Chapter One
Introduction

1-1Overview
Language is one of the great gifts given by God to humanity. It is with the help of language that man is able to communicate and solve problems and has been able to make a lot of things around him.

If there is no language, it would be difficult for human beings to communicate with each other and there are no schools or universities. During the last twenty years, Sudan has been going through a process of realization of all public education starting from primary and secondary schools until 1990 where a governmental decree made Arabic the medium of instruction in Higher Education. English language became just a subject not a medium of instruction.

Since 2002 the whole situation changed. Oil was discovered in some parts of the country which brought an influx of foreign investment.

A peace treaty was signed with the south (after 45 years of civil war) stating that English is no longer a foreign language but a second language as it was a first language in the southern parts of the country. Globally English has gained a huge importance, for example, in the fields of medicine and science and so on. Most of the publications were in English. It is the number one language of World Wide Web. For these reasons a great need for English language competency arose in Sudan.

But with this great need for English, our working situation did not change. We still have classes of over 200 meeting for 2 hours per week with a total of 90 hours. (45 general English and 45 ESP). Teachers are left to prepare their own materials. No up-to-date libraries are available. No teaching aids are available. So the only thing we can
do is to encourage our students to be autonomous learners. We cannot teach those English but we can show them how to learn English. And by the way, the only positive thing is that 99% of the students are motivated; they know when they graduate, they will not find jobs or continue their education unless they know English.

The larger your vocabulary is the faster you can read because you do not stumble as often on words you don’t know or recognize. When you read words that you’re already familiar with, you read beyond the words for their meanings. In the act of reading, you absorb ideas, thoughts, feelings, and descriptions not individual words. You see the forest, not the trees. Every language has its own special way of forming words which called affixation.

One way to get a head start on expanding your vocabulary is to be able to recognize and interpret prefixes, roots, and suffixes in words. Many English words are constructed from the same prefixes, roots, and suffixes. Mastering affixation as linguists helps the learners understand them you can interpret many words you don’t understand without having resorting anew lexical items.

1-2Statement of the Problem:-

It is observe that Sudanese undergraduate Students have apparent difficulties with affixation.

1-3Questions of the Study:-

This study attempts to answer the following questions:-

1-To what extent are students aware of affixes?

2-Do students differentiate between prefixes and suffixes?
3-Do students recognize parts of speech through affixes?

1-4 Research Hypotheses:

The study will be conducted upon the following hypotheses:

1- Students have a little awareness of affixes.
2- Students don’t always differentiate between prefixes and suffixes.
3- Students don’t recognize parts of speech through affixes.

1-5 Objectives of the Study:

The objectives of this study are:

1- To help students have a complete a reasonable good knowledge of affixes.
2- To assist the students differentiate between prefixes and suffixes clearly.
3- To enable the students recognize parts of speech through affixes.

1-6 Significance of the study:

The significance of this study is that affixation is playing a great role in forming the words of the language. According to researchers and teachers, it is noticed that students encounter some affixation difficulties. So this study aims to shed somelight on the affixation difficulties that are found among Sudanese university students.

As for receptive skills, learners can easily make guesses about the meaning of unknown vocabulary because of their being well-equipped with wide knowledge of word building in terms of affixation. For instance, to complete the task of comprehension, the students may deduce correctly the meaning of some new items found in the given texts based on their own understanding of affixes.
In addition student’s ability of expression is strongly enhanced if they can apply what are taught at school about the basic principles and rules of word formation as for productive skills.

1-7 Methodology of the Study:-

This study follows a descriptive analytic method; the researcher will administered a test to be given to the EFL students of the third year of Sudan University of Science and Technology, College of Languages, Department of English, both male and female.

1-8 limitations of the Study:-

This research is limited to EFL students to third year EFL Sudan University of Science and Technology (2013-2014). It will be only about common English affixes.
Chapter Two

Literature Review

2-1 Introduction:

This chapter deals with the survey and review of related literature regarding the processes of word formation with special focus on the processes of prefixation and suffixation. It provides a theoretical framework of the previous studies of the relevant literature. It gives the background information and reviews of the relevant research and studies. The chapter throws some light on the definition of the concepts of vocabulary, word, word-formation, prefixation, suffixation and other related concepts. It also explains the prominent problems that the learners might encounter in the area of the processes of word-formation (affixes).

2-2 A brief Historical Background of the Study of Word Formation:

The study of the formation of words and their analysis began in ancient Greece and passed in due course to Rome. Philosophers including Plato and Aristotle and grammarians including Dionysius Thorax, and Terentius Varro developed the study of the ways in which words were formed as a part of grammar, founding a long and subtle tradition that was inherited and extended by nineteenth century comparative philology and twentieth century linguistics.

