Review Article

A Contrastive Analysis of Affixation in English and Kirika

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Abstract - *The English and Kirika languages are of different linguistic backgrounds and are characterized by differences in their affixation processes. These differences pose problems in second language learning. This study, therefore, investigates by describing the affixation features of English and kirika and tries to identify some areas of differences and similarities in both languages. Data for the study were collected and analyzed using the descriptive research method and are arranged in tables. The study hinges on the contrastive analysis theory as its framework. Findings in the study reveal that English and kirika use affixation (prefix, suffix and super fix or suprafix). It is discovered that sometimes where English uses a prefix as an affix, kirika realizes it as a suffix and where it is a suffix in English, kirika uses it as a prefix. There are no found cases of interfix, infix or even circumfix in both language. Also, stress and tone are used to create new words in English and kirika, respectively.*

Keywords - Affixation, Contrastive Analysis, Prefix, Suffix, Superfix.

1. Introduction

Language is a very important instrument in the existence of man. Every fact of man's life involves language.

According to Shirley (2001), language is man's greatest asset, and without the use of language, human society is doomed.

Although man can communicate with his fellow humans through language, carrying out social and business transactions, there has not been a straightforward definition that has been accepted. Different scholars have had different perspectives on this term.

According to Finocchiaro (1964), language is a system of arbitrary vocal symbols that permit all people in a given culture or other people who have learned the system of that culture to communicate or interact.

Lyons (1981) believes that language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.

Going with Lyons's idea, Crystal (2004) posits that language is a species-specific communicative ability restricted to humans, and this involves the use of sounds, grammar and vocabulary based on the rules of the language.

Every facet of man's life involves language. It occupies a pivotal position in the affairs of human beings. The study of language enables one to analyze and understand a language's complex structural components, including phonology, syntax and semantics. Problems affecting languages can be addressed through the field of linguistics, the scientific study of language.

In this study, one such challenge/problem is learning English by the kirika speaker as a second language. There are some challenges traceable to affixation that the kirika learner of the English language as a second language is encountering. One of which is that most time, teachers are not teaching with the intention of tackling language problems pertaining to specific linguistic communities. Especially when textbooks are written, there usually is no particular interest in the problems of a specific community in terms of pedagogy. Many of these textbooks are not founded on contrastive studies of the mother language; the influence of the mother tongue on the target language will not be discovered.

It is only when the mother tongue and the target language are contrasted, either Phonologically or morphologically, etc., that textbooks will be provided to reach the needs of the second language learners.

2. Linguistic Classification of Kirika

Kirika has been classified as an eastern Ijo dialect (Jenewari 1989; Williamson and Blench 2000). A branch coordinates with the dialect cluster of Kalabari, Ibani and Okirika in Rivers State, Nigeria.

Eastern Ijo is a branch of Ijiod, a small family belonging to the Niger-Congo phylum and spoken in the Niger Delta region of Nigeria. Ijoid consists of two coordinate branches, Defaka and Ijo, with the Ijo language cluster comprising four isolated dialects and three dialect clusters defined in terms of

mutual intelligibility. There is no mutual intelligibility between Defaka and Ijo. Although Ijiod is closely related internally, it is quite distinct from all other Niger-Congo families. (Obikudo 2013).

3. Aim and Objectives

The study analyses affix in English and Kirika using a descriptive approach. The objectives of the study specifically will be to:

- Find out the types of affixes available in both languages.
- Identify whether there are similarities or dissimilarities in both languages.
- Help Kirika teachers and students of the English language understand the affixation process.

4. Review of Related Literature

Every language has different ways of forming new words, making it unique.

One of these processes of word formation is called affixation.

Affixation is a concept in morphology, a branch of linguistics that deals with the internal structure of words.

Morphology bridges the syntax of a language and its phonology (Brown and Miller 1980).

According to Radford (1997), the knowledge of the morphology and syntax of a language forms the nucleus of any language study.

The word morphology can be broken down (morphologically) into two meaningful parts known as morphemes.

According to Yule (2002), Morph means 'form' of 'shape' and 'ology'. Therefore morphology is the study of forms.

It is the study of the basic building blocks of meaning in language that is a subdivision of grammar that deals with the internal structure of words and, in particular, the smallest units of meaning in words, i.e., morphemes.

A morpheme is defined as the smallest meaningful unit of an utterance that may not, however, exist in isolation. Unlike a word, a morpheme often needs the presence of another grammatical unit to which it attaches. The morpheme is the basic unit of analysis in morphology. (Ndimele 2001).

