



Sudan University of Science and Technology

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Impact of Prefixes and Suffixes on Developing Learners of English Language

(A case study of 3rd level English students of secondary school)

**تقسي أثر السوابق والوادي في تطوير مستوي طلاب اللغة الانجليزية
بالمرحلة الثانوية**

A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of (M.A) in (Applied Linguistic)

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Dedication

To my parents, brothers and sisters

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All praise due to Allah the almighty that enabled me to achieve this study. Gratitude and appreciate are due to my supervisor Dr.Tag Elsir Hassan Bashoum for his terse guidance he keep providing throughout this study, my thanks and voice of respect are extended to all my professors at Sudan University of Sciences and Technology, and to Sudan University MA Students of Batch5 for the huge scale of help they rendered to me for the sake of this research.

ABSTRACT

This study aimed at investigating the impact of affixation on the learning of English language students the subject of the study includes 30 from secondary school how are English language students who belong to certificate Sudanese. The test has been given to 30 students at 3rd level of secondary school and the test will be analyzed by using SPSS. The researcher has adopted the descriptive, relevant previous study and analytical approach to accomplish the aims of the research. The result of the study reveal that derivational and inflectional morphemes are considered as more complicated , so that it is not easy for English learning as second language to use it correctly. It is so difficult for the first year students to identify in which case they can use certain derivational or inflectional morpheme. Finally, the study recommends teacher of English language to know more about the derivational and inflectional morpheme. It also recommends students to practice more so as to master the usage of affixation finally; it recommends that students work hard to know how and in what way they use a certain derivational or inflectional morpheme. The research is concluded in some recommendations and suggestions for further studies.

ABSTRACT

(Arabic version)

أجريت هذه الدراسة ليقيس من اثر السوابق واللواحق في تطوير المعرفة اللغوية طالب 30 لدي طلاب الشهادة الثانوي السودانية وقد أحتوت عينة الدراسة علي من طلاب الشهادة السودانية للوصول للغاية المنشودة من هذه الدراسة وأستعرض الباحث الأطار النظري والدراسات السابقة التي تتعلق بلبحث و بينت نتيجة البحث أن لواحق وسوابق المفردات تتسم بلتعقيد ولذلك يواجه الطلاب بعض المشاكل عندما يقومون باستخدامها كما ايضا استنتجت الدراسة انه تنقص الطلاب معرفه متي يستخدمون السوابق واللواحق التي تقوم بتغيير قسم الكلام ومعني المفردات والتي تقوم بتغيير تصاريف الأفعال و أخيرا ختم الباحث الدراسة ببعض التوصيات و أهمها توصية معلمين اللغة الانجليزية بلأن يقوم بلألمام التام حول اللواحق والسوابق في اللغة الانجليزية وعلي الطلاب أن يقوم بممارسة التمارين اللازمة ليتم معرفتهم باستخدام لواحق وسوابق المفردات التي تقوم بتغيير قسم الكلام ومعني المفردات والتي تقوم بتغيير تصاريف الأفعال ومعرفتها معرفة جيدة. وتضمن البحث بعض التوصيات والاقتراحات للبحوث التالية.

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List of Abbreviations

L1= first language

L2= second language

NL= native language

TL= target language

CAH= contrastive analysis hypothesis

EFL= English foreign language

CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

English language has become the world's language it is the main language for international communication in different fields including commerce, industry, politics and education.

This is main reason, why millions of language learners all over the world are striving to improve their English language proficiency. An essential component of this proficiency is improving one, s ability to communicate via writing since it is crucial to effective communication and essential to employment in today's world. One important factor to consider with writing competency is affixation.

Affixation in linguistics is the process of the addition of a bound morpheme (or affix) to an already existing free morpheme.

Affixation is a process of word formation, in which one or more affixes is attached to a root to produce a new word know as derived word. This process of word-formation is also termed affixation for, whenever we produce a new word this way, we need to use an affix: a prefix or a suffix. Usually derivation will change the part of speech of the root to which a suffix is added. The process of word- formation is very productive, too .The English language has two types of affixes (prefix and suffixes) some affixes have to be the beginning of the word these are called prefixes. Other affixes have to be added to the end of the word and called suffixes.

Affixations are difficult to deal with because it is not relevant to the mother tongue. In fact the affixations are widely used in written and spoken form and have different meaning.

1.2 Statement of the Study

It is noticed that students have problems choosing correct affixes to express their thoughts and ideas also they do not know when to use certain affixes to derive a word from word to a different word beside, they do not know which word, can accept a certain affixed so as to give on appropriate meaning it is different for the students, to deal with certain affixes within certain words; Therefore the researcher decides to investigate this area of language since there are not many studies that are conducted in this field. The aim of this study is to guide students to the way in which they deal with affixation perfectly.

1.3 Questions of the Study

This study tries to find answers to the following questions:

1. To what extent do students face problems in dealing with affixes to express their thoughts and ideas?
2. To what extent do students distinguish between word stem and affixes?
3. What are the impacts of vowels and consonants letters in adding affixes to English words?

1.4 Hypotheses of the Study

1. Students face problems in dealing with affixes to express their thoughts and ideas.
2. Students might encounter some difficulties to differentiate between word-stem and affixes.
3. To know the different roles played by consonants and vowels letters help EFL students mastering affixes in a proper way.

1.5 Objectives of the Study

- Highlight the importance of affixation is developing student's language vocabulary and grammar.

- Find EFL student mistake to choose correct bound morphemes to express their thoughts and ideas.
- Find out which derivational and inflectional morphemes cause problems to EFL students.

1.6 Significance of the Study

This study comes from the main role that played by affixation in English language. The study tries to turn attention to affixation role in EFL written and spoken performance. The findings of the study are expected to provide useful information to EFL learners and institution to be involved in learning process.

1.7 Methodology of the Study

The researcher designs a test of affixation which is give to examine 3rd level students of Secondary Schools. The test will be analyzed statistically by using SPSS program.

1.8 Limits of the Study

1- This study is limited to the use of prefixes and suffixes developing student's language vocabulary.

CHAPTER TWO

LETRITURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

In this chapter the researcher defines the terms morphology, morpheme and affixation beside that, the kinds of morphemes, derivational and inflectional morphemes in addition to that the researcher will discuss the terms (vocabulary and word part strategy)

2.1 Theoretical Views and Background of Morphology and Affixation

2.1.1 Morphology

Trask (1998) stated that morphology defined as a branch of linguistics which studies word structure. Words have structure and consist of smaller units called morphemes. For example the verb-form (taking) consists of two morphemes the verb –stem (take) and the grammatical ending ing. Similarly the noun textbook consists of morphemes text and book, and the adverb slowly consists of the morphemes slow and -ly. Morphology is divided into two main areas.