The classical study was based only on Greek and Latin words, and divided words into simple words and complex words. The simple word was discussed either in terms of root or as a root word, consisting of a root, stem and inflection. The complex word was discussed in terms of two processes or categories: Derivation and Composition in the
contemporary terms, the classical description was somewhat modified when transferred to English. The concept root has continued in use, but in the 20th century has been increasingly replaced by base. When discussing non-historical processes, the classical complex forms are divided into complex words and compound words. The formation of complex words was derivation and that of compound words was formerly called composition but now usually called compounding. Although derivation and compounding account for a large number of the composite word forms of English, they do not cover everything. As a result, at various times further descriptive categories have been added, such as conversion, backformation, blend and acronym (McArthur, 1992: 1122-23).

2-3 Definition of Word Formation:
Word-formation is such a confused area of study at the moment that it would be necessary to explain the definition of the concept of word formation to clarify the meaning of word formation. The study of word formation offers many puzzles to present-day students of language. A major problem and much of the confusion in the study of word formation is terminological because of the lack of uniformity in the terminologies used by different scholars. There is at the moment no single theory of word formation or even agreement on the kind of the data that are relevant for the construction of such a theory, and there are many different linguists have defined and described word formation. For example, Mc Arthur, (1992: 1122-23) suggests the following points to give a comprehensive definition of the term word formation:
The formation of longer, more complex words from shorter, simple words. (2) The formation of all words, simple or composite, from more basic elements of language. (3) The study of the formation of words through different processes.
According to Crystal (1985: 421), in its most general sense, the term refers to the whole processes of morphological variation in the constitution of words, i.e., including the two main divisions of inflection (word variations signaling grammatical relationships) and derivation (word variations signaling lexical relationships). In a more restricted sense, word formation refers to the latter processes only, these being sub classified into such types of "compositional" or "compound" (e.g. "blackbird" from the free elements "black + bird"), and "derivational" (e.g., "national", "nationalize", etc. from the addition of the bound elements "-al", "-ize", etc.).

Matthews (1997: 405) defines it as: (1) the formation of words in general. (2) The formation of words as lexical units, subsuming compounding and derivational morphology. (3) Derivational morphology.

Marchand (1969: 2) states that Word-Formation is branch of the science of language which studies the patterns on which a language forms new lexical units, i.e. words. Word-formation can only be concerned with composites, which are analyzable both formally and semantically. By this token, do-er, un-do, rain-bow are relevant to word-formation, but do, rain, bow are not.

2-4. Word-Formation and Linguistics:

The subject of word formation has not received due attention of scholars in the field of general linguistics. It appeared in the books of linguistics very briefly, and it was considered as a subordinate topic. At the moment, there is no single theory of WF. There is not even agreement on the kind of data that is relevant for the construction of such a theory (Bauer, 1983: 1).
The Interest in word formation and language in general has always been probably gone hand in hand. There’re scattered comments and works on the subject of word formation from the time of Panini, who provided a detailed description of Sanskrit word formation. To support this idea, it may be noted that questions that are still posing difficulties today were asked by scholars in the seventeenth, eighteenth and nineteenth centuries.

According to (Bauer, 1983: 2), though there was a shift from historical studies of linguistics to its descriptive studies, word formation was not paid much systematic attention. American structuralism had not been interested in word formation because its major interest had been in units smaller than the word, the morphemes and the word had not been given theoretical prominence in structuralism theory (Adams, 1973:5).

Transformational Generative Grammar, on the other hand, was not interested in word formation because its major interest was in units larger than the word, the structure of phrases and sentences. Sentences were assumed to be made up not words, but of morphemes, and here the TGG shows clearly its American Structuralism background. Words as such thus played no real role (Bauer, 1983: 3).

The major change of emphasis in linguistics was marked by the Chomskyan Revolution in his book Syntactic Structures (1957). Chomsky stated that the aim of linguistics was not seen to make grammatical explanations parallel in achievement to the behavior of the speaker who, on the basis of a finite and accidental experience with language, can produce and understand an indefinite number of new sentences (p. 15). The idea of productivity, or creativity, previously excluded from linguistics, was seen to be of central importance (Adams, 1973:5). But
still word formation remained a topic neglected by linguists, because the Chomskyan Revolution, too, was focused on the centrality of syntax. The ability to make and understand new words is obviously as much a part of the speaker's linguistic competence as the ability to make and understand new sentences.

As Pennanen (1972:293) has rightly pointed out, it is an obvious gap in transformational grammars not to have made provision for treating word-formation. And even when Lees (1960) worked within a Transformational Generative Grammar, he treated the words he generated not as a separate type of unit, but as a special kind of embedded sentence (Adams 1973:6).

