2.0 Introduction :

In fact, teaching and learning affixes have been investigated mainly by educationalists and linguists . They set up the main frame of teaching and learning English Affixes .

There are certain techniques of teaching and learning Affixes by students . These have been well known and accepted as one of the most important features for learners .

In this chapter the researcher defines the term Affixation , morphology and morpheme . In addition to that , the researcher discusses the kinds of morphemes derivational and inflectional morphemes besides the functions of the affixes , important rules behind affixes addition and eventually some previous studies done on the area .

2.1 Morphology :

Morphology is a branch of linguistics which studies word structure . Words typically have internal structure and in particular they consist of smaller units called morphemes , for examples , the verb form '' taking '' consists of two morphemes : the verb stem ''take '' and grammatical ending " ing '' .

Similarly , the noun " text book" consists of the morphemes 'text' and 'book' , and the adverb 'slowly' consists of the morphemes 'slow' and '–ly'

The term morphology is generally attributed to the German poet , novelist , playwright and philosopher Johann wolfgang von Goethe (1749 – 1832), who coined it early in the nineteenth century in a biological context . Its etymology is Greek : morph , means shape (form) and morphology is the study of form and structure . Linguistically speaking , morphology refers to the mental system involved in word-formation or to the branch of linguistics that deals with words in their internal structure and how they are formed .   Aronoff and Fundeman , (2004,P.1).

"Morphology is conventionally divided into two main areas. These are inflections which refers to the variation in form of a single unit for a grammatical purpose as

with take , takes , took , taken , taking. The construction of new words from other words as with textbook from text and book , and with slowly from slow and –ly . A particular important type of word-formation is derivation , as in slowly , rewrite and unhappiness . Trask, (1999, P.178).

2.2 English Derivational Morphology :

Derivational morphology is concerned with formation of new words in the language and it is much concerned with words of different grammatical category from the stem (root).

Thus the addition of derivational morpheme ' –ment' changes the verb develop to noun 'development' , or morpheme ' –al' changes the noun education to adjective 'educational' ...etc .

2.3 English Inflectional Morphology :

Inflectional morphemes are few in number but at the same time they are so common due to their importance and frequency .The following are inflectional suffixes , they are given here with their grammatical functions in order to highlight their importance in grammar as well as in spelling and they are (s , es , ing , ed , er , est).

They are said to be reqular inflection , in contrast irregular inflectons are either lack the suffix entirely e.g : ' went' or have an exceptional suffix which its spelling must be learned.

Example :-

1- "s" is used with nouns to make plurality as well as with the verbs to play the role of (third person singular pronoun 's') for instance a car is a singular noun i.e one car while cars with additional "s" means two or more cars . The boy plays football everyday, so '–s' in the verb " play" is used as third person singular '–s' to indicate the present simple tense .

2- "es" is added to verbs and nouns end with (ss , sh , ch , x , o , y) to make plurality and third person singular pronouns .

3- "ed" to make past tense of the verb and to form adjectives . He <u>organized </u>a meeting. / It was an <u>organized</u> meeting .

4- "ing" is used to make present participle .   e.g: He is playing now .

5- "er" is used to make comparative forms .   e.g :   Buses are faster than bicycle .

6- "est" is used to make the superlative form of comparison.   e.g :   Planes are the fastest means of transport . Khalil, (1999,P.35).

2.4 Morphemes :

A morpheme is the smallest meaningful unit of the language . Some words consist of only one morpheme   eg: (sing , table and have) while many others are composed of two or more morphemes eg: (signs , design , signature and designation) . A helpful way to represent the morphological structure of words is to use word sums , for example , signs is composed of two morphemes as illustrated , the following word sums : sign + s = signs .

A major way in which morphologists investigate words internal structures and how they are formed is through the identification and study of morphemes , often defined as the smallest linguistic pieces with a grammatical function .   A morpheme may consist of a word , such as hand , or meaningful piece of a word such as the '–ed' of looked , that can not be divided into smaller meaningful parts . Some morphemes have no concrete or no continuous form , as we will see and some do not have have meaning in the conventional sense of the term . In the next space the researcher draws a chart about English Morphemes

English Morphemes

Bound   **Free**

Affixes   Root
                   help   Open-Class   Closed-Class
                   act   -Nouns   - Conjunction
                                  -Verb   -Prepositions
                                  -Adjectives   -Determiners

Inflectional   Derivational
(-er ,- s , -ed)   (un- , -ment , -ity)

2.5 Affixation :

Affixes are words' elements attached to the stems , may either precede as prefixes (do – undo , way – subway) or follow as suffixes (do – doer , way – wayward).