1-inflections: the difference in form of a single word for grammatical aims, as take, takes, took, taken taking.

2- Word formation: the construction of new words from existing words, as textbook form text and book and with slowly from slow and -ly . a very important type of word -formation is derivation e.g. slowly ,rewrite and unhappiness.

Another definition is by Aronoff (2004.p.15) they stated that the term Morphology is the study of word formation, including the ways new words are coined in the languages of the world, There are some observations about words

and their structure: Morphology had some words can be divided into parts which still have meaning, many words have meaning by themselves. But some words have meaning only when used with other words, some of the parts into which words can be divided and can stand alone as word, But others cannot. These word-parts that can occur only in combination must be combined in the correct way and language creates new words systematically.

The linguists conclude from these observations for the words

- The meaningful parts into which words can be divided e.g. boldest can be divided into bold+est are called the morphemes of the language. These are considered the basic units of meaning in a particular language
- Words that have meaning by themselves—boy, food, door—are called lexical morphemes. Those words that function to specify the relationship between one lexical morpheme and another—words like at, in, on, -ed, -s—are called grammatical morphemes.
- The morphemes that can stand alone as words are called free morphemes (e.g., boy, food, in, on).

The morphemes that occur only in combination are called bound morphemes (e.g., -ed, -s, -ing).

- Bound grammatical morphemes can be divided into two types: Inflectional morphemes (e.g., -s, -est, -ing) and derivational morphemes (e.g. ful, -like, -ly, un-, dis).

Morphology is study of the smallest meaning unit of language is also called a morpheme

2.1.2Morphemes

McCarthy and Prince (1993) the morphologists investigated and defined it as the smallest linguistic unit with a grammatical function. Morpheme is the smallest linguistic unit that carries meaning. A morpheme may consist of a word have meaning alone that called root, such as hand, on the other hand the bound morphemes have a meaningful piece of a word, such as the -ed of cocked bound

morpheme cannot stand alone without link with the root and have not meaning alone.

Now consider the word rekillable. It can break it into three morphemes: re-, kill, and -able. Kill is called the stem. A stem is a base morpheme to which other morphological units are attached. The stem can be simple, made up from one unit, or complex, made up of more than one unit.

A root is like a stem in form the center of the word to which other units attach, but the term refers only to morphologically simple units.

Look at reconsideration, re- and -ation are both affixes, which mean that they are attached to the stem.

Affixes like re- that go before the stems are prefixes, and those like -ation that go after are suffixes.

It is very important to take the idea that the grammatical function of a morpheme, which may include its meaning, must be standing alone.

Bethink the English words lovely and quickly, they both end with the suffix -ly. But is it the same in both words when we add -ly to the adjective quick, we create an adverb that describes how fast someone does something. But when we add -ly to the noun love, we create an adjective. One attached to adjective and create adverb; the other attached to noun and create adjective.

Due to Anderson (1992) and Rachmadie (1990) the concept of morpheme differs from the concept word, as May morphemes cannot stand as words on their own. A morpheme is free if it can stand alone, or bound if it is used especially by a free morpheme. Such as /-s/, /-ly/, /im/ /un-/.

English example: the word “unbreakable” have three morphemes “un-“

(Meaning not) a bound morpheme, “is also a prefix, “-break-“a free morpheme and “able” is a suffix. Both are affixes.

Based on the statement above, the writer concludes that morpheme is the smallest part that constructs words.

2.1.2.1 Types of Morpheme

Due to Crowley (1995) there are a number of different types of morpheme, depending on how they behave in a word. The following are presenting the three main types.

1 Grammatical Classification

Grammatically speaking, there are two classes of morpheme:

Morpheme can first of all be classified according to they are free or bound.

1.1 Free Morpheme

A free morpheme is one which may stand alone in a language, without need existence of additional morphemes in order to be freely pronounceable as a word. Thus, words made up of only one morpheme, such as cat, elephant, open, tour, tree, teach, tough, are free morpheme. This does not mean that free morphemes always occur on their own, with no other morphemes attached for example cat forms such as cats and catty and elephant we also have elephants and elephantine.

Free morphemes also fall into two categories. The first category is that set of ordinary nouns, adjectives, and verbs which carry the “content” of messages a speaker conveys. These free morphemes are called lexical morphemes e.g. boy, man, house, tiger, sad, sincere.

The other group of free morphemes are calls functional morphemes, e.g. end, but, when, because, on, near, in, the.

1.2 Bound Morpheme

A bound morpheme is one which cannot stand alone, but which requires to add some morphemes. Morpheme in English such as –ed “past”, -s plural (more than one), re- (again, back) or mis- (wrongly) are bound morphemes. There are always attached to some morphemes, and occur in words such as kill-ed, dog s, re-write and mis-hear.

They include prefixes and suffixes. The bound category can also be divided into two types, derivational and inflectional morphemes.

Morpheme can also be classified according to they are roots or not.

A root is a morpheme which has the chance of having other morpheme attached to it. A non-root, on the other hand, can never have any other morpheme attached to it. The classification of morphemes into free and bound morphemes, and into roots and non-roots, is cross-cutting classification. This means that there are either free roots or bounds. So, from the explanation above you can learn that the word “man” consists of one free morpheme but “manly” two: one free and one bound morphemes. Whereas “dishonestly” consists of there: one free and two bound morphemes.

2. Morphological Construction

There are three types of morphological construction; this is according to Erik and Charles (2005) they stated that English makes use of three kinds of morphological construction: inflection, derivations and compounds.

2.2.1 Derivational

- Some morpheme create new words by either changing the meaning of the part of speech are called derivational morphemes.

2.2.2 Inflectional

- That is morpheme change neither parts of speech nor meaning, but only give extra grammatical information about the already the existing meaning of word are called as the inflectional morphemes

2.2.3 Compound

- Compounds are made when tow base words are joined to make a new word such as deadline or handbag.

2.1.3 Affixes

3.1 Definition of Affixes

Rachmadie (1990) says “morpheme as the basic for words are Sometimes called roots or base. Morphemes such as happy, quick, tidy, print are roots. On the other hand, morpheme such as –ly, -ness, un-, ir- is non roots.