2.5 Affixation

Affixation is the collective term for the types of formatives that can be used only when added to another morpheme (the root or stem), i.e. affixes are a type of bound morphemes. Affixes are limited in number in a language, and are generally classified into two types, depending on their position with reference to the root or stem of the word. Those which are added to the beginning of a root or stem are called prefixes, e.g. "un-" in "un happy"; those which follow root or stem are called suffixes, e.g. "-ness" in "happi ness ". Accordingly, the morphological process whereby, grammatical or lexical information is added to a stem is known as affixation (prefixation and suffixation) (Crystal, 1985: 12).

Affixation is the process of adding an affix. An affix is any element in the morphological structure of a word other than a root. For example, the word "un kind er" consists of the root "kind" plus the affixes "un-"and "
-er". Affixes are divided into prefixes, which come before the form to which they are joined, e.g. " un" and suffixes, which come after the form to which they are joined, e.g. " -er" (Matthews, 1997:11).

An affix is a bound morpheme that is attached to roots, stems or bases. For example, "un-" must always be attached before the central meaningful element of the word, i.e. the root, stem or base, whereas " -ity" must follow the root, stem or base. The bound morpheme " un-" is called a prefix, whereas” -ity" is a suffix (Plag, 2003: 10, 72).

Affixation means the addition of an affix, i.e. a letter or a group of letters at the beginning or at the end of a word to change its meaning or class, e.g. " a-"in " a moral", " -esque" in "picturesque". The use of affixes is still highly active in contemporary English, constantly producing new words. By affixation we generally mean additions to a word-form either initially or finally. Such additions are referred to as prefixes and suffixes.

2-5-1Prefixation

Prefixation is the process of adding a prefix. A prefix is an affix which comes before the form to which it is joined= e.g. " un-"in " un kind (Matthews, 1997: 292). It is a term used in morphology referring to an affix which is added initially to a root or stem. The process of prefixation is common in English, for forming new lexical items, e.g. " para-", " mini-", " un-" (Crystal, 1985: 304). There are a large prefixation in English, e.g. " re-" in " rethink", "dis-" in "dis like", " non-" in " non-existent", etc. They are added to a word-form initially.
In English, prefixation is primarily class-maintaining, that is, prefixes do not generally alter the word-class of the base. The treatment of prefixes is on a generally semantic basis. Prefixes primarily effect a semantic modification of the base. It is convenient to group and classify prefixes according to their similar meanings (synonymous semantic relations (Quirk, 1985: 1546-47).

The primary function of a prefix in English is to change the meaning of the base to which it is added. It is only in a small number of cases that a prefix in English changes the grammatical class of the base. The best way of classifying prefixes in English, therefore, is to classify them on the basis of their meaning. They can be classified semantically (Thakur, 1997: 21).

2-5-2 Suffixation

Suffixation is the process of adding a suffix. A suffix is an affix which comes after the form to which it is joined. e.g. "-ness" in "sadness" (Mathews, 1997: 362). It is a term used in morphology referring to an affix which is added finally to a root or stem. The process of suffixation is common in English, both for the derivation formation of new lexical items, e.g. "-ize", "-tion" and for expressing grammatical relationships (inflectional endings). e.g. "-s", "-ed", "-ing" (Crystal, 19; 371). Suffixes can be both derivational and inflectional in English, e.g. "-ly" in "manly" (derivational), "-ly" + "-ness" in "manliness" (inflectional), "-ed" in "walked" (inflectional). They are added to a word-form finally.
Classification of Suffixes:

In English, suffixation is primarily class-changing, that is, suffixes generally alter the word-class of the base. The treatment of suffixes has a generally grammatical basis, that is, their primary function is to change the grammatical function. They have only a small semantic role. It is convenient to group and classify suffixes according to their same word-class (synonymous grammatical relations) that results when they are added to a base, so it is possible to speak of noun suffixes, verb suffixes, etc. But, in addition, since particular suffixes are frequently associated with attachment to bases of particular word-classes, it is also convenient to speak of them as denominal suffixes, de-adjectival suffixes etc. For example, "-ness" is a "de-adjectival noun suffix" in that it forms nouns from adjectives such as "kind" or "gracious". It is useful to extend this concept further and to speak of the derived words themselves as a nominal, adverbial, etc., e.g. "graciousness" is a "de-adjectival" formation (Quirk, 1985: 1546-47).

