
en,	used to form verbs meaning to increase a quality	harden, threaten, frighten
ence,	added to some adjectives to make a noun	confidence, excellence
Ent,	one who does something	parents, student,

22   https://ontesol.com/blog/how-to-teach-english/teaching-grammar/teaching-prefixes/?srsltid=AfmBOoo89EU0kFcLlncvvkFbaCvm0aNicXSNBv91JLur5Bp-ry6___Ot
23 Neil J Anderson. Active skills for reading 4. Third edition. P-238.

er, or,	someone or something that does something	advertiser, competitor, reporter
er,	after an adjective more	after, safer
full,	filled with	careful, powerful
hood,	state of	childhood, neighborhood,
sion, ion, tion,	indicating a noun	admiration, competition
ine,	indicating a verb	combine,
ish,	relating to	English, distinguish
ism,	an act of or process, state or condition	plagiarism, patriotism
ist,	one who does something	artist, psychologist
ogy, ology,	the study of	geology, technology

What is the difference between root and base words? A root word can have a meaning or it can be a word with no meaning. It is in its original form and may come from different languages like Greek or Latin. A base word is a word that can stand on its own and has a meaning. It does not have any other words added at the beginning or the end.[24]

Roots: A root word is the most basic form of a word that cannot be further divided into meaningful segments. Root words are used to form new words by adding letters at the beginning (a prefix) and/or the end (a suffix). A simple way to introduce this to Students of all ages is making a simple chart.[25] Some common roots include:

Root	*Meaning*	*Example*
alter	other	alternative,
ann, enni	year	anniversary, biennial
bio	life	biography
cap	take, size	capture, captivate
cogn	know	recognize, cognitive

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[24] Dr. Ali J. Alwan. Building Vocabulary Select Reading / First Classes.1\5\2024.
[25] Kassiani Nikolopoulou. Root Words Definition, List & Examples. September 13, 2023.

dic	speak, say	diction, predict
ego	self	egotist,
fac	make, do	manufacture, factory
geo	earth	geopolitical
hydro	water	hydroelectric
eject	throw	inject, reject
log	word	monologue
man	hand	manufacture, manual
neuro	nerve	neurology
odonto	tooth	orthodontist
pac	peace	pacify
sol	sun	solar
temp	time	temporary
vac	empty	vacuum
zoo	animal	zoo, zoology[26]

Interactive Games and Activities. Engagement through games and interactive activities is a powerful tool for reinforcing concepts like prefixes and suffixes. These methods not only make learning more enjoyable but also provide practical, hands-on experience with word formation.

Inflected Ending Spelling and Pronunciation. Teach students basic rules that most English words follow to help them spell and pronounce words. Use pictures to build vocabulary knowledge at the same time. Suffixes are added to the end of an English word. The suffix changes the meaning of the word. Some suffixes are also inflected endings. An inflected ending changes the word's tense or number.

Word Sorts. There are so many ways to use word sorts with affixes! Students can sort words into groups based on common prefixes or suffixes. They can sort words based on spelling patterns, such as the different ways that a word ending changes when adding (-ing). You can quickly model a word sort to show a spelling pattern and review the meaning of the words that you are using.

Word Hunt. Review what a prefix and/or suffix is. Then, as students are reading, have them keep track of any prefixes or suffixes that they find. You can give students a sticky note to write down the words, a recording sheet, or if you are using a printed passage, place it into a sheet protector and have students use dry erase markers to circle the words.[27]

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[26] Andrew Davis. Building Vocabulary: Common Root Words. June 2010.
[27] https://www.aworldoflanguagelearners.com/prefixes-suffixes/

The Lexical Syllabus. This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials

Puzzles. Puzzles are a quick way for students to practice creating words that have an affix in it. You can have students use recording sheets to write down the words that they create. You can also print out puzzles and have students add them to an interactive vocabulary notebook.[28]

Build a Prefix/Suffix Word Wall. Finally, A word wall dedicated to prefixes and suffixes can be a game-changer. As students learn new prefixes and suffixes, make sure to add them to the wall. It becomes an ever-growing visual resource that they can refer to when they're writing or reading. I've found that students take pride in their learning as they see new affixes being added to the word wall.[29]

Communicative teaching is often organized in the three-phase framework: pre-activity, while-activity and post-activity. Pre-activity is organized to arouse interest in the learners towards the main task, to motivate performance, to activate in learners their prior knowledge and to prepare them for the language that may be necessary to perform the main task. While-activity is organized as oral or written communication and based on engaging the learners in the communicative tasks. Post-reading activity is a reflection on the ideas and language that was produced during the main activity. This phase also includes additional language drills and integration with other skills.

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