They are usually called affixes”. Crowley (1995) said that affixes are morphemes that are not free, in that must always be attached to a root morpheme.

Procter (1980) says “affix is a group of letters or sounds added to the beginning of a word or the end of the word”.

An affix is basically a morpheme which is generally attached to the base morpheme, which is either the root or to a stem in order to add to the formation of a word. Affix is something that is very derivational like English -ness and pre-, or inflectional, such as English plural –s and past tense –ed.

Based on the statement above, the writer concludes that affixes are morphemes which are not clearly lexical meaning and it is attached with root morpheme.

3.2 Types of Affixes

Affixes have several types; the following are the explanation from several reference:

Napa (1992) argues that there are three types of affixes; they are Prefix, Suffix, and Multiflix, in English.

3.2.1. Prefix

Prefix is the affixes which can be added to the beginning of a word. For example: ab-normal, dis-agree, ex-change, im-material, re-act, etc.

3.2.2. Suffix

Suffix is the affixes can be added to the end of a word. For example:

Ideal-ize, horrify, execut-ion, capital-ism, care-less, etc.

3.2.3. Multiflix

Multiflix is the affixes which can be added of both the prefix and suffix to any word. For example: dis-agree-able, il-legal-ity, im-migrat-ion, inaccuracy, misapplication.

Also affixes are divided into several types depend the relationship to root on stem.

3.2.4 Infix

Occurs inside of a root or stem bumili 'buy' (Tagalog, Philippines)

3.2.5 Circumfix

Occurs in two parts on both outer edges of a root or stem kabaddangan 'help' (Tuwali Ifugao, Philippines)

3.2.6 Suprasegmental

Stress in the words 'produce, n. and pro'duce, v.

3.2.7 Interfix

a kind of infix, it is placed between the two elements of a compound, e.g. in German: jahr-es-zeit, geburt-s-tag. These interfixes do not seem to realize any morpheme.

3.2.8 Zero Morphs

There is no transparent morph to mark a regular grammatical distinction, e.g. deer, deer, fish, fish, sheep, sheep.

Crowley (1995) argues that there are two most common types of affixes, they are Prefixes and Suffixes.

1. Prefix

These are affixes which come before a root. The following English words all contain prefixes and these are separated from the root by means of hyphen:

Re-act

Un-holy

Dis-believe

Non-smoking

In-sincere

A-symmetry

Pre-view

Co-operate

2. Suffixes

These are affixes that are added after a root. The following English words

Contain suffixes.

Cat-s

Man-ly

Kill-er

Kind-mess

Green-ish

Eat-ing

Laugh-ed

King-dom

2.2.2 Inflectional Affixes

Rachmadie (1990) said that some affixes when attached to the root or base do not change the part of speech of the root and they do not create a new words. They only have certain grammatical function. These affixes are usually called inflection affixes. In English we have inflectional affixes to indicate the following:

1. Plural Form, such as

-s book books

Glass glasses

-en ox oxen

Child children

2. Possession, such as

Amir's book

Amir and Nita's book

A cat's tail

3. Third Singular Verb Maker, for example

Mother always cooks rice

Rizal goes to school

He never watches TV

4. Tense Maker, Such As

He worked hard yesterday. (Past tense)

I have repeated the lesson. (Past participle)

We are studying English. (Present progressive)

Morphemes which serve a purely grammatical function, never creating a different word, but only different form of the same word, are called inflectional morphemes. And English has eight inflectional affixes; all other affixes are derivational. The eight inflectional affixes are listed in the following table, along with the type of root that each one attaches to, and a representative example.

Plural noun boys

Possessive noun boy's

Comparative Adjective older

Superlative Adjective oldest

Present Verb walks

Past Verb walked

Past Participle Verb Driven

Present Participle Verb driving

2.2.3 Derivational Affixes

As we know that a word sometimes is built by joining of affixes and root together, sometimes it can form a new word with the new meaning and it also can change the parts of speech of root which is called derivational affixes. The following are the more explanation of derivational affixes.

Rachmadie (1990) said that derivational affixes are affixes that change the part of speech of the root or base.

Derivational affixes as an important means by which new words may be created in English.

A derivational affix is an affix by means of which one word is formed from another. The derived word is often of a different words class from the original.

Based on the statements above, the derivational affixes are change parts of speech of root.

3.1 Types of Derivational Affixes

3.1.1 Productive Affix

A productive affix is a derivational affix that is currently used in the derivation of new formations.

3.1.2 Unproductive Affix

An unproductive affix is a derivational affix which is no longer used to form new words.

3.1.2 Derivational prefixes

According to (Hatch & Brown) Derivational prefixes divided into following five categories: negatives, attitude, size and degree, space and time, and number.

Negatives (e.g., in-, de-), attitude (e.g., anti-), and space and time (e.g., sub-, re-). Negative prefixes include un-, non-, in-, a-, de-, dis-, mis-, mal- and pseudo-. All of these can be added to adjectives to mean “not” and some of them can be added to nouns as well. The prefix in-, which is tested in this study, can be changed into other forms according to different initial letters of words, such as im- in immortal and impossible, il- in illegal, and ir- in irregular. De-, dis-, and un- are also called reversible negative prefixes because they “show a reversal of an action or a taking away of a quality”. De- which is also tested in this study means “to remove, take something away”. In addition mis- mal- and pseudo- are called pejorative negative prefixes. Attitude prefixes are the “morphemes that convey being against, with, opposite, for, or on the side of whatever stem they are added to” and anti- co- counter- and pro- are all included in this group only anti- is investigated in this study. The prefixes anti- means “against” in anti-war, co- means “with” in co-author, counter means “opposite” in counter-act, pro- means “for” in pro-bilingualism.

Size and degree prefixes include arch-, hyper-, hypo-, maxi-, mini-, out-, over-, sub-, ultra-, and under-. The fifth type is spatial prefixes, which include ex-, fore-, inter-, post-, pre-, re-, sub-, and Trans- (re- and sub- are investigated in this study). The prefix sub-, which means “below or under” in this study, is selected according to its spatial meaning as in subway, not according to the degree meaning as in substandard. The last type of prefix is number prefixes, i.e. bi-, di-, mono-, multi-, poly-, and tri.

3.1.3 Derivational Suffixes

Derivational suffixes are classified according to change in word class.

According to different kinds of word class, suffixes are divided into four groups, i.e. suffixes used to form nouns (e.g., -ce/-cy, -ant and -ion in this study), verbs (e.g., -ize in this study), adjectives (e.g., -ous in this study) and adverbs.