Suffixes, except in the cases of inflections, nearly always change the grammatical class of the base to which they are added. The best way of classifying suffixes in English is to classify them on the basis of their grammatical function. They can be classified with reference to their word-class that results when they are added to a base. Alternatively, they can be classified with reference to the grammatical class of the base to which they are added. The suffix "-ish" at the end of words like `boyish", "childish " and "snobbish ", for example, can be described as an adjective suffix because the addition of this suffix results in the forming of an adjective. We can also say that the suffix has a nominal function in the sense that it changes a noun into another word-class. The suffix "-ee" at the end of words like "employee" and "examinee" is a noun suffix.
because the addition of this suffix results in the formation of a noun. The suffix has a deverbal function in the sense that it is added to a verb.

A suffix may belong to one grammatical class in the case of some words but it may have to be classified differently in the case of some other words. In words like "brotherly", "friendly" and "scholarly", "-ly" is an adjective suffix having a adnominal function but in words like "foolishly" and "wisely", it operates like an adverb suffix having a de-adjectival function. In view of these principles of classification, suffixes in English can be classified in terms of their grammatical function (Thakur, 1997: 26).

2-6 Classification of Prefixes and Suffixes and its Pedagogical Significance:

The knowledge of prefixes and suffixes can add greatly to students' word stock. Knowing prefixes and suffixes can improve and increase their vocabulary. Once they have built up a basic vocabulary of English, they can begin to say what they want to. As they add more and more words to their vocabulary, they are able to master and use them effectively and productively to express a greater range of ideas or talk about a wider range of topics, because mastery of vocabulary is essential for communication.

The knowledge of prefixes and suffixes is important in the acquisition of English as a foreign language. It helps students to learn English in a better way. It is easier to improve vocabulary by becoming familiar with commonly recurring prefixes and suffixes, than by memorizing each word separately. Lists to be memorized are more useful and profitable if grouped and classified by similar meanings and same word-
class than if arranged alphabetically. The lists of prefixes and suffixes, with their limited range of similar meanings and same word-classes, give clear evidence of this grouping and classification and the students will find their memory aided by the arrangement of these lists of prefixes and suffixes (Monson, 1968: 83-88, 97-105); (Quirk, 1972: 981-1008; Thakur, 1997: 21-24, 26-29).

2-7 Word Formation Problems:

The complications noted with prefixation, especially in the mixture of native and foreign, productive and nonproductive are paralleled with suffixation, but in some ways they are more serious. Among the points to be emphasized here is that it is not permissible semantically to link the (pre-) of unitary adoptions like `prefer' with the productive (pre-) in `pre-heat'. The grammatical function of (for example, -(a)t)ion) is recognizable as a noun ending whether or not English processes a separate base (nation, duration and portion) it is also true that, in contrast with the variability of stress in prefixation, a suffix is more often an unstressed addition to a base. But unlike prefixation, suffixation with originally foreign items is often accompanied by stress shifts and sound changes determined by the foreign language concerned. Thus, even where the spelling of the base remains constant, the stress differences in sets like the following involve sharply different vowel sound. Moreover, spelling as well as sound are affected in many sets, e.g.

   a. invade _invasion, persuade-persuasion, etc.
   b. Permit _permission , admit-admission , etc.
   c. Able _ability, etc.
   d. infer _`inference-inferential , etc.

A further problem is that while productive prefixes can generally combine with bases of any origin, some of the originally foreign suffixes
require originally foreign bases, and there has traditionally been some inhibition about forming `hybrids'. This has resulted in pairs of, for example, nouns and adnominal adjectives that are formally distinct; (a)mind _mental (mindal),(b)nose _nasal (nosal),(c)mouth _oral (mouthal)(Quirk, 1985:1547).

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. `Reduce' changes its vowel sound to `reduction ' when it becomes a noun; `dry' and `dried ' have the same vowel sound but the spelling changes; irregular verb-forms are another example of this: `sang' must be related to `sing' and `sung', while `went' seems quite unconnected with `go' or `gone'. `Beauty' changes its spelling in `beautiful ''. Sometimes such changes are recurrent ; the {k} sound in `electric' becomes{s} in `electricity ; the same pattern holds good for `authentic' _ `authenticity'; `domestic' _ `domesticity', and `public' _`publicity . The stress change from the adjective `perfect' to the verb `perfect' is typical of a whole group of stress-changing words (e.g. `an object _to object; `a decrease _to decrease). Where regularities of this kind can be observed, they can be capitalized upon by teachers and learners tackling the problems of word-recognition in written and spoken Contexts(McCarthy, 199O:4).

