



Sudan University of Science and Technology
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Investigating Difficulties Faced by Sudanese Students in Using Affixes

تقصي الصعوبات التي يواجهها الطلاب السودانيون في استخدام الإضافات

**(A Case Study of First Year Students of English at College of
Languages -SUST)**

(دراسة حالة طلاب اللغة الانجليزية السنة الاولى بكلية اللغات - جامعة السودان للعلوم
والتكنولوجيا)

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Degree of MA in English Language (Linguistics)**

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Dedication

To my family and my colleagues.

Acknowledgements

All praise and great thanks are due to Allah the Almighty Who bestowed me with patience, perseverance and the means to make this study. First of all, my sincere gratitude and appreciation to my supervisor Dr. Sami Balla for his tireless efforts, guidance, great support and encouragement throughout the stages of this study.

Abstract

This study aimed at investigating difficulties faced by students in using affixes on vocabulary learning. The researcher adopted descriptive analytical method. Two instruments were used for collecting data relevant to the study, namely questionnaire to teachers of English at some Sudanese Universities and written diagnostic test for the first year students majoring English at Sudan University of Science and Technology, College of Languages. The study sample of questionnaire comprises (20) teachers whereas the written diagnostic test composes (30) students. The researcher applied SPSS programme to analyze and verify the hypotheses. The results showed that vocabulary learning can help students in promoting morphological competence. Moreover, the students can acquire a large number of foreign language vocabularies simply by learning affixes. The study recommended that instructors should raise students' awareness about the importance of vocabulary learning. On the other hand, the teachers should encourage students to use notebook to write down vocabulary learning. Some suggestions were made for further studies.

Abstract

(Arabic Version)

هدفت هذه الدراسة إلى تقصي الصعوبات التي يواجهها الطلاب في استخدام الإضافات اللغية الإنجليزية. وقد اتبع الباحث المنهج الوصفي ، وتم استخدام اثنين من الادوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة في استبانة وقد صممت خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية وايضاً اختبار تشخيصي تحريري لطلاب السنة الاولى بكلية اللغات جامعة السودان للعلوم و التكنولوجيا. قد تم اختيار عينه بحجم (20) بالنسبة لأداة الدراسة الأولى وعينه بحجم (30) طالب للاختبار التشخيصي المكتوب. وطبق الباحث برامج الحزم الاحصائية للعلوم الاجتماعية لتحليل والتحقق من الفرضيات. واتضح جلياً من خلال نتائج الدراسة ان تعلم المفردات تساعد الطلاب في تحسين الاداء المورفولوجي. وايضا بإمكان الطلاب اكتساب مفردات اللغة الاجنبية بواسطة تعلم الإضافات. وقدمت الدراسة عدد من التوصيات اهمها على الاساتذة تنبيه الطلاب بأهمية تعلم المفردات . و بجانب اخر على الاساتذة تشجيع الطلاب علي تدوين المفردات لتسهيل تعلمها. وايضا قدمت بعض المقترحات للدارسات المستقبلية.

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Overview

This introductory chapter is an overview of the research. It first specifies the researcher's motivation in conducting the research. It includes the background of the study, the statement of the study problem, objectives of study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of the study.

1.1 Background of the study

The present study is concerned with the number of affixes and their effect on vocabulary learning of Sudanese advanced EFL students. Vocabulary is a fundamental basis of every sentence in every language. Knowing frequent words in learning English plays a crucial role in promoting learners' abilities in listening, speaking, reading and writing.

Hodges (1984) defines vocabulary as a collection of words of a language which is at the disposal of a speaker or writer. Nation (2001) introduced three reasons for the importance of vocabulary skills: First, it is a necessary part of improving reading comprehension. Reading comprehension has a strong relationship with the level of vocabulary knowledge (Nourie & Davidson, 1992). Second, by vocabulary learning, learners can get more academic success. Third, it prepares success in life. Moreover, Waring (2002) emphasizes the importance of constructing a reliable body of vocabulary knowledge to learn another language linguistically and psychologically and without this reliable knowledge of vocabulary little can be learned in foreign language and also by

structuring a magnificent vocabulary knowledge domain quite actively, one can be capable of functioning in that language competently.