According to (Hatch & Brown) there are three kinds of suffixes that can change words into nouns, namely, noun-to-noun suffixes, verb-to-noun suffixes and adjective-to-noun suffix. Noun-to-noun suffixes can be divided into three major categories, that is, noun-to-noun occupational suffixes which include -ster, -eer, and -er as in gangster, mountaineer and geographer; noun-to-noun diminutives or feminine suffixes which include -let, -ette, -ess and -ie as in piglet, kitchenette, princess and cookie; and noun to-noun status or domain suffixes which include -hood, -ship, -dom, -ocracy and -(e)ry as in adulthood, membership, kingdom, democracy and machinery.

Verb-to-noun suffixes, of which there are three kinds, are much more numerous than noun-to noun suffixes. The suffix -ant and -ion, which are investigated in this study, belong to verb-to noun suffixes.

The first category is the suffixes that form nouns which have the meaning of agent or instrument, for example, -er in singer, -or in actor and -ant in etchant. There is another suffix having “one who” meaning i.e. -ee, but it is different from the former ones.

As Plag (2003) claims, it “derives nouns denoting sentient entities that are involved in an event as non-volitional participants” .For example, employee means someone who is employed by someone else and a biographic is someone who is the protagonist of a biography.

The second category is the suffixes dealing with states or actions, as –ation in organization, - ment in development and –al in approval. The last group of verb-to-noun suffixes concern activity, i.e. –ing in running.

The third category of suffixes to form nouns is adjective-to-noun suffix. It consists of –ness and –ity as in happiness and guilty.

According to (Hatch & Brown) there are three suffixes that can change nouns or adjectives to verbs with a causative meaning, i.e. –ify, -ize, and –en as in simplifies, computerize and widen. The suffix –ize is investigated in this study.

Due to(Plag) claims that –ize can “express a whole range of related concepts such as locative, or native, causative/factitive, regulative, inchoative, per formative, simulative”. Locative means as in computerize. Or native can be paraphrased as in fluorides’. Other examples of causative/factitive (“make (more)”), regulative (“make into”), inchoative (“become”), per formative (“perform”), and simulative (“act like”) –ize are randomize, carbonize, aerosolize, anthropologies, and cannibalize .

According to (Hatch & Brown). Suffixes that form adjectives can be classified into three categories. The first one is noun-to adjective suffixes. There are in total six kinds of noun-to-adjective suffixes that have different semantic meanings. The first group of suffixes add the semantic notion of a membership group to the original words which include –ite, -(i)an, -ese, ist, and –ism as in socialite, Republican, Chinese, dentist and Protestantism. The other five kinds of suffixes are: –ful which gives the meaning of giving or having (e.g., helpful); -less which adds the meaning of without (e.g., endless); -ly and –like which means having the quality of as in friendly and childlike; -ed which means “having” as in pointed; and the last one, -ish, which has the meaning of

belonging to or having the character of (e.g., boyish). The second category includes suffixes which “occur primarily in borrowed and neoclassical words,” i.e. –al in musical, -ic in heroic, -ive in attractive and –ous in curious, and –ous is tested in this study.

The last group is verb-to-adjective suffixes, such as -able in agreeable and -ible in flexible.

According to (Plag) the last category of derivational suffixes is suffixes that change words into adverbs. This can be divided into two kinds: adjective-to-adverb suffix and noun-to-adverb suffix. The suffix – ly is usually used to change. Adjectives to adverbs as in quickly, shortly; –wise, which means “in the manner of” as in lengthwise and “concerning” as in weather-wise, is used to change nouns to adverbs.

2.2.4 Characteristic of Derivational Affixes

According to Rachmadie (1990) Derivational affixes have a special characteristic. The following are the specific characteristic of derivational affixes:

4.1. The words with derivational suffixes combine are an arbitrary matter.

To make a noun from the verb. We must add the suffix – ment and no other suffix will do, while the verb fail combines only with –ure to make a noun miss. Yet the employ may use the different suffixes –ment, -er, -ee to make three nouns with different meaning (employment, employer, employee).

4.2. Derivational suffixes change the parts of speech of the word to which it is added in many case, but not all. The noun act becomes an adjective by addition of –ive, and to the adjective active we could add –ate, making it verb activate.

4.3. Derivational suffixes usually do not close off a word that is after a derivational suffix you can sometimes add another derivational suffix. For example, fertilizer.

According to Yudi (2001) there are four characteristics of derivational affixes:

1. Change meaning or parts of speech e.g. –ment form nouns, such as judgment from verbs such judge.
2. Typically indicate semantic relation with the word e.g. the morpheme –full in painful has no particular connection with any other morpheme beyond the word painful.
3. Typically occur with only some members of e.g. the suffix-hood occurs with just a few nouns, such as brother, knight and neighbors, but not with most other e.g. friend, daughter, candle etc.
4. Typically occur before inflectional suffixes e.g. in chillier, the derivational suffix –y comes before the inflectional – er.

3.3 The Rules of Affixation

3.3.1 Prefixes

The prefixes mean "not" or "the opposite (a- , dis-, il-,im-, in-, ir-, non-, un-) however the spelling of this prefix often changes 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 "in legal"(which would be awkward to get your tongue around!).A prefix is placed at the beginning of word to change its meaning. For example, the suffix re- means either again or back as in return, repeat or refurbish. Negative statements are the opposite of affirmative statement. In English, one way to make negative statements is by adding negative prefixes to nouns, adjectives, and verbs. Here are some English negative prefixes: a-,dis-,il-, im-, in-, ir-, non-, un-, for example , the prefix un- can be attached to the adjective happy to create the negative adjective unhappy. Or you can use the negative adverb not. Note that there is no difference in meaning between these two forms.

The pattern is like this

Use il- before words starting with l.

So not legible -illegible, not legal -illegal

Use ir - before words starting with r.

So not relevant- irrelevant, not responsible-irresponsible

Use im -before words starting with m but also in front of words starting with p.

So not mature=immature not perfect =imperfect, not possible= impossible.

Use un- the prefix un means not, reverse action, deprive of release from.

For example, unable or unfair.

Use mis -the prefix mis means wrong. For example, mistake or misunderstand.

Use dis- the prefix dis also means not and opposite of. For example, disconnect.

There are a few rules that are worth learning because they apply to so many words.

3.3.2 Rules of Suffixes

Rule 1: To add a suffix to a one-syllable word with a single vowel followed by a single consonant, double that final consonant.

Run +ing =running.