Suffixes are bound more closely than prefixes to the stems or roots elements of the words. Consider for instance , the way variety of agent suffixes in the nouns actor , musician , artisan , engineer , financier , magistrate , merchant , scientist ,secretary , songster , student , worker . Suffixes may come to be attached to stems as if quiet fortuitously , but once attached , they are more likely to be permanent . At the same time one suffix can perform many functions . The suffix '–er', denotes the doer of the action in words worker , driver and hunter are different than harvester , dweller and Londoner in term of function. Simon potter (2003 , http:// www. Britannica.com).

Another definition of affixes is that, an affix is a grammatical element which can not form a word by itself . Affixes are bound morphemes in that they are meaningful units (morphemes) which can not exist independently of another morpheme to which they must be attached . Trask, (1998, P.160).

Most (but not all) of the world languages contain grammatical affixes used for various purposes . English has fewer affixes than some other languages , but it still has some . For example , English usually express plurality in nouns using the sounds /s/ or /z/ as in cats or dogs or the older '–en' affix as in oxen , children , women …etc .   Modern linguists have debated whether the medieval "strong" plural mice (inflected with an internal vowel change) should apply to multiple example for a computer mouse and have decided that "mouses" to be the right form .

Other meaning expressed by affixes in English include the comparative affix '–er' (faster) and the superlative affix -est (fastest) the vagueness of '–ish' , the abstraction of '–ness' the various oppositeness of anti- , un- , non- , dis- and de- , the repetition of re- , the emptiness of –less and the anticipation of pre- (even somewhat redundant in words like prewar , pre-plan and pre-book) .

5

Verbs in English also exhibit affixes for example the verb paint has many grammatical forms like paints (she paints pictures) , painted (she painted a picture and the quite different, she has painted a picture) and painting (she is painting a picture) . Other affixes can be added to the verb paint to obtain the verb repaint and the nouns painter and painting .

2.6 The function of Affixes

Affixes are said to be having many meanings , the following prefixes mean "not" or the opposite (a- , dis- ,il- , im- , in- , ir- , non- , un-) . However , the spelling of these prefixes often does not change to match the first letter of the base word.

This sometimes results in a double letter , so if we want to say the opposite of legal we say "illegal" instead of "inlegal" (which would be awkward to get your tongue around) . (http://www.uefap.com).

A prefix is placed at the beginning of a word to change its meaning , for example , the prefix re- means either again or back as in return , rewrite .

Negative statements are the opposite of affirmative statements in English , one way to make negative statements is by adding negative prefixes to nouns , adjectives and verbs . prefixes usually do not change the class of of the base word, but suffixes usually do change the class of the word.

Here are examples of the most common English Affixes

Table (2-1)

Prefixes + verb = verb

Prefix	Meaning	Example
re-	again or back	restructure, revisit, reappear, rebuild
dis-	reverses the the meaning of the verb	disappear , disallow ,disarm , disconnect ,discontinue
over-	too much	oversleep , overwork , overdose
un-	reverses the the meaning of the verb	unbend , uncouple , unfasten
mis-	badly or wrongly	mislead , misinform , misidentify
out-	more or better than others	outperform, outbid
be-	make or cause	befriend, belittle
co-	together	co-exist , co-operate
de-	do the opposite of	devalue, deselect , defriend
fore-	earlier , before	foreclose, foresee
inter-	between	interact, intermix, interface
pre-	before	pre-expose , pre-judge , pre-test
sub-	under / below	subcontrast, subdivide
trans-	across , over	transform , transcribe , transplant
under-	not enough	underfund , undersell , underdevelop

Table (2-2)

Suffixes used to form verbs with the meaning "cause to be"