Considering everything that is involved in learning a word, it is not surprising that student's vocabulary knowledge develops through a variety of ways. They learn words from others such as parents, teachers, and peers through contexts. What they read, hear, see, and experience in their lives through games, conversation, television, radio, and many other channels provides then conditions to acquire vocabulary. Moreover, they learn words through their knowledge of word parts by using resources such as dictionaries, glossaries. Then, we see that it takes a lot of time to reach deep knowledge and there are so many ways of learning words; teaching and development can be discussed as important parts of vocabulary program. And also, it should be taken into consideration that there is a wide variety of factors which affect learners and vocabulary learning strategies. These factors are age, motivation, cooperative learning, aptitude, prior knowledge, and anxiety in second language learning which were shown to be more related to learner and vocabulary learning strategies. According to Oxford (1992), teachers must be aware of variables such as gender, age, motivation, self-confidence, anxiety, language learning styles and strategies and many other factors which differ in various learners in order to teach successfully.

On the grounds of these reasons, the present study seeks to investigate difficulties faced by students in using number of affixes on vocabulary learning, in particular, on accuracy. The researcher will adopt the descriptive analytical methods. Diagnostic test and questionnaire will use as primary tools for data collection. A questionnaire will be distributed to teachers of English language at some Sudanese Universities in checking their point of view in terms of this issue. Diagnostic test will be given to first year students of English at (SUST) - College of Language.

1.2 Statement of the Study problem

The researcher has observed that, there is a major problem by University students in using affixes. Enough attention has not been paid to effective teaching. Furthermore, there are different strategies in dealing with affixes and one of these strategies is learning vocabulary through affixes which enables students to better understand unknown words encountered by students in the future.

1.3 Objectives of the Study

This study sets out to achieve the following objectives:

1. It is an attempt to highlight whether learning of affixes affects students' accuracy in written context.
2. It is an attempt to find out whether EFL students face difficulties in learning English affixes in written context.
3. It is an attempt to investigate the strategies that can be applied to enhance learning English affixes in written context.

1.4 Questions of the Study

The study sets out to answer the following questions:

1. To what extent do learning affixes affect EFL students' accuracy in written context?
2. To what extent do EFL students face difficulties in learning English affixes in written context?
3. What are strategies can be applied to enhance learning affixes in written context?

1.5 Hypotheses of the Study

The study sets out to test the following hypotheses:

1. Learning affixes negatively affect EFL students' accuracy in written context.
2. EFL students potentially face difficulties in learning English affixes in written context.
3. There are some strategies that can be applied to enhance learning English affixes in written context.

1.6 Significance of the Study

This study will be of great significance to the teachers in terms of teaching affixes in written texts as well as students who will be exposed to different usage of words. It will be of great significance to the curriculums and syllabus designers.

1.7 Limits of the Study

This study was limited to investigate difficulties faced by students in using affixes on vocabulary learning. It was covered the academic year (2018-2019). It was conducted at Sudan University of Science and Technology, College of Languages, and study sample were exclusively drawn from first year students of English at Sudan University of Science and Technology, College of Languages.

1.8 Methodology of the Study

The researcher adopted the descriptive analytical methods. Diagnostic test and questionnaire are used as primary tools for data collection. A questionnaire was distributed to teachers of English language at some

Sudanese Universities in checking their point of view in terms of this issue. Diagnostic test was given to first year students of English at (SUST) - College of Language.

1.9 Organization of the Study

This study consists of five chapters. Chapter one is known as the introduction of the study. It includes background of the study, the problem of the study, the objectives of the study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of study. Chapter two is about literature review and previous studies. Chapter three is the research methodology, which includes research design, population of the study, instruments of the study, validity and reliability, and data collection procedure. Chapter four is about data analysis and interpretation. Chapter five is the final chapter of the study which includes summary of the main findings, conclusion, recommendation and suggestion for further studies.