When we separate the words into morphemes that compose them, we consider what problems of analysis, orrecognition, or of relating them to other forms of the same word a learner might have with them. For example:

1. Word: Redemption
Morphemes: Redeem + noun suffix " -ion "

15
Problem: Recognizing that "redeem(p) is a variant of" redeem
2.Word: Plentiful
Morphemes: Plenty + adjective suffix "-ful"
Problem: Recognizing that "plent(i)" is a variant of "plenty"
3.Word: Ridden
Morphemes: Ride + past participle suffix "-en"
Problem: Recognizing that "rid (d)" is a variant of "ride"
(McCarthy, 1990: 4-5).
Chapter Three  
Research Methodology

2-1 Introduction:  
This chapter describes the research methodology. It gives a full description of the research tool which was used to collect the data beside the population and the procedure that was followed. A test was the tool that was used to collect the data.

3-2 Research Subjects:  
The sample of this study consisted of 50 students of the third year of Sudan University of Science and Technology, College of Languages Department of English, both male and female.

3-3 Research Tool:  
The data for this study was collected by examining 50 students who study English as a foreign language at Sudan University of science and Technology. In this study the researcher has used one Tool; of data collection which was a test that was designed for English language learners in the third year.  
The test was divided into three parts: every one of these consisted of ten items.  
Part one aims to see the students awareness of prefixes; part two aims to know if the students differentiate between suffixes and prefixes and part three aims to see students’ awareness of the parts of speech through affixes.
3-4 Procedure:
The researcher distributed the test to the students in hand to look over the questions and make up their minds, then gave them enough time to answer it. After that, the researcher collected the test to know their answers. Finally, the data was analyzed. The next chapter considers the data analysis and the results with reasonable discussion.

3-5 Validity and Reliability of the Test:
The validity of the test was verified by a doctor at the College of Languages, Department of English. The result of this evaluation and judgment of the test had stated that the test was valid for investigating affixation awareness in the third year students.

Cranach’s alpha method:
The reliability of the test was calculated using Cranach’s alpha equation as shown below:
Reliability coefficient = \( n \frac{(1 - \text{Total variations questions})}{N - 1}\) variation college grades

Cranach alpha coefficient = (0.83), a reliability coefficient is high and it indicates the stability of the test and the validity of the study.

Validity coefficient is the square of the islands; so validity coefficient is (0.91), and this shows that there is a high sincerity of the test and that empower the study.

3-6 Summary of the Chapter:
This chapter has provided a full description of the research tool, procedures, the sample of the study as well as the validity and reliability of the tool.
Chapter Four
Data Analysis, Results and Discussion

4-1 Introduction:
In this chapter the researcher intends to display and discuss the results of the statistical analysis of the data collected which were analyzed by computer using (SPSS).

4-2 Results of Data Analysis:
The following tables and figures display the results of data analysis obtained by the means of test.

Questions one : use prefixes to find the opposite of the following verbs

Table 4.1- the word (able):

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Right</td>
<td>44</td>
<td>88.0%</td>
</tr>
<tr>
<td>wrong</td>
<td>6</td>
<td>12.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.1- the word able

The majority of the students answer the question of the word(able) rightly. This means that they understand the meaning of this question and it is easy to be answered by them. They know that the suffix(-un) is added to adjectives to form negative one.
Table 4.2- the word (use):-

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Right</td>
<td>33</td>
<td>66.0%</td>
</tr>
<tr>
<td>wrong</td>
<td>17</td>
<td>34.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.2- the word use:

Most of the students answer the question of the word (use) correctly except 17 of them answer wrongly, although this question is very easy to be understood. Those who fail to answer this question have no good background about using negative prefixes with words such as (use).
Table 4.3 - the word (agree):

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>38</td>
<td>76.0%</td>
</tr>
<tr>
<td>wrong</td>
<td>12</td>
<td>24.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.3 - the word agree:

The table and figure show that 76% of the students answer the question of the word (agree) correctly and 24% of the students do not answer it correctly although this word is very easy for them to answer it because it is very common to hear and see the word disagree.
Table 4.4 - the word engage:

<table>
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<tr>
<th></th>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>right</td>
<td></td>
<td>44</td>
<td>88.0%</td>
</tr>
<tr>
<td>wrong</td>
<td></td>
<td>6</td>
<td>12.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.4 the word engage:

The table and figure above show that most of the students answer the question of the word (engage) correctly except 6 of them do not answer it correctly. This indicates that they know how to form the negative form of the word engage.
Table 4.5 the word behave:

<table>
<thead>
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<th></th>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
<tr>
<td>wrong</td>
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<td>80.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td></td>
<td>100.0%</td>
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</tbody>
</table>

Figure 4.5- the word behave:

Only 10 students answer the question of the word (behave) rightly, whereas 40 students, or more than half of them, answer wrongly. This indicates that students are not able to use this word in its appropriate negative form because of their weak vocabulary.
Table 4.6- the word understand:

<table>
<thead>
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<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>39</td>
<td>78.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>11</td>
<td>22.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

figure 4.6- the word understand:

The table and figure above show that 78% of the students answer the question of the word(understand) rightly, and those who fail to answer it have a little awareness about negative prefixes because this word is one of the common word.
Table 4.7 - the word :fold

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>38</td>
<td>76.0%</td>
</tr>
<tr>
<td>wrong</td>
<td>12</td>
<td>24.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
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</table>

Figure 4.7 - the word :fold

The majority of the students answer this question rightly, whereas 24% of them answer it wrongly. This means that students have a good knowledge about using the suffix(-un) to make the negative form of the word fold.
Table 4.8- the word spell:

<table>
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<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Right</td>
<td>36</td>
<td>72.0%</td>
</tr>
<tr>
<td>wrong</td>
<td>14</td>
<td>28.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.8- the word spell:

The table and figure above show that 72% of the students answer the question rightly, whereas 28% of them do not answer it correctly. This means that they are aware of the negative form of the word which is misspell.
Table 4.9- the word connect:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>right</td>
<td>47</td>
<td>94.0%</td>
</tr>
<tr>
<td>wrong</td>
<td>3</td>
<td>6.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

All of the students respond to this question positively except 3 of them answer negatively. This means this question is very easy and clear for them. The students have a great knowledge about the negative form of the word connect.
Table 4.10- the word close:

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>43</td>
<td>86.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>7</td>
<td>14.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4-10 the word close:

The table and figure above show that most of the students answer the question of the word (close) rightly, except 7 of them answer it wrongly. So the majority are aware of the fact that the negative form of the word is disclose.
Question Tow:

Table 4.11 - he is acting in a very………way. (child)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>20</td>
<td>40.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>30</td>
<td>60.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.11 - the word child:

The table and figure above show that 40% of the students answer the question correctly, whereas 60% of the students answer the question incorrectly. This indicates that most of students have a problem with adding the suffix (-ish) to word like child. The suffix (-ish) is usually added to nouns to make adjectives. So students need to focus on the use of such suffixes.
Table 4.12 - She looked……………… She started to cry. (happy)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>47</td>
<td>94.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>3</td>
<td>6.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.12 - the word happy

Most of the students answer this question correctly except 3 of them do not answer it. This means that the majority of them are aware of the negative form of the word happy.
Table 4.13- he passes his exam. He was…….for the second time(succeed)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>22</td>
<td>44.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>28</td>
<td>56.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.13- the word succeed:

The table and figure above show that 44% of the students answered the question rightly, whereas 56% of the students answered it wrongly. This percentage indicates that students have a problem with adding the suffix(-ed) to the verb which is added to regular verbs form the simple past tense and the past participle.
The table and figure above show that 44% of the students answer the question rightly, whereas 56% of the students answer it wrongly. This means that students face difficulties with the suffix (-ship) although the word like champion is familiar. The suffix (-ship) is a noun suffix used to form abstract nouns to form personal nouns.
Most of the students answer this question correctly whereas 32% of them do not answer it correctly. This shows that some students have a problem with adding the suffix(-ness) to words like weak; this suffix is used to form nouns from adjectives.

Table 4.15-I couldn't find any……………..in this theory(weak).

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>34</td>
<td>68.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>16</td>
<td>32.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4-15 the word weak:
Table 4.16-He wants to be a………………… when he grows up. (mathematics)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>43</td>
<td>86.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>7</td>
<td>14.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.16- the word mathematics:

The table and figure above show that 86% of the students answer this question rightly whereas 14% of them answer it wrongly. This shows that most students know how to form the noun that gives specialists in mathematics.
Table 4.17-There were only a………………. of people at the match.
(hand)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>7</td>
<td>14.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>43</td>
<td>86.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4.17- the word hand:

The table and figure above show that only 14% of the students answer this question correctly and 86% of them answer it incorrectly. This means that students face a real difficulties with adding the suffix(-ful) to the word hand. The suffixes (-ful) is attached to nouns to make adjectives.
Table 4-18 The road was too narrow, so they had to……………….it.(wide)

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>35</td>
<td>70.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>15</td>
<td>30.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4-18 the word wide:

The majority of the students answer this question correctly except 15 of them answer incorrectly. Although this question is very easy to be understood and responded to, those who fail to answer this question have a little awareness with adding the suffix(-en) to the verb wide. This suffix is connected with transitive verbs to form adjectives.
I think that you should reconsider your decision. It may not be the best thing to do (consider).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>8</td>
<td>16.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>42</td>
<td>84.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4-19 the word consider:

Only 16% of the students answer this question rightly, whereas 84% of them answer wrongly. This may refer to the students' lack of using the prefix (-re) which is used to form a new word meaning to consider again.