Ndimele (2001) states that there are two kinds of morphemes, and their classification depends on whether they

can occur independently or not. Free morphemes can occur in isolation without necessarily having to be attached to another grammatical unit.

Free morphemes can stand by themselves as single, thoroughly independent words. They are also referred to as lexical Morphemes when they have an independent dictionary meaning. E.g., book, love, dance etc. and functional or grammatical morphemes when they do not have an independent dictionary meaning of their own, e.g., the, at, and, a, and etc. On the other hand, bound morphemes are morphemes that cannot occur in isolation and must be attached to other grammatical units.

These morphemes are bound because they usually cannot stand on their own. E.g., -"ish" as in childish, "im" as in 'imperfect, 'eras in singer, 'ness' as in meekness, and 'ly' as monthly.

4.1. Morphological Processes

Morphological processes affect roots and stem and usually lead to the production of new words in a language. (Zapata (2007).

Morphological processes usually define the shape of words, and they are classified into two types; derivational and inflectional. Derivational deals with word formation. (This process can create new words from existing ones, thereby changing the form or category of the original word) while inflectional does not change the basic or original meaning of the base word.

4.2. Affixation

This is a morphological process of attaching an affix to the root or base of a word.

Ballard (2001) defines affixation as the process by which bound morphemes are added to bases, either word-initially or word finally, to form new words.

Babarinde (2009) asserts that affixation comprises prefixation, suffixation, inner fixation and infixation.

Katamba (1993) posits that an affix is a morpheme that only occurs when attached to other morphemes such as root, stem or base.

Tutor vista.com (2015) in Umera – Okeke and Nwankwo, U. (2016) defines an affix as "a morpheme that is attached before, after or within a word to form a new word.

Affixation is seen as a morphological process whereby a bound morpheme is attached to the base. Affixes are added to a word's base form or stem to modify its meaning or create a new meaning.

Table 1. Types of Affix

Affix	Position in words	Examples
Prefix	Occurs in the front of a root or stem	Decompose, unethical, biannual multipurpose. prefix + root.
Suffix	Occurs at the end of a root or stem	Looking, happiness, freedom, comfortable, education .root + suffix
Infix	Occurs inside a root or stem	Bumili 'Buy' (Tagalog, Philippines);fanfuckingtasticro - + infix + - ot
Circumfix	Occurs in two parts on both outer edges of a root or stem	Kabaddangan' help' (Tuwalilfuao, Philippines, enlight<u>en</u>. circum _ root + fix. em-bold-en; en-light-en.
Simulfix	Replaces one or more phonemes in the root or stem	Man + plural > men run + past > ran
Suprafix	Superimposed on one or more syllables in the root or stem as a suprasegmental	Stress in words ′produce, (n) and pro′duce, (v) ′Import, (n) and im′port, (v) (change in stress.

Source: http://hompage.nt/world-com/vivianc/words/infixes.ht in Umera - Okeke – N and Nwankwo, U. (2016)

5. Theoretical Framework

This study focuses on affixation in English and Kirika languages. Because it is a contrastive one, the framework on which the study is hinged is the contrastive analysis by Robert Lado (1957).

This theory is set to discover the similarities and differences between the mother tongue and the target language.

Agbedo (2015) views contrastive analysis as the systematic comparison of two or more languages to describe their similarities and differences. Moreover, the aim is to ensure that learners have better descriptions and teaching materials.

Johnson (1975) also views contrastive analysis as contrasting a series of statements about the similarities and differences between two different languages.

The tenets of contrastive analysis are that the native language of the learner plays a significant role in learning a second language. With this, the points of difference that might lead to interference between the two languages are identified.

Lado (1957) states that there is normally no expectation of difficulty in learning if the first and second language structures are the same. Otherwise, difficulties would be anticipated if the structures are at variance.

The reason for establishing the theory of contrastive analysis is to make a comparison of the source language (native language) with the target language in the bid to pick out their similarities and differences, make a prediction of where the difficulty or error is coming from and try to stop the development of such errors of difficulties, (Umaru 2005.)

Ferguson (1965) points out that contrastive analysis of any two languages will offer a good basis for preparing text and instructional materials for planning courses and used to overcome the hurdles of teaching.

Brown (1960) posits that behaviourist psychology and structural linguistics have greatly developed contrastive analysis.

Brown's contrastive analysis hypothesis claims that the principal barrier to second language acquisition is the interference of the first language system with the second language system.

Chidi-onwuta and Oluikpe (2016) are of the view that contrastive analysis insists on seeing how the structure of the first language (L1) influences the acquisition of the second language (L2).

In the ideas of Corder (1973), when a learner learns a language, he is not learning the language for the first time, but rather he is learning a particular realization or manifestation of human language.