Sad +est =saddest.

Fat +er =fatter.

Rule 2: to add a suffix to a word of more than one syllable, double the final consonant of the last syllable if it ends in a single vowel followed by a single consonant and if the stress remains on the last syllable.

Begin +ing =beginning.

Occur +ence =occurrence.

Refer +ed =referred

Rule 3: drop the final e before a suffix beginning with a vowel.

Take+ ing =taking.

Write +ing =writing.

Desire+ able=desirable.

But keep the e in order to keep the soft sound of (c) or (g) before suffixes beginning with a,e,or o.

Charge +able=chargeable.

Notice +able=noticeable

Courage +ous=courageous

Rule 4: in syllables with a long e sound as (me, in), (I)come before (e) except after(c)

Believe

Chief

Piece

Rule 5: for words that end with y preceded by a consonant, change the y to i before adding a suffix (except those beginning with i).

Happy +est=happiest

Cry +ing=crying

Study +ing= studying

For the plural or third person singular present tense, change the y to i and add es

Sky +s=skies

Carry +s=carries

Theory +s=theories

Rule 6: word that end with y preceded by a vowel, keep the y before adding a suffix.

Gay + es =gayest

Boy + ish=boyish

Play + s=plays

2.1.3 Word Formation

3.1 An Introduction to Word-Formation

In order to make use of word part strategy, learners need to have a basic knowledge of prefixes and suffixes as well as word-formation rules. In the following, some basic concepts, such as morpheme, root, stem, base etc are introduced.

(Carter, 1998) Morpheme “is the smallest unit of meaning in a word”, for example, the word unhappy comprises two morphemes un and happy. In addition, a morpheme can be divided into two classes; one is called free morphemes, which include cat, invent, laugh etc.; the other is called bound morphemes, which include un-, -s, -ing, -ed, and -ous etc.

(Bauer, 1983) Before discussing word-formation rules, three confusing terms need to be distinguished, i.e. root, stem and base. Root is a form “which is not further analyzable, either in terms of derivational or inflectional morphology”. In the word form unbelievable, for example, the root is believed. Base is a wider

concept than root; a base is “any form to which affixes of any kind can be added” As in the above example, believe, unbeliever and believable are all bases. So root can refer to “bases that cannot be analyzed further into morphemes”.

The final concept, stem, is only used when dealing with inflectional morphology, and it is the “word-form which remains when all the inflectional affixes have been removed”.

The term “stem” is not used in this study. As for the terms “root” and “base,” only “root” is used in this study because it cannot be further analyzed into morphemes.

There are two main branches in morphology; one is inflectional morphology, and the other is word-formation. Word-formation can be classified into derivation and compounding.

According to (Bauer) Derivation is the “morphological process that results in the formation of new lexemes”.

3.2 Types of Word Formation

1. Coinage
2. Borrowing
3. Compounding
4. Blending
5. Clipping
6. Backformation
7. Conversion
8. Acronyms
9. Derivation

- **Coinage**

Invention of totally new words

E.g. Kleenex, Xerox, and Kodak

Eponyms: words based on a name of a Person or a place. E.g. sandwich, jeans, Watt

- **Borrowing**

Taking over of words from another language

English borrowed a lot of Latin and French words

Leak (Dutch) Barbecue (Spanish)

Piano (Italian) Sofa (Arabic)

Croissant (French) Yogurt (Turkish)

Loan-translation or *claque*

A phrase that is introduced into a language through translation

_ Superman

_ Skyscraper

- **Compounding**

Two or more words joined together to form a new word.

Examples:

Home + work _ homework (N)

Pick + pocket _ pickpocket (N)

Low + paid _ low-paid (Adj)

Note: The meaning of a compound is not always the same of the meanings of its parts.

Baby oil _

Coconut oil _ oil made from coconuts.

Olive oil _ oil made from olives.

- **Blending**

Similar to compounds, but in blending only parts of the words are combined.

Examples: Motor + hotel _ Motel

Breakfast + lunch _ Brunch

Smoke + fog _ smog

Teleprinter + exchange _ telex

- **Clipping**

Shortening a word by deleting one or more syllables

Examples:

Facsimile _ fax

Hamburger _ burger

Gasoline _ gas

Advertisement _ ad

Professor

Doctor

- **Backformation**

Creative reduction due to incorrect morphological analysis.

Examples:

Editor _ edit

Television _ televise

Babysitter _ babysit

Note: backformation always involve reduction

(Changing the form of the word)

- **Conversion**

Assigning an already existing word to a new syntactic category.

Examples:

Butter (N) _ V to butter the bread

Permit (V) _ N an entry permits

Empty (A) _ V to empty the litter-bin

Must (V) _ N doing the homework is a must

Microwave (N) _ V

- **Acronyms**

Words derived from the initials of several words

Examples:

National Aeronautics and Space Agency.

NASA.

United Nations International Children's Emergency Fund.

UNICEF.

United Nations Educational, Scientific, and Cultural.

Organization _ UNESCO.

Compact Disc _ CD.

- **Derivation**

The most common word formation process.

Examples:

Happy _ unhappy, happiness

Arrange _ rearrange

Prefixes vs. suffixes

Infixes _inside the word

Tell them I've gone to Singabloodypore!

- **Multiple Processes**

The creation of a particular word involves more than one process.

Example: Problems with the project have snowballed

Snow + ball compound Snowball (N)

2.1.4 Vocabulary

The vocabulary of modern English is approximately a quarters Germanic(old English ,Scandinavian , Dutch , German) and two-thirds italic or romance(especially Latin, French, Spanish, Italian),with increasing importations from Greek in science and technology and with considerable borrowings from more than 300 other languages. Names of many basic concept and things come from old English or Anglo-Saxon; heaven and earth, love and hate, life and death ,beginning and end , day and night, month and year , heat and cold, way and path, meadow and stream. Ordinal numerals come from old English, as do

all the ordinal numerals except second (old English other, which still retains its older meaning in "every other day ").

Second comes from Latin *secundus* "following, "through French second, related to Latin *sequi*" to follow. "As in English sequence from old English come all the personal pronouns (except they, their, and them, which are from Scandinavian), the auxiliary verbs (except the marginal used, which is from French), most simple prepositions, and all conjunctions.

4.1 Word Part Strategy

Most of the English content words can change their form by adding affixes, i.e. prefixes, suffixes and roots, which constitute word parts .The study of word families in a corpus shows that "word parts are a very common and important aspect of English vocabulary" but whether language users see words as consisting of parts or as unanalyzed wholes is still a matter for discussion.