You need a combination of motivation, organization and hard work to realize your dreams.
Table 4-20 the word combine:

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>5</td>
<td>10.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>45</td>
<td>90.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Only 10% of the students answer this question correctly whereas 90% of the students answer it wrongly. This means that 90% of the students face difficulties in understanding this question; so students need to focus on suffixes as (-ation) which is used to form abstract nouns from verbs.

Questions three: Choose the correct part of speech for the following words.
Table 4-21 the word :Reliable:- a)noun. b)verb. c)adjective d)adverb

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>27</td>
<td>54.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>23</td>
<td>46.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4-21 the word :Reliable:

54% of the students answer this question rightly, whereas 46% of the students answer wrongly. This means that students recognize the part of speech (the adjective). The suffix (-able) is used to form adjectives from verbs.

Table 4-22 the word Performance:- a)noun. b)verb. c)adjective. d)adverb
<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>40</td>
<td>80.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>10</td>
<td>20.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Figure 4-22 the word Performance:**

![Bar Chart](image.png)

Most of the students answer this question correctly, except 20% respond wrongly. This indicates that this question is very easy to understand and answer. The suffix (-ance) is suffix link with verbs to make nouns.

**Table 4-23 the word Criticize:**

-a) noun.  b) verb.  c) adjective.  d) adverb
Valid | Frequency | Percent  
---|-----------|---------
Right | 31        | 62.0%   
Wrong | 19        | 38.0%   
Total | 50        | 100.0%  

**Figure 4-23 the word Criticize:**

More than half of the students respond positively but the other students respond negatively. This means that those who do not answer this question have less knowledge about using the part of speech (the verb). The suffix (-ize) is used to make verbs from adjectives.

**Table 4-24 the word Scarcity:** a)noun. b)verb. c)adjective. d)adverb
Most of the students answer this question right whereas the rest of the students answer wrong. This illustrates that 44% of students have a problem with using the part of speech (noun) to the suffix (-ity) which is used to form abstract nouns from adjectives.

Table 4-25 the word Patiently: a)noun b)verb. c)adjective. d)adverb
The majority of the students answer this question correctly, whereas 38% of the students answer this question incorrectly. This means that students have a problem with using the part of speech (the adverb) of the word patient. The words ending in (-ly) normally tell how or how often something is done.

Table 4-26 the word connection :- a) noun.  b) verb.  c) adjective.  d) adverb.
<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>44</td>
<td>88.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>6</td>
<td>12.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4-26 the word connection:

All of the students answer this question rightly, whereas 12% of the students do not answer it. This illustrates that students have a good awareness about using that part of speech the noun which is linked with the suffix (-ion) to make noun from the word connect.

Table 4-27 the word Usable: a)noun. b)verb. c)adjective d)adverb.

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
</table>
More than half of the students answer this question correctly, but the other students answer wrongly. This means that most of them consider this question easy, whereas the others have less knowledge about how to use this part of speech (the adjective) with the prefix(able-).

Table 4-28 the word **Straighten:** a) noun. b) verb. c) adjective. d) adverb.
Only 30% of the students answer this question rightly, whereas 70% of the students answer wrongly. This means that students are very weak in using the suffix (-en) that used to form adjectives from nouns.
Table 4-29 the word *successful*: a) noun. b) verb. c) adjective. d) adverb

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>30</td>
<td>60.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>20</td>
<td>40.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 4-29 the word *successful*:

The majority of the students answer this question positively, while 40% of the students answer negatively. This shows that students have some problems with adding the suffix (-ful) which is used to form adjectives from nouns or sometimes to form nouns from nouns for example handful.

Table 4-30 the word *Supporter*: a) noun. b) verb. c) adjective. d) adverb
<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right</td>
<td>27</td>
<td>54.0%</td>
</tr>
<tr>
<td>Wrong</td>
<td>23</td>
<td>46.0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Figure 4-30 the word supporter:**

54% of the students answer this question rightly, whereas 46% of the students answer wrongly. This indicates that more than a half do not recognize the part of speech the noun. The suffix (-er) is used to form nouns from verbs.
Chapter Five

Summary, Conclusions, Recommendations, and Suggestions for Further Studies

5-Introduction

The present chapter provides a summary of the whole study. Also presents conclusions for its results and Recommendation. The chapter finally presents some suggestions for further studies.