Summary of the Chapter

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research.

CHAPTER TWO
LITERATURE REVIEW AND PRVIOUS
STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This introductory paragraph displays the relevant literature review on investigating difficulties faced by students in using affixes. This chapter is called chapter two which is divided into two parts; the first part is called theoretical background and the second part is called previous studies.

Part One: Theoretical Background

2.1 Types of Words and Word-Formation Processes

2.1.1 The Morpheme

Lehmann (1983) states that morpheme is the smallest unit of language that have a meaning or a grammatical function and form words or parts of words are called **morphemes**. In writing, individual **morphemes** are usually **represented** by their graphic form, or spelling; e.g., -es, -er, un-, re-; or by their graphic form between bracers, { }; e.g., {-es}, {-er}, {un-}, {re-}. The branch of linguistics in charge of studying the smallest meaningful units of language (i.e., morphemes), their different forms, the internal structure of words, and the processes and rules by which words are formed is called **morphology**.

2.1.2 Types of Morphemes

Depending on the way morphemes occur in an utterance, they are grouped into two large groups: free morphemes and bound morphemes.

1. **Free or independent morphemes** are those morphemes which can occur alone as words and have a meaning or fulfill a grammatical function; e.g., man, run, and. There are two types of free morphemes.

a. **Lexical (content or referential) morphemes** are free morphemes that have semantic content (or meaning) and usually refer to a thing, quality, state or action. For instance, in a language, these morphemes generally take the forms of nouns, verbs, adjectives and adverbs; e.g., dog, Peter, house, build, stay, happy, intelligent, quickly, always. Actually, lexical morphemes constitute the larger class of morphemes. They form the **open class of words** (or **content words**) in a language, i.e., a class of words likely to grow due to the incorporation of new members into it.

b. **Function(al) or grammatical morphemes** are free morphemes which have little or no meaning on their own, but which show grammatical relationships in and between sentences.

For instance, in a language, these morphemes are represented by prepositions, conjunctions, articles, demonstratives, auxiliary verbs, pronouns; e.g., with, but, the, this, can, who, me. It should be said that function words are almost always used in their unstressed form.

2. **Bound (or dependent) morphemes** are those morphemes which never occur alone as words but as parts of words; they must be attached to another morpheme (usually a free morpheme) in order to have a distinct meaning; e.g., -er in worker, -er in taller, -s in walks, -ed in passed, re- as in reappear, un- in unhappy, undo, -ness in readiness, -able in adjustable; -ceive in conceive, receive, -tain in contain, obtain, etc. There are two types of bound morphemes: bound roots and affixes.

a. **Bound roots** are those bound morphemes which have lexical meaning when they are attached to other bound morphemes to form content words; e.g., -ceive in receive,

conceive; -tain in retain, contain; plac- in implacable, placate; cran- in cranberry, etc. Notice that bound roots can be prefixed or suffixed to other affixes.

b. **Affixes** are bound morphemes which are usually marginally attached to words and which change the meaning or function of those words; e.g., -ment in development, en- in enlarge; 's in John's; -s in claps, -ing in studying (Lehmann, 1983).

2.2 Classification of morphemes

Lexical morphemes

Free morphemes

Morphemes Grammatical morphemes

Bound roots

Bound morphemes Prefixes

Affixes Infixes

Suffixes

2.3 Types of Affixes

Affixes can be classified into two different ways: according to their position in the

word and according to their function in a phrase or sentence.

