

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction

This chapter presents the main findings of the study , the researcher also summarizes the results of the data analysis . Then finally the researcher shows the suggestions for further studies and eventually the researcher summarizes the whole chapter.

5.1 Findings

The study shows that the mistakes which are committed by the students in the area of derivational and inflectional morphemes are attributed to the following causes :

1. The study reflects that English morphemes are considered to be as more problematic and complicated matter , so that it is not an easy task for English learners as second or foreign language in order to use derivational and inflectional morphemes correctly.
2. The students' answers reveal that they actually have no background about the situation in which some derivational and inflectional morphemes are used. In other words it is difficult for the third secondary school students to identify in which case they can use a certain derivational and inflectional morphemes properly.
3. The method of teaching derivational and inflectional morphemes needs a knowledgeable teacher who knows more about the use of affixes and the differences of derivational and inflectional morphemes.

4. Students ignorance of derivational and inflectional morphemes is resulted in wrong choice of affixes when they write or speak , this problem is due to not being well- taught these affixes.

5. The morphological problems of the students are due to lack of proper practice . This practice may make students with no or less problems of using morphemes ; the more students practice the better knowledge they gain .

5.2 Recommendations

Based on the results of the study , the following recommendations are recommended:

1- The techniques of teaching English affixes need to be regarded by the teachers in Sudanese secondary schools due to this result which shows that the students really lack the very basic background information rules about words formation process.

2. Teachers of English language should know about the derivational and inflectional morphemes.

3. Students should be given more practices so as to master the usage of affixation.

4. The researcher recommends that the students should work hard to know how and in what way they use a certain derivational or inflectional morphemes.

5- Students should be taught explicitly that derivational morphemes changes the meaning or part of speech , while inflectional morphemes change the tense or aspect.

6. Teachers should receive a conducive training so as to convey the teaching message in a correct way.

7. Teachers should design a chart of affixations' rule and hang it on the wall to help the students to remember and master the rules whenever they look on the chart.

5.3 Suggestions for further studies

The researcher suggest that :

1- Investigating the use of English Affixes as a problem facing Sudanese Universities Students.

2- The Impact of spelling rules on developing secondary schools Students knowledge about English Affixes .

3. lexical learning strategies of beginners and secondary schools EFL Students.

Reference

- Adel, A . 2013. *Problems of Negative Derivational Morphemes*. Khartoum : Neelain University.
- Aronoff, M. and Fudeman, K. 2004. *What is Morphology*. UK: John Wiley and Sons.
- Feldman, N. Laurie, B. and Brendon P. 2001. *Graded Aspects of Morphological Processing* : task and processing Time. *Brain and Language*. Cambridge: Cambridge University Press.
- Freeman, J. 1986. *Techniques and Principle in Language Teaching* .Oxford : Oxford University press.
- Halliday, M . 2003. *On Language and Linguistics* , London Continuum: James Currey.
- <https://www.videoaidedinstruction.com>. Use study guide code : 46345
- <https://www.google.com/#q=affixation>+and+ developing+ vocabulary
- <https://www.etymonline.com/index.php?term=morpheme>.
- https://www.en.wikipedia.org/wiki/Design_patterns
- <https://www.cambridge.com> : vocabulary/ English *org / 8469
- <https://www.britannica.com/EBchecked/topic/188048/English-Language/74803/Affixation>.
- Jane, R, and Peter , N . 1998. *Introduction to Linguistics (1) English Morphosyntax* . Cambridge: Cambridge University press.
- Lousia, M. 2000. *How spelling Support reading* .Oxford: Oxford University press.
- Mahadi , M . 2003 . *The Impact of Using Affixes on Second Language Learning* . Khartoum : Khartoum University.

Simon ,P. 2012. *What Works'?(Morphology Works*.New Jersey: Rutgers University.

Trask, R. 1999. *Key Concepts in Language and Linguistics* .NewYork:McGraw.

Tyler, A .1987 . *The Acquisition of Derivational Morphology* . Florida: University of Florida.

Yagoub, A .2014. *The Impact of English morphemes on speaking skills*. Khartoum: Omdurman Islamic University .

The Test

Part one :

Put the words in the brackets in their correct form using the affixes listed below

(re- , co- , pre- , sub- , under- / -ment , -ence , -ness , -ity , -tion)

1/ The teacher asked the students to their classroom because it was badly organized . (arrange)

2/ Sudanese need to live in peaceful (existence)

3/ In Britain, there are trains. (ground)

4/ There is a great between rural and urban life . (deferent)

5/ All the world is God's (create)

6/ I do not have the to carry your heavy bag. (able)

7/ If the war stops , Syria will need much(develop)

8/ Many Sudanese rural areas live in (dark)

9/ All the students must write the main title and the as well . (titles)

10/ Most children under five years have
Education. (school)

Part two :

Read the following sentences carefully , then draw a circle round the correct alternative :

1- The girl is a letter to her father now.

a. writting b. writing c. writeing d.
writteing

2- The teacher the lesson two hours ago

a. started b. startted c. stared
d.starteed

3- The of the school this year will be on 10th /july .

a. begining b. beging c. beginning d.
begginning

4- Many in Africa produce oil.

a. country b. countrys c. countryes d. countries

5- Al Hilal foot ball team well yesterday and won the match.

a. played b. plaied c. playyed d. plaieed

6- The baby loudly at 11:00 pm yesterday night.

a. cryed b. cried c. cryeed d. cried

7- I was when my phone rang this evening .

a. praing b. praying c. praing d. praying

8- The lorry was heavy load when it broke down.

a. carrying b. caryying c. carring d. carying

9- There is a great between my shirt and yours .

a. different b. differentce c. difference d. difference

10- Drugs trade is in sudan .

a. forbid b. forbidden c. forbiden d. forbiddance