5-2 Summary:-

This study provides a description of the general idea about the word formation and definition of it, types of word formation and their classification beside problem the problem with word formation. The researcher used the descriptive analytic method in this study. To collect the required data, the researcher designed a test which was administered to third year students majoring in English language at Sudan University of Science and Technology Faculty of Languages.

The purpose of this study was to investigate the awareness of affixation among those students; it attempted to explore difficulties which face students when they use suffixes and prefixes, so as to make students have a complete awareness of affixes. It is also aimed to make students recognize the parts of speech through affixation.

The following study questions were raised:

1- To what extent are students aware of affixes?
2- Do students differentiate between suffixes and prefixes?
3- Do students recognize the parts of speech through affixes?
The study adopted the Descriptive Method and the data obtained were analyzed by using SPSS program and the results were critically discussed.

5-3 Conclusions:
Based on the results of the data analysis, the study obtained the following results:

The first hypothesis states that students have a little awareness of affixes; the second one claims that students do not always differentiate between suffixes and prefixes, and the last hypothesis states that students do not recognize the parts of speech through affixes. Now it is time to relate these hypotheses with the major findings which can be stated as follows:

1- Students have a general background about affixation.
2- Students do not always differentiate between suffixes and prefixes.
3- Students have very weak background knowledge about how to recognize the parts of speech through affixes.

5-4 Recommendations:

With reference to the findings of the study, the researcher recommends the following:

1- Affixation must be paid a great attention when it is taught.
2- Affixation should be taught from the first years of school.
3- Students must do many classroom activities and exercises about affixation.
4- More worksheets must be given to the students to get more practice and vocabulary at home.
5-5 Suggestions for Further Studies:

Following the line of this study, the researcher recommends the following further areas for other researchers:

1- The study deals with third year students at tertiary level. To verify the results obtained in the study, other subjects at different levels should be considered.

2- Since only one testing technique was used, more findings may be reached by applying more instruments for testing the subjects' awareness of suffixes and prefixes.

3- Comparative studies could be conducted to find similarities and dissimilarities between English and Arabic affixation.
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OxfordDictionaries.com
Appendix

Sudan University of Science and Technology

College of Graduate Studies

Master of Arts in linguistics

Name : ........ ............... Time : 1 hour

Q1:- Use prefixes to find the opposite of these verbs:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1- able</td>
<td>........</td>
</tr>
<tr>
<td>2- use</td>
<td>........</td>
</tr>
<tr>
<td>3- agree</td>
<td>........</td>
</tr>
<tr>
<td>4- engage</td>
<td>........</td>
</tr>
<tr>
<td>5- behave</td>
<td>........</td>
</tr>
<tr>
<td>6- understand</td>
<td>........</td>
</tr>
<tr>
<td>7- fold</td>
<td>........</td>
</tr>
<tr>
<td>8- spell</td>
<td>........</td>
</tr>
<tr>
<td>9- connect</td>
<td>........</td>
</tr>
<tr>
<td>10- close</td>
<td>........</td>
</tr>
</tbody>
</table>
Q2:- Put the words in brackets in the appropriate form (use prefixes or suffixes):-

1-He was acting in a very…………….way.(child)

2-She looked…………….. She started to cry.(happy)

3-He passes his exam. He was……………..for the second time(succeed)

4- The team that he supported were able to win the……………..(champion)

5- I couldn't find any……………..in this theory(weak).

6- He wants to be a…………….. when he grows up. (mathematics)

7- There were only a…………….. of people at the match. (hand)

8- The road was too narrow, so they had to……………..it.(wide)

9- I think that you should…………….. your decision. It may not be the best thing to do. (consider)

10- You need a…………….. of motivation, organization and hard work to realize your dreams.(combine)

Q3:-Choose the correct part of speech for the following words.

1. Reliable:-
   a)noun.
   b)verb.
   c)adjective
   d)adverb.

2. Performance:-
   a)noun.
b) verb.
c) adjective.
d) adverb.

3. Criticize:-
   a) noun.
   b) verb.
   c) adjective.
   d) adverb.

4. Scarcity:-
   a) noun.
   b) verb.
   c) adjective.
   d) adverb.

5- Patiently
   a) noun
   b) verb.
   c) adjective.
   d) adverb

6. connection :-
   a) noun.
   b) verb.
   c) adjective.
   d) adverb.
7. **Usable:-**
   a)noun.
   b)verb.
   c)adjective
   d)adverb.

8. **Straighten:-**
   a)noun.
   b)verb.
   c)adjective.
   d)adverb.

9. **successful:-**
   a)noun.
   b)verb.
   c)adjective.
   d)adverb.

10. **Supporter:-**
    A)noun.
    b) verb.
    c) adjective.
    d)adverb.