1. According to their **position in the word** (or **side of the word they are attached to**),

affixes are classified into prefixes, infixes and suffixes.

a. **Prefixes** are bound morphemes that are added to the beginning of the word; e.g., un- in unnoticed, a- in amoral, sub- in subway, etc. Notice that prefixes are represented

by the morphemes followed by a **hyphen** (-).

b. **Infixes** are bound morphemes that are inserted within the words. There are no infixes in the English language, but in the languages such as Tagalog and Bontoc

(in the Philippines), Infixes are represented by the morphemes preceded and followed by a hyphen; e.g., -um-.

c. **Suffixes** are bound morphemes which are attached to the end of the word; e.g., -able in noticeable, -less in careless, -s in seeks, -en in shorten, etc. Notice that suffixes are represented by the morphemes preceded by a hyphen.

2. According to the **function** affixes fulfill in the language, affixes are classified into derivational affixes (derivational morphemes or derivations) and inflectional affixes (inflectional morphemes or inflections).

a. **Derivational affixes** are morphemes that create (or derive) new words, usually by either changing the meaning and/or the part of speech (i.e., the syntactic category), or both, of the words they are attached to (Godby et al., 1982). In English, derivational morphemes can be either prefixes or suffixes. For example, un-+ happy (adj.) = unhappy (adj.); re-+ classify (v) = reclassify (v.); by-+ product (n.) = by-product. (See Appendix for a list of derivational prefixes and suffixes in English).

b. **Inflectional affixes**, for their part, are morphemes which serve a purely grammatical function, such as referring to and giving extra linguistic information about the already existing meaning of a word (e.g., number, person, gender, case, etc.), expressing syntactic relations² between words (e.g. possession, comparison), among others. For instance, the different forms of the verb speak are all considered to be verbs too, namely, speak, spoken, speaking. In a like manner, the comparative and superlative forms of the adjective strong are also adjectives, namely, stronger, strongest. In English, there are only eight inflections.

They are -(e)s3 (third person singular marker of verbs in present tense), as in speaks, teaches; -(e)s5 (regular plural marker) as in books, oranges; 's (possessive marker) as in John's house; -(e)d5 (regular past tense marker) as in helped, repeated; -en5 (past participle marker) as in spoken, eaten; -ing (present participle marker) as in eating, studying; -er (comparative marker) as in faster, happier; and -est (superlative marker) as in fastest (cf. Fromkin & Rodman, 1983).

2.4 Benefits of Teaching Roots and Affixes

The significance of associating a word's morphological structure with its meaning stems from the study of the relation of meaning to form. Vocabulary study programs that equip students with knowledge about roots/affixes and strategies to deduce the meanings of words have potential benefits.

Many first language researchers (Baumann *et al.* 2003; Baumann *et al.* 2002; Mountain 2005; Cunningham and Allington 2007) and second/foreign language researchers (Nation 1990; Bauer and Nation 1993) champion the view that teaching roots and affixes helps students decode new words and deduce meaning based on their knowledge of the word parts. It is estimated that more than 60 percent of the new words that readers encounter have easily identifiable morphological structure (Nagy *et al.* 1989).

The knowledge of roots and affixes has been proven to help students of all ages and in a variety of fields of study. According to Nation (1990), one advantage of using morphemic analysis for vocabulary learning is that it can help advanced learners in learning unfamiliar words by relating them to known words or known prefixes and suffixes. Thus, it helps the learners to increase and enforce their vocabulary by perceiving words as part of a word family, i.e. closely related derived forms (Nation 2001).

Morphemic analysis results in stronger word attack and vocabulary skills. Research shows that morphemic analysis contributes to vocabulary growth (Nagy 2005; Anglin 1993), and that vocabulary knowledge contributes to reading comprehension (Stahl 1999). Morphemic analysis also helps learners spell words more accurately. For example, if a learner knows the prefix *mis-* (bad or wrong), then he/she will understand why the word *misspell* has two s's. The same is true for *dis+satify*; *dis+suade*, etc.