Suffixes	Example
ize	stabilize , characterize , symbolize , visualize , specialize
-ate	differentiate , liquidate, duplicate, fabricate, pollinate
-fy	classify , exemplify, justify , simplify
-en	awaken , fasten , shorten , moisten

Table (2-3)

The most common prefixes used to form nouns

Prefix + noun = noun

Prefix	Meaning	Examples
anti-	against	anticlimax , antidote , anticlockwise
auto-	self	autobiography , automobile
bi-	two	bilingualism , biculturalism
co-	joint	co-founder , co-owner , co-descendant
counter-	against	counter-example ,counter-attack
dis-	the converse of	discomfort , disrespect
ex-	former	ex-president , ex-wife
hyper-	extreme	hyperinflation, hypersensitive, hypermarket
in-	the converse of	incomplete, incoherence,
in-	inside	inpatient, inpatriate, input
en-	put into	enclose , envelop
inter-	between	interaction, inter-change, interference
kilo-	thousand	kilobyte
mal-	bad	malfunction, maltreatment, malnutrition
mega-	million	megabyte
mis-	wrong	misconduct, misdeed, mismanagement
mini-	small	mini-bus, mini-theory
homo-	same	homophone
mono-	one	monosyllable, monograph, monolingualisim
neo-	one	neo-colonialism, neoimpressionism
uni-	one	unicorn, unilateral
out-	separate	outbuilding
poly-	many	polysyllable
extra-	more	extra-time , extra-plate
re-	again	re-assessment, re-examination
semi-	half	semicircle, semi-darkness, semifinal
sub-	below	subdivision, subtitle
super-	more than/	superset, superpower, supermarket

	above	
sur-	over and above	surname, surplus, surrounding
tele-	distant	telecommunications
tri-	three	tricycle, trilingualisim
ultra-	beyond	ultrasound, ultraviolet
under-	below, too little	undergraduate, under-development
vice-	deputy	vice-president
macro-	large	macronutrient
micro-	small	microscope
post-	after	post-indepedence

Table (2-4)

Suffix added to a verb , noun , or adjective to generate nouns

suffix	example
-tion -sion	alteration, demonstration, expansion,inclusion
-er	advertiser , driver, computer, sillencer
-ment	development, punishment
-ant -ent	assistant , consultant, student
-age	breakage, wastage , package
-al	denial , proposal , refusal , dismissal
-ence -ance	preference, dependence , interference attendance , acceptance , endurance
-ism	Marxism,
-ship	friendship, citizenship, leadership
-hood	neighborhood, brotherhood, adulthood
-ity	ability, responsibility

-ness	darkness, consciousness
-cy	urgency, frequency

Table (2-5)

Suffix added to verbs or nouns to generate adjectives

Suffix	Example
-al	central , political, national, optional
-ent	different, dependent, excellent
-ive	attractive, effective, imaginative , repetitive
-ous	continuous, dangerous, famous
-ful	beautiful, peaceful, careful
-less	endless, homeless, careless , thoughtless
-able	drinkable, countable, avoidable

2.7 Important Rules of Affixes Addition :

There are some changes accompanying the process of adding affixes to the roots of words , due to their importance , the researcher is going to mention the main rules associated with this addition with their exception in order to help language learners .

Of all the languages in the world English may be the most difficult to spell , in Italian however, each letter represent one sound , if you know to say the word then you can write it .

In English the relationship between sounds and spelling is unpredictable , for example the sound /   / is represented by ten different letters :

E.g :- (so , sow , sew , oh , owe , dough   , doe   , beau   , soak   ,   soul)

At the same time the letter " O " represents seven different sounds

(so , to   , on   , honey   , horse   , women ,   borough)

Thus , due to this variation between sounds and letters , English language is said to be hard to spell .

We are going to study some rules and techniques in order to spell English words correctly , and in particular those rules which are related to Affixes addition .

* verbs that end with either (-able or -ible)

If the ending of the stem (root) word is incomplete word , we add "-ible" e,g:-

- credible (since 'cred' is not a complete word in English)

-impossible

- plausible

Also "-ible" suffix is used if the stem of the word has the following ending:

(ns , ss , soft 'c' , or soft 'g') e.g:-

defensible , admissible , enforcible , legible

any other cases out of the previous mentioned "-able" is used

E.g:-

Valuable , readable , believable ...etc.

