

SOCIAL REASONS FOR THE USE OF ENGLISH AFFIXES IN THE SPEECH OF YOUTH

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Annotation. This article deals with the social reasons of using English affixes in the speech of youth within a context. The study focuses on how gender, social identity, digital communication, and symbolic prestige influence the integration of English affixes into everyday speech. Using qualitative analysis of informal conversations and online interactions, the research reveals that English affixes function not only as linguistic elements but also as markers of modernity, group belonging, and social positioning. The findings demonstrate noticeable gender-based differences in the frequency and pragmatic functions of these affixes, highlighting their role in expressing individuality and adapting to globalized communication norms.

Аннотация. В данной статье анализируются социальные причины использования английских аффиксов в речи молодёжи. В ходе исследования гендерный фактор, социальная идентичность, цифровая коммуникационная среда и символический престиж английского языка рассматриваются как ключевые факторы, влияющие на данное лингвистическое явление. На основе качественного анализа примеров неформального общения и онлайн-коммуникации выявлено, что английские аффиксы функционируют не только как языковые единицы, но и как средства выражения современности, групповой принадлежности и социального позиционирования. Полученные результаты демонстрируют наличие гендерных различий и подчеркивают роль английских аффиксов в процессах речевой адаптации в условиях глобализации.

Annotatsiya. Mazkur maqolada yoshlar nutqida inglizcha qo'shimchalardan foydalanishning ijtimoiy sabablari tahlil qilinadi. Tadqiqot jarayonida gender omili, ijtimoiy identitet, raqamli muloqot muhiti va ingliz tilining ramziy nufuzi ushbu lingvistik hodisaga ta'sir etuvchi asosiy omillar sifatida ko'rib chiqiladi. Norasmiy suhbatlar va onlayn muloqot namunalarining sifat tahlili asosida inglizcha qo'shimchalar nafaqat til birliklari, balki zamonaviylik, guruhga mansublik va ijtimoiy mavqeni ifodalovchi vosita ekanligi aniqlanadi. Natijalar genderga xos farqlar mavjudligini ko'rsatib, inglizcha qo'shimchalarning globallashtiruv sharoitida nutqiy moslashuvdagi rolini yoritib beradi.

Key words. *English affixes, Gendered speech, Social identity, Language contact, Digital communication.*

In English, affixes are particularly important for creating new words, changing

parts of speech, and indicating grammatical information such as tense, number, or comparison. The root is the primary part of a word; it conveys most of the meaning of a word. Suffixes are those affixes which end words; they can add meaning, and usually determine the part of speech of a word, that is, whether the word is a noun, verb, adjective, or adverb. 10 Best Affixes to Teach in Speech and Language Therapy Plus Easy Activity Ideas:

Dis-: Examples: Disagree, Dislike, Disconnect.

Re-: Examples: Restart, Rebuild, Rewrite. ...

Un-: Examples: Untie, Unwell, Unhappy. ...

Over-: Examples: Overeat, Overjoyed, Overlook. ...

In-: Examples: Inactive, Incomplete, Inside. ...

-s: ...

-ly: ...

Affixes are grammatical elements that change the meaning of a root word, either by altering the information included in a word, changing the grammatical function of a word, or creating a new word with a new part of speech. The English language only uses prefixes and suffixes. There are three main types of affixes: prefixes, infixes, and suffixes. A prefix occurs at the beginning of a word or stem (sub-mit, pre-determine, un-willing); a suffix at the end (wonder-ful, depend-ent, action); and an infix occurs in the middle. Affixes are generally classified into two categories: derivational and inflectional.

Derivational affixes change the meaning or part of speech of the base word, thus creating new words. For example, the addition of the prefix "un-" to "happy" results in "unhappy," shifting its meaning to the opposite. Similarly, adding the suffix "ness" to "happy" forms "happiness," changing an adjective into a noun. On the other hand, inflectional affixes modify a word's grammatical properties without changing its inherent meaning or part of speech. Examples include adding "-s" for plural forms or "-ed" for past tense conjugations. The primary objective of this article is to explore the significance of affixation in English, focusing on its role in word formation, grammatical function, and language acquisition. By analyzing scholarly perspectives, we will highlight the importance of affixation in the context of English morphology and demonstrate its utility in everyday language use. This examination will provide a deeper understanding of how English speakers utilize affixation to expand their vocabulary and convey complex ideas effectively.

1. Derivational affixation

Derivational affixation involves the addition of prefixes or suffixes to a base word to create a new word with a different meaning or grammatical category (Miller, 2018). [7, 634-642]

Derivational prefixes like "anti-", "pre-", and "dis-" alter the meaning of root

words. For example,

"anti-" added to "social" forms "antisocial," completely changing the connotation of the original word. In contrast, suffixes such as "-ment," "-ation," and "-ize" typically change the grammatical category of the base word. For instance, "inform" becomes "information" with the addition of "-

ation," converting a verb to a noun (Crystal, 2019).[5, 181-183]. These derivational processes not only enrich the English vocabulary but also contribute to its adaptability. As languages evolve, new derivational affixes can emerge, reflecting social, technological, and scientific developments. For example, the rise of the internet has led to the creation of terms like "unfriend" and "defriend," showcasing how affixation can respond to new communicative needs (Huddleston & Pullum, 2002). [6, 56-64]

2. Inflectional affixation

Inflectional affixes do not create new words but instead modify existing ones to express different grammatical categories, such as tense, number, and case (Yule, 2017). [9, 63-68] The suffix "-ed" for past tense and "-ing" for present participle forms are classic examples in English. These inflectional changes are essential for syntactic agreement and sentence structure, ensuring that verbs align correctly with their subjects and objects. (1-2).