6. Methodology

The researcher uses a descriptive qualitative method in the study. This method aims to describe, illustrate and draw facts that are observed systematically, accurately and factually. This method is suitable for the study as the researcher describes the similarities and possible differences by comparing and contrasting the affixation systems in English and Kirika.

Research materials on the English language were consulted for this study because the researcher is a non-native speaker of the Kirika language; data for this study were collected from Kirika informants who are competent adult native speakers of the language through interviews.

The lbadan 400-word list was also used to elicit data from the informants.

7. Scope of Study

The study focuses on the description of prefixes, suffixes and superfix as affixation processes in English and kirika.

8. Data Presentation and Analysis

8.1. *English Prefixes*

In English, prefixes are affixes (i.e. bound morphemes that provide lexical meaning) that are added before either simple roots or complex bases (or operands).

Examples of prefixes in English.

(a) Unhappy -consisting of a prefix
   Un -, and a root, happy.
(b) Imperfect - prefix,im- and root, perfect
(c) Immature - Prefix, im-and root, mature
(d) Irresolute - prefix ir- and root, resolute
(e) Illogical-prefix il – and root, logical
(f) Decompose - prefix de- and root compose
(g) Dishonor -prefix dis – and root honour.

8.2. *Prefixes in Kirika*

There seem to be very few prefixes and affixes generally in the Kirika language. However, we have identified the prefix su- in Kirika. This prefix usually comes before the root, and it shows plurality.

Table 2. Examples of the prefix su – in kirika

Root	prefix	derived	gloss
àlìlá (plate)	sú-	súàlìlá	plates
jírí (book)	sú-	sújirí	books
wárí (house)	sú-	súwárì	houses
áma (town)	sú-	súámá	towns

Unlike in English, where the plural marker – s comes after the root word, as seen in the gloss above, in Kirika, the plural marker sú – comes before the root, thereby functioning as a prefix. Prefixes in Kirika are noun based. No other word class in the language has this kind of affixation.

8.3. *Suffixes in English*

In English, a suffix is an affix added to the end of a root word to make a new word.

In English, adding a suffix usually changes the class of the word from verb to noun), adjective to noun etc.

Examples

Base	Suffix	New word
Supervise	- or	Supervisor
Buy	- er	buyer
Teach	- er	teacher
Enjoy	- ment	enjoyment
Discuss	- sion	discussion
Communicate	- tion	communication

Table 3. Examples: Adjective to Noun

Base	Suffix	New word
Beauty	-ful	Beautiful
Heavy	-ness	Heaviness
Brutal	- ity	Brutality

Table 4. Verb to Adjective

Base	suffix	Network
Broke	- en	Broken
Use	- ful	Useful

According to Akmajian et al. (2001), all inflectional affixes in English are suffixes.

Generally, inflectional affixes form grammatical forms such as; tense, aspect, plurality etc.

Examples:-ed past tense marker

Present	Past
Walk	– ed
Slap	slapped
Wash	washed
Cook	cooked

ing Progressive marker

sing	singing
walk	walking
shout	shouting

8.4. *Suffixes in Kirika*

In kirika, the suffix comes after the root word. – ghà – sùk - sì and -mâ are suffixes found in Kirika.

Table 5. Examples of suffixes in Kirika

	root word	suffix	derived word
a	kúbúótòm (happy)	-ghà	kúbúótòmghà (unhappy)
b	yéjírí (brilliant)	-ghà	yéjíríghà (unbrilliant)
c	ókítúrú (accept)	-ghà	ókítúrúghà (unaccept)
d	ɓárāɓúlá (touch)	-ghà	ɓárāɓúlághà (untouch)
e	fàm (slap)	-sùk	fàm sùk (slapped)
f	méndí (walk)	-sùk	méndí sùk (walked)
g	sògòrì (wash)	-sùk	sògòrìsùk (washed)
h	tùò (cook)	-sùk	tùòsùk (cooked)
i	fì (eat)	-mâ	fìmâ (eating)
j	múnò (sleep)	-mâ	múnòmâ (sleeping)
k	méndí (walk)	- mâ	méndí mâ (walking)
l	bíébélè (attract)	- sì	bíébélèsì (attractive)
m	ìbì (beauty)	- sì	ìbìsí (beautiful)

From the table above, it is observed that the suffix –ghà is a class-maintaining derivational suffix; it only alters the

meaning of the word it is attached to without changing the part of speech, whereas –sì, which is also derivational, changes the word class of the root word.