* Verbs that end with either (-efy   or   -ify)

There are only four words in English end in '-efy' , and they are :

(liquefy , putrefy , rarefy and stupefy) .

Other are spelled with " – ify "   e.g :-

magnify , beautify , identify ... etc.

* Verbs that end in one vowel such as "e"

we need to drop the "e" if we want to add "ing" to avoid placing two vowels i.e (e and i)   e.g:

drive becomes driving / write – writing   / make-making .

* Verbs that end in two consonants , we just add the suffix without any change .

    1- call   - calling - called

    2- start - starting-   started

    3- demand - demanding – demanded

* Verbs that end in a vowel and a consonant , there are two rules :

a. for one syllable verbs which consist of one vowel, the final consonant must be doubled e.g:

- rob   -   robbing   -   robbed

- stop -   stopping   -   stopped

- beg -   begging   -   begged

b. for one syllable verbs which consist of two vowels no addition required e.g:

- look   - looking - looked

- rain   - rained   - rained

- load - loading   - loading

* Verbs that have more than one syllables ending in consonant preceded by one vowel , the final consonant must be doubled

e.g:

- begin   - beginning - (begun)

- prefer   - preferring - preferred

- control   - controlling   - controlled

* Verbs that end in "y" and preceded by one vowel , "y" remains as it is "ing" and "ed"are added e.g:

- play   -   playing   - played

- enjoy   - enjoying   - enjoyed

- pray   -   praying   - prayed

* Verbs that end in "y" and preceded by consonant,   the "y" remains as it is in case of "ing" addition, while it changes in case of "ed" addition , it changes into "i" e.g:

-cry   -   crying   -   cried

- fly   -   flying   -   (flew)

-magnify   -   magnifying   -   magnified

2.8 Previous related studies :

In this section the researcher is going to trace some studies which have been done on the area of affixes and in particular the researcher is going to consider the major findings reached at by the other researchers.

(Mahadi Mohammed 2003) The Impact of Using Affixes. MA Thesis , Khartoum University . The study primarily focuses on the significance of being aware of how to use affixes and their impact in improving learners words-formation process , spelling and increasing their vocabulary as well. The researcher comes out with many findings .

Firstly , the ignorance of rules of using Affixes is behind committing the errors in the area of words- formation process.

Secondly , the researcher extended that the errors committed by the students are related to how and what have been taught , that is clear, teaching techniques and processes have not been adequate in their education in the past.

Thirdly , Another factor that playing role in committing errors is that students are not motivated.

Fourthly, morphological rules causes confusion to most EFL learners.

 Adam Yagoub (2014) conducted a study under the title of English morphemes (ed) at Omdurman Islamic University . The study stated the Sudanese Englsih learners make morphological errors when they use morpheme(ed) to indicate the past tense and they mispronounce the morpheme(ed) . as I student, experienced the problem of mispronunciation of the morpheme (ed) which indicate the past tense . Students pronounce the morpheme (ed) , because the morpheme (ed) has different representations or different ways of pronunciation .

Also students face the problem because of their mother tongue interference.

The findings of the study reported that, errors analysis showed that it is difficult for the students in the first year to focus on the last sound . Errors are made because students do not care about their studies and do not use the dictionaries to follow the correct pronunciation . Students face difficulties in choosing the right allomorph of the morpheme (ed) . Most of the students succeed in choosing the correct allomorph in the words that ended with the two sounds / t/and /d /.

Jane , R and Peter , N(2012 , p3) review of 22 studies , with participants from preschool to Grade 8 , found that instruction that targeted morphology resulted in higher literacy and language achievement (in word reading , spelling , reading comprehension and vocabulary) than instruction that did not. Morphology's instruction was more effective with children in early grades compared to those who were advanced .

2.9 Conclusion :

In this chapter the researcher defines the term Affixation , and reviews derivational and inflectional morphology , morphemes , besides the functions (roles) played by them and that inform of tables to introduce the main types of affixes , in addition to that the rules behind affixes additions , and finally the researcher stated some previous studies done in the area of English Affixes and Morphology .