The observation that men and women differ in general patterns of word use goes back to Lakoff (1973). Large-scale quantitative studies supporting this observation include Boullis and Ostendorf (2005), which analyzed telephone conversations, online forum postings, and web pages; and Mihalcea and Garimella (2016), which analyzed blog posts. In a historical corpus study, Nevalainen, Raumolin-Brunberg, and Mannila (2011) report gendered associations for whole words (ye versus you), syntactic patterns (-ing of versus -ing), and also for affixes (-th versus -s). Such gendered differences may also correlate with differences in register and topic, because people tend to have social clusters based on multiple kinds of similarity. In a study of different registers, Plag, Dalton-Puffer, and Baayen (1999) find that some affixes (e.g., -ity, -ness, -ion, -ize) are more productive in writing than in speech; Bucholtz (1999, 2001) in turn discusses Greco-Latinate forms as part of a constellation of language variables used by the 'nerd' community of practice at Bay City High School, a social label that reflects not only intellectual interests, but also gender and race. (3-4). For gendered social meanings to exist, gender differences in observed usage must be present. However, the presence of these usage differences is not sufficient to imply gendered social meanings. Therefore, observing gendered differences in morphemes may not mean that these morphemes are being used to carry social meanings. Indeed, Nevalainen et al. (2011) suggest that gendered differences may be explained by strong social divisions, not by gendered social meanings per se: "Women tended to lead vernacular changes, whereas men were

the leaders of processes related to educated and professional written usage” (p. 4). It is important to note that indexical meaning depends on interrelated layers of context. Silverstein (2003) proposes a theory that connects chains of meaning in ‘indexical orders.’ We can reconsider the argument of Nevalainen et al. in these terms. If the use of a specific morpheme (e.g., -s) implied that the speaker is a woman, this would be a first-order indexical token. However, if instead the use of -s implied a vernacular register, it could be the case that in some context (for example, writing letters among people of high social class), use of a vernacular register implied that the speaker is a woman. In this latter analysis, the gender meaning is second order: The implication of ‘woman speaker’ is indirect and mediated by the social meaning of vernacularity within the relevant context. This process is described by Ochs (1992), who argues that “few features of language directly and exclusively index gender,” and that the probing of these networks of indirect, related social meanings gives a richer and more useful understanding of gender in language. As a first step, the current study seeks evidence of gendered associations for a variety of morphemes which demonstrably vary by author gender in the source corpus. At this broad level, it is entirely possible that the gender associations of participants would derive from a variety of different paths (and from indexical tokens of different orders). The current study does not differentiate between a participant associating ‘brunette’ with a woman author that arises through any of the following four possibilities: (1) women more often use the word, (2) ‘-ette’ denotes feminine, (3) ‘-ette’ denotes diminutive (and therefore feminine), (4) ‘brunette’ describes women’s hair. These are all ways that social meaning can be mediated by the lexicon. Gender is a concept used to identify differences between men and women in terms of socio-cultural influences. Gender is defined as a mental and cultural interpretation of gender differences between men and women. Gender is usually used to show the division of labor that is considered appropriate for men and women. There are several language differences between men and women, including phonology, morphology, and diction. In terms of phonology, between men and women have some differences, as in America women use palatal velar not aspirate, such as the words *kjatsa* (spoken by women) and *djatsa* (spoken by men). In Scotland, most women use the consonant /l / in the words *got*, *not*, *water*, and so on. Meanwhile, men more often change consonants / t / with conspicuous glottal consonants. Besides that, English makes certain differences of words based on gender such as; actor-actress, waiter-waitress, mr.-mrs. This happens because there is public awareness that differences in vocabulary choices are made, illustrating the respective roles held by men and women. In terms of calling women are also different from men. More often use pronouns for calling them (women) the words that often used like *baby*, *girl*, *girl* or even *baby* (*baby*). In socializing, men usually talk more about sports, business, politics, formal material, or taxes. Meanwhile, the topics more often discussed by women are social

issues, books, food, drinks, and lifestyles. Women are expected to be more polite when speaking. It is inconceivable for a woman to use the word swear "hard", for example damn, the woman will only see oh dear and so on. By using polite or standard language, women try to get their wants or needs. In this case, women need more social status. From the description above, it can be concluded that language and gender are related to how gender influences the way we use language and the use of other languages. Areas of language and gender research that can be studied include: differences in language use between men and women, patterns of differences in language use between men and women that can be observed by the public, differences in the way men and women in certain groups, depictions of men and women as communicators in various media, sexist language, public attitudes towards male and female languages, the role of gender differences in changing language use.

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