Aitchison (2003) claims that in the mental lexicon, derivational affixes are attached to the roots from the beginning but inflectional suffixes are added later However, there is evidence that many "lower frequency, regularly formed, semantically transparent suffixed words" and some other complex words are rebuilt each time they are used .In addition, language users can split up or disassemble words by using a back-up store (words analyzed according to their morphemes) and then use a lexical tool-kit (word formation rules) to create new words .The ability to split up words, as Aitchison claims, can enable learners to comprehend the new words and to facilitate memory by linking up words containing similar morphemes as well .Word part strategy can help learners in learning new words by disassembling words into morphemes and then relating them to known words or affixes.

According to Nation (2000) word part strategy consists of two steps:

1. Break the unknown word into parts. This step requires learners to be able to recognize prefixes and suffixes when they occur in words.

2. Relate the meaning of the word parts to the meaning of the word. This step requires the learners to know the meanings of the common word parts. This step also requires the learners to be able to re-express the dictionary definition of a word to include the meaning of its prefix, and if possible its stem and suffix.

The first step requires the basic knowledge of using word part strategy, which is the ability to split up new words. For example, the word unbelievable consists of three parts, i.e. un-, believe, and -able. Before using the strategy, learners must recognize the word parts. The second step involves the advanced knowledge of using the strategy, because learners not only need to know the meanings of each part, but must also have the ability to re-express the meaning of the new word by using affix knowledge and then connect the meaning of the word parts with the dictionary meaning of the whole word to facilitate understanding. Affixes that are not regular can be confusing and cause problems.

Laufer (1997) uses the term “deceptive transparency” to describe words that “look as if they are combined of meaningful morphemes” He exemplifies his statement by giving the words outline, discourse and falsities; students in the experiments interpreted “outline as out of line; discourse as without direction and facilities as falling cities” .

Morphemes which are not regular and cannot create meanings will cause difficulty in vocabulary learning if derivational affixes are transparent and behave as expected, then the learners’ ability to break a word into parts and can facilitate “the recognition of a new word and its subsequent production”.

Schmitt (2000). suggested that affix list “can be used as a helpful (but not infallible) guide as to which affixes should be easier and which more difficult to learn” and the most regular affixes should be taught at first (Except for the frequently used suffixes re- and de-, most affixes examined in the study are thus all regular affixes, i.e. -ation, -ize, -ous, -ance, -ant, in-, anti-, and sub-.

Mastering word part strategy has several advantages. It can, for example, help students learn unfamiliar words by connecting these words to known roots or to known affixes as Nation points out. Schmitt and Zimmerman (2002) also claim that “a known word stem in an unknown derivative can facilitate the recognition of that derivative; for example, knowing reflect may well aid recognition of the unknown reflection”. In addition, the knowledge of affixes and roots can be used as “a way to of checking whether an unfamiliar word has been successfully guessed from context” Nation (2000). However, the focus in this study is on whether affix knowledge can facilitate learning unfamiliar words and not on word part strategy as a tool to verify guesses made from context.

According to Nation, word part strategy is useful for both high and low frequency words and it takes time to learn the meaning of affixes and learn how to re-express meanings.

In addition, learners should know several things to make use of word part strategy.

Nation divides the use of word parts into two categories, one is receptive use, and the other is productive use .For receptive use, learners need to recognize the word parts of a word, and need to know the meaning of each part as well. Moreover, learners need to see the connection between the meanings of word parts and the meaning of the completely new word. As for productive use, learners need to be aware of the changes of the roots or affixes when they are combined to form new words. The changes of the roots or affixes can be pronunciation changes as in quantity-quantify, or they can be changes of written forms as in aggravate-aggravation. In addition, learners need to know which classes of stems can take certain affixes, for example, -ful cannot add to adjectives. In order to check whether students have mastered word building knowledge, Nation suggests several types of tests to measure students’ four aspects of word parts knowledge .In this study, only the first two aspects of

word building knowledge are tested in the questionnaire, because only these two aspects of knowledge have been taught in the short lecture on affix knowledge.

2.5 Relevant Previous Studies

Adil Alneel (2013) conducted a study on problems of negative derivational morphemes this research paper investigates the problems of negative derivational morphemes; the case study is first year students of English language at nelleen university, faculty of arts the researcher assumes that first year students face problems when using negative derivational morphemes.

Students' encounter problems choosing correct negative derivational morpheme to negate words in English. Beside that they do not know which words can accept a certain negative morpheme so as to give an appropriate meaning. It is difficult for the students to deal with certain affixes within certain words; therefore the researcher decides to investigate this area of language since there are not many studies that have been conducted this field. The finding of the study stated that. First year students face problems of negation morphemes, they do not know when to use a certain negatron to negate the words. It also stated that, the morphological problems of first year student are due to lack of proper practice. This practice may make students have no serious problems of using morphemes; the more students practice, the better knowledge they gain. Thirdly, first year students do not know how to use a specific morpheme to negate certain and this affects the way they use English language .another reason for such problems is that first year students are not knowledgeable enough about the strategy of studying morphology; therefore they fail to choose the correct prefix to make words negative. But my research is investigated about prefixes and suffix and how deal with it.

Mohammed Ali (2012) conducted a study under the title of English derivational morphemes. The study stated that Sudanese students of English face problems when using derivational morphemes. The aim of the study is to find out how students use derivational morphemes. It also aims to identify the problems that students face when using English derivational morpheme and find suitable solutions to solve these problems. The researcher has adopted the descriptive and analytical approach to accomplish the aims of the research. The results of the study reveal that most of the students face problems when using derivational morphemes to express themselves positively. Also it is figured out that students can overcome these problems when they read more and more.

This research just deals with derivational morpheme but I deal with inflectional morpheme too in my research.

Mohammed Alhassan (2014) conducted a study under the title of investigating affixation awareness among English-learning Sudanese university students the case study of Sudan University of science and technology. The aims of the study are to make the students differentiate between prefixes and suffixes clearly, to make them recognize the parts of speech through affixes and to make them have a complete awareness of affixation. This study focuses on three hypotheses. These are: students have a little awareness of affixes; students do not recognize parts of speech through affixes.

In this research I investigated about this area too and awareness of affixes and recognized the parts of speech too.

2.6 Summary

In this chapter the researcher defines the terms affixation, morphology, and morpheme beside that the researcher discusses the kinds of morphemes the derivational and inflectional morphemes. In addition to that the research discusses the terms (vocabulary, word formation and word part strategies).