 –sùk and –mâ are inflectional, i.e. in this case, they show the past and present progressive tense.
According to Lyons (1968), inflexion is a change made in the forms of a word to express its relation to other words in the sentences, as found in the declension of nouns, adjectives and conjugation of the verb. Inflectional affix performs a grammatical function without changing the parts of speech of the word to which it is attached.

Akmajian et al. (2001) say derivational suffixes are the inner layer of the word form. They state that affixes often change the part of speech of the base morpheme.

The English language seems to be very rich in affixation, especially the prefix and suffixes, while the kirika language seems to have very few affixations.

Basically, what happens in the kirika language is the description of the English word using a free root.

Table 6. More examples of suffixes in Kirika

English word	derived	Kirika
farm + er	Farmer	dùò –farm dùò òwèì = farmer (male) dùò àrà = farmer (female)
teach – er	Teacher	jíà – teach yéjíà àrà – teacher (female) yéjíà òwèì – teacher (male)

In Table 6 above, the suffix **-er** in English is added to the root word meaning someone who does something; this is usually not realized in the kirika language. Instead, a description is made as seen above dùò òwèì = farmer (male) 'Farm man.'
,dùò àrà= farmer (female) 'Farm woman.'

8.5. Infix in English and Kirika
An infix is an affix that is incorporated inside the root of a word, and it interrupts the sequence of a root.

English does not have any clear-cut case of an infix, and neither does not kirika.

Although in English, some scholars have argued that the following words are instances of infix.
Foot -feet
Come-came
Tooth-teeth
Get-got

These, in actual sense and going by the definition of infix, are not infixes.

There are also no cases of interfix (affix occurring between two identical or sometimes non-identical roots) and circums fixes (affix that surrounds the root of a word) in both English and kirika languages.

8.6. Superfix or Suprafix in English
The affixes (prefix and suffix) we have looked at so far in both English and kirika are said to be segmental affixes.

The superfix or suprafix is a non-segmental type of affix in that it is marked over the syllables that form part of a root sufprafixes in English and carry some element of meaning.

In English, it comes in the form of a stress mark and causes a difference in meaning between segmentally alike words.

Table 7. Examples of superfix in English

Noun	Verbs
ˈINsult	inˈSuLT
ˈCONvert	ConˈVERT
ˈIMport	imˈPORT
ˈREbel	reˈBEL

From Table 7 above, the syllables in capital letters are stressed. Hence the change in stress placement causes a change in meaning.

8.7. Superfix or Suprafix in Kirika
Kirika is a tone language where variation in the pitch of the voice causes a change in meaning between segmentally identical utterances.

In Kirika, tone can be said to be a superfix or suprafix.

Table 8. Examples of superfix in Kirika

	word	meaning	word	meaning
a	tórú	Sea	tórù	eye
b	sárá	Quick	sàrà	pour
c	kárā	complete	kárá	carve
d	kàkì	thick	kákì	lock
e	fárí	Luck	fàrì	masquerade dance
f	dímè	palm fruit	dímē	hair
g	álá	wealth/riches	álā	far
h	sègèmà	High	ségémà	lift

From Table 8 above, we see how the change in tone causes the difference in the meaning of words in Kirika.
So far, we have observed that the kirika language is not much of an affixation language compared to the English language.

8.7. *Some areas of Similarities / Dissimilarities*

Generally, we can say English and kirika both employ the use of affixation in forming new words. (prefixation, suffixation and super fixation).

However, in terms of position, what seems to be a suffix in English is realized as a prefix in kirika.

Table 9. Examples

English (Suffix)	Kirika (Prefix)
Plate + s	sú + àlìlá (plates)
Book + s	sú + jírí (books)

We observe in Table 9 that the plural marker – s in English is a suffix, while in kirika, it is used as a prefix sú-

This difference could trigger inter-lingual errors, especially with learning the English language.

We also observe a difference in the position where English has a prefix but is used as a suffix in kirika.

These differences, we can say, pose a negative transfer from the kirika language to the English language, especially because there are so many prefixes and suffixes in English that are not available in the kirika language. The kirika learner of the English language will therefore be faced with the problem of how to master all the affixes in English.

Table 10. Examples

English (Prefix)	Kirika (Suffix)
Un + happy	kúbúótòm + ghà (unhappy)
Un-brilliant	yéjírí + ghà (unbrilliant)

9. Conclusion

Affixation is one problem area in the word-formation process of any language. Every language has its own peculiarities. Sometimes even these peculiarities are inconsistent. The kirika learner of English must therefore be grounded in the morphology of his target language (English) to understand the affixation process, which differs from his own. The language teacher is not left out as he/she should concentrate on the differences in the affixation process of both languages while teaching as this will help the kirika learner master these processes.

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