CHAPTER THREE

METHODOLOGY

3.0 Introductions

The previous chapter has presented review of related literature to the topic. This chapter provides a description of the tools and instruments used in collecting and analyzing the data, describes the participants of the study, displays the instrument, states reliability and validity of the tools employed in the study and present the techniques followed in analyzing the data.

3.1 The Population of the Study

The population of this study is the Sudanese secondary school students. The research collects data throughout a test that is distributed to the samples of the population (Sudan English students).

3.2 The Sample of the Study

The samples of this study are Sudanese secondary school students. Students are taken randomly due to the nature of research questions and hypotheses which address students' lack of ability in using affixes. The focus of the study includes 50 participants. They are Sudanese secondary school students.

3.3 Tools and Instruments of Study

The data of this research are collected through a test. The test is divided into three questions and each question is subdivided into five points. The test was designed for the students of Sudanese secondary school; the students were required to choose the correct words by using appropriate affixes. Each part of the test covered one of one hypotheses of the study. The students agreed to allow the researcher to conduct the test. The test was distributed to 30 students.

3.4 Procedures of the Data Collection

The researcher discussed the question of the test by following experts: Dr. Gafar Altigani Gafar, Dr. Hashim Elsidiq Mustafa and Dr. Eltayeb Muhammad Osman.

It was agreed that the questions of test are reasonable and they covered the hypotheses of the study.

The researcher distributed about (30) copies of affixation test, they were given to (30) students. Each statement of the test requires the students to choose affixation with the rules and the check would be according to the correct the test. The test was done in a quiet class inside the school building.

In order to do this affixation test, a piloting test has been given to (10) students from secondary school, the test was through write the answer for all the ten participants, and it has come with the result that it is reliable and valid, according to SPSS statistical analysis.

3.5 Reliability and Validity

In order to measure the reliability the researcher used SPSS package, and the Reliability and validity of the test were calculate. so the result show that the tool is reliable comes from the fact that its statements concentrate on the area of the study. To insure that the test meets its value. Here it was calculated by computing the square root of Reliability co-efficient after statistical analysis the result that the test was valid, it contains (15) items every one cover the prefix and suffixes.

Summary

This chapter presented the methodology of the research. Specifically a description of the instruments employed for data collection .The chapter also described the subjects of study, states the reliability and validity of the tools in the study and presented the techniques followed in discussing and analyzing the research data.

Chapter Four

Data analysis, Discussions and Results

4.0 Introductions

In this chapter, the researcher reviews what has been accomplished with regard to the data collection and analysis to description the result a statistical description for each variable of the study will be provided in terms of percentage of each variable.

4.1 data analysis

4.1.1 Interpretation of Table A

Table 2.1.1

Question No.	No. of the students50	Students correct answers	Students wrong answers	Percentage of correct answers	Percentage of wrong Answers
1		5	45	10%	90%
2		25	25	50%	50%
3		25	25	50%	50%
4		5	45	10%	90%
5		50	0	100%	0%

The table above demonstrates the marks that the students have gotten in the first test (A) from the five questions that have been conducted by the research. The test is divided into five points, each one is examining different affix the students have to link those affixes to the original words successfully.

In the first point, students got 5 correct answers and 45 wrong answers with percentage 10%and 90%respectively. The students have clear problem in express their thoughts and ideas.

The second a and the third point students answer spilt into equal halves of correct 25 and wrong25 answer with 50 %for each . students result prove that

meaning of prefix need to have more attention from students .English words always have these kinds of morphemes, so ignoring such part of the language affect their language ability as well.

In the fourth point students got 5 correct and 45 wrong answers are respectively shows another 10% success in using affixes.

Though the question is a little bit different from its predecessor, students still lack the ability to recognize such affixes. Affixes from different things in English language, including adjectives, nouns, etc. here the problem tends to be a vocabulary problem, which demands students to work hard to overcome it.

Point five was a little bit different; since all the students got the correct answer and student have not been fail to answer this question .such results are rare, but possible when students lack the simplest fact about using such affixes.

Table: 4.1.2.

Question No.	No. of the students 50	Students correct answers	Students wrong answers	Percentage of correct answers	Percentage of wrong Answers
6		0	50	0%	100%
7		10	40	20%	80%
8		20	30	40%	60%
9		0	50	0%	100%
10		10	40	20%	80%

In point six the students got zero correct answers and 50 wrong answers. This point of question six shows a serious problem facing students when they add affixation.

In this type of question, the researcher change the stratagem of allowing students to choose correct affix in the suitable place and that is by reducing the difficulty of question. Question is providing to student to pick up one for each sub question .no different from its predecessor question.

In the seven points student got 10 correct answers and 40 wrong answers with percentage 20% assisted 80% respectively.

Thought the question is assisted by choice .students fail to pick the right answer. The possible solution for such problem is to focus on affixation usage with much creative way.

In the eight point students got 20 correct answers and 30 wrong answers, with percentage 40%and 60% respectively. The question requires from students to get the correct spelling using a very familiar affix and familiar word, but they find it very hard to do that .at least a few students find the correct answer, more exercises are required to eliminate for this difficulties.

Point nine show students correct answers 0 and wrong answer 50, the percentage 0 %for correct answers shows that all the students fail to got the correct answer .just like the case in the previous point, students need to focuses on how to add affixes’ the students do not know how to use rules to add affixes to the stem of words.

In the ten point students answers spilt into the same fail the correct 10 and wrong 40 answers with 20%presntage and 80% respectively. Shows a 20 %success rate in using affixes, while 80 % fail to do that.

Table: 4.1.3

Question no	No. of the students 50	Students correct answers	Students wrong answers	Percentage of correct answers	Percentage of wrong Answers
11		35	15	70%	30%
12		5	45	10%	90%
13		20	30	40%	60%
14		35	15	70%	30%
15		45	5	40%	10%

Point eleven was a little bit different; 70%successes have been obtained as students got 35 correct answers of the total 50 answers of question. This result

is because of the ease of the words itself and its familiarity. Students often use such word frequently in their daily speech so they find it easy for them to do so. In the twelve points the student got 5 correct answers and 45 wrong answers with percentages 10% and 90% respectively. Like in most of the previous questions in this test, students fail to answer particular types of questions especially the new words for them.

In the thirteen point of question 20 of students succeeded to answer the question correctly as they got 40% of the total 100% possible correct answers.

In this test students got the third high score answer as in sub-test b. The understood result here is, some students or most of them can easily put the suitable suffixes with the suitable word; this might be due to some experience they gained regard to that type of affix.

In the fourteen point of question more than half of the students have answered the question and the other failed to do that, the percentage was 70% and 30 % respectively the word is well known for most of students.

In the fifth point the majority of students answer the question of the word disagreement correctly. This means that they know the meaning of this question and it is easy to be answered. And they know that the meaning of prefix (dis) is added to form negatives.

Hypotheses Analyses

Hypothesis One:

Student's problems with affixes:

Hypothesis (students face problems in dealing with affixes to express their thoughts and ideas) is valid. It is found out that hypothesis one as noticed from the test results, students face problems with regard to express their thoughts and ideas. The seriousness of the problem lies in that express their thoughts and ideas by affixes is very difficulty identification have generally been treated separately.

Hypothesis Two:

(To extent do students distinguish between word stem and affixes are valid). The problem of using affixes seems to be deeply rooted from the very beginning stage of the students study levels. The lack of the vocabulary appeared to be blamed; since dealing with affixes need more practicing, and a lot of words to be saved. Another factor to be engaged and strongly affecting in affixes using, is the ignorance of some of the language rules of how to use specific affixes to form certain words. Possible solution of such problem is allowing students to concentrate more in forming and linking stems with affixes. But making a good vocabulary will keep the problem still therefore the researcher suggests that students should practice reading more

Hypothesis Three:

It is confirmed that hypothesis three (the impacts of vowels and consonant letters in adding affixes to English word) is successes. In order to produce a single correct word or phrase using affixes, students do not need to have a rich background of English letters. The impact of vowels and consonant is very clear and it really influences the way they learn English.

Table (4.1.): Summary of the Results

Question No.	No. of the students 50	Students correct answers	Students wrong answers	Percentage of correct answers	Percentage of wrong answers
1		5	45	10%	90%
2		25	25	50%	50%
3		25	25	50%	50%
4		5	45	10%	90%
5		50	0	100%	0%
6		0	50	0%	100%
7		10	40	20%	80%
8		20	30	40%	60%
9		0	50	0%	100%
10		10	40	20%	80%
11		35	15	70%	30%
12		5	45	10%	90%
13		20	30	40%	60%
14		35	15	70%	30%
15		45	5	40%	10%

4.2 Summary

This chapter interprets and analyzes the data explicitly using the numerical system; then the numerical information is extracted to full analysis. After analyzing the table, the researcher comes up with the result that the students have problems in using affixation.

CHAPTER FIVE

Finding, Conclusions, Recommendations and Suggestion for Further Studies

5.0 Introduction

In this chapter the researcher summarizes the results of the data analysis. And then presents the findings and recommendations of the study. Then finally the researcher shows the suggestions for further studies then the researcher summarizes the whole chapter.

5.1 Results:

The researcher attributes the problems of students in affixation due to the following causes:

- 1- There is no doubt that derivational and inflectional morphemes are considered as more complicated. So that it is not easy for English learners as second or foreign language to use it correctly.
- 2- The answers revealed that students truly have no background information about the situation in which some affixations are used. In other words it is so difficult for the secondary school students to identify in which case they can use a certain affixation.
- 3- The method of teaching affixation needs a knowledgeable teacher who knows more about the use of affixes and differences between derivational and inflectional morphemes.
- 4- Students also face problems of using negative morphemes; they do not know when to use a certain negative to negative the words.
- 5- The morphological problems of students are due to lack of proper practice. This practice may make students have no or less problems of using morphemes; the more students practice, the better knowledge they gain.

6- Finally, students' ignorance of derivational and inflectional morphemes is resulted to wrong choose of affix when writing and speaking, this problem is due not being well-taught these affixes.

5.2 Recommendations:

The Researcher Recommends the Following Points:

1. Teachers of English language should have been considerate about the derivational and inflectional morphemes.
2. Students should be given more practices so as to master the usage of affixation.
3. The researcher recommends that students work hard to know how and in what way they use a certain derivational or inflectional morpheme.
4. Students should be taught explicitly that derivational morphemes change the meaning or part of speech, while inflectional morphemes change the tense or aspect.
5. Teacher should be more trained so as to send message in a correct method.
6. Teachers should design a chart of affixations' rules and hang it on the wall to help the students to remember the rules whenever they look on the chart.

5.3 Suggestions for Further Studies:

The researcher recommends the following further points for other researchers.

1 -The study deals with third students of secondary school to verify the results obtained in the study, other subjects at different levels should be considered.

2-Since only one test technique was used, more findings may be reached by applying more instruments for testing the subject 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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Appendix

Students Test

1. What prefix would you add to the word 'view' to indicate that you see something before other People do?
 - A) -re
 - B) - pre
 - C) -dis

2. If you wanted to say someone is not helpful, which word would you use?
 - A) Inhelpful
 - B) Unhelpful
 - C) Helpfulness

3. If you heard that a band had re-formed, what would this mean?
 - A) Formed again
 - B) Formed for the first time
 - C) Formed for the last time

4. Which of these words means 'not sure'
 - A) Undone
 - B) Uncertain
 - C) Dissure

5. Which of these prefixes means below?
 - A) Under
 - B) Pre
 - C) Over

6. If you take away the prefix from disagree, the root word is agree.
- A) True
 - B) False
7. Which suffix can you add to the end of cook to make a new word?
- A) -ing
 - B) -full
 - C) -est.
8. Which suffix can you add to the word peace to make a new word?
- A) - ing
 - B) -full
 - C) -est.
9. If you take away the prefix and the suffix, what is left of the word 'unemployed'?
- A) Unemploy
 - B) Employed
 - C) Employ
10. If you take away the prefix and the suffix, what is left of the word disagreement?
- A) Disagree
 - B) Greement
 - C) Agree

11. If you add the prefix 'un' to the word wrap, what is the correct spelling of the new word?

- A) Unwrapp
- B) Unrap
- C) Unwrap

12. Which of these is the correct spelling? We had a ...

- A) Disagreement
- B) Dissagreement
- C) Disagrement

13. Which of these is the correct spelling? That dress is very...

- A) Colourfull
- B) Colorful
- C) Colourful

14. If you add the suffix '-ism' to the word formal, what is the correct spelling of the new word?

- A) Formalism
- B)Formallism
- C)Formilsm

15. If you add the prefix 'ance' to the word mainte, what is the correct spelling of the new word?

- A) Mainteeance
- B) Mainttance
- C) Maintenance