Ultimately, analyzing words into their constituents makes it easier for the learner to remember, recall, and produce (spell and pronounce). Tankersley (2005: 93) pointed out that roughly 30 root words, prefixes and suffixes provide the basis for more than 14,000 commonly used words in the English language. The recognition of even one familiar part of a word can “serve as the key which will unlock the meaning” (Nilsen and Nilsen 2004: 13). For example, familiarity with the root ‘spec(t)’ (look) helps students derive the meaning of words related to the same root: *spectacles*, *spectacular*, *spectator*, *inspect*, *inspection*, *inspector*, *speculate*, *speculation*, *respect*, *disrespect*, etc. Spending some class time on frequently used roots and affixes is a worthwhile practice, since it helps students establish connections among words. Nilsen and Nilsen (2006: 129) argue that “retention of vocabulary words is increased when learners can group them with familiar words.” Gu and Johnson (1996) confirm that high scores among college EFL learners correlate with word structure analysis and skillful dictionary use.

2.5 Direct Effect of Learning Affixes

Graves (2004) argues that, in order to improve English, the most effective word-learning strategy is related to morphological awareness. Hatch (1983) believes that affixes are organized in the human mind differently from lexical items. She suggests that some high frequency complex

words may be stored in their whole forms in the mind, ready to be accessed at any time, but that some others tend to be constructed on the spot by applying morphological processes such as derivation and inflection. Sudana (2006) provides one good example of this derivational affixation. She says that the implementation of morphological competence in derivational affixation learning improves students' vocabulary acquisition. Sudana taught affixation in Bahasa Indonesia to English learners, in a way that resulted in significant improvement through mastery of several affixes used in affixation processes to create new words they would need.

Wysocki and Jenkins (1987) investigated whether fifth, sixth, and eighth graders use the vocabulary strategy of morphological analysis to understand complex words in their L1. Participants were given a training session two weeks before a test. They were tested on words they learned; one group studied the words related to morphological analysis and the other group did not. The researchers discovered that the students who studied vocabulary using the morphological strategy performed better, and participants understood new meanings by morphological generalization of those words sharing the same roots. Baumann et al. (2003) researched how effectively explicit instruction on affixes and roots helped elementary student speakers of English to unlock the meaning of newly encountered words that were unfamiliar. The results indicated that students who received instruction on affixes and roots outperformed the other students who were not taught them.

2.6 Affixation with Morphological Awareness

Morphological awareness is consciousness of the meaning and structure of morphemes in relation to words (Carlisle, 1995). Wysocki and Jenkins (1987) have argued that the ability to perform morphological generation helps the development of vocabulary knowledge within an

appropriate linguistic context. Knowledge of prefixes, such as the *dis-* in *dislike*, or the *un-* in *unlock*, suffixes such as the *-ness* in *happiness* or the *-tion* in *connection* or *generation*, and compounds, are involved in derivational morphology and inflectional morphology and are related to grammatical inflections such as the *-s* in *cars* or the *-ed* in *jumped*. Morphological awareness is very flexible, and morphological awareness has a close relationship with vocabulary knowledge. Derivational morphology can change a word's lexical category such as *sing/singer* or *end/endless*.

English has *right-headedness*, which means that the right morpheme modifies the meaning and identifies the subcategory of words (Clark, Gelman, & Lane, 1985). Two examples, *classroom* and *football* illustrate this notion. The construction of *class-room* indicates that the dominant noun of the pair is *room*, and that *class*, while a noun itself, still modifies *-room*. In the same way, *foot-ball* places emphasis on the *-ball*, rather than on the *foot*, indicating to the English speaker that the object at hand is a ball, not a foot. An affix may attach to either side of the root or to either side of the initial segment or syllable of the lexical item. Affixations, such as head nouns, are important for English vocabulary learners, and are possibly associated with effective vocabulary study strategies.

Clark, et al. (1985) also emphasizes head noun knowledge by comparing how Chinese and English speakers acquire vocabulary. Both English-speaking and Chinese-speaking children acquire the head noun, which is the label of a basic category; learners are then able to add a modifier to the head noun as a subcategory. In both of these languages, children have learned the meaning of a head morpheme, which is the role a prefix plays in English and are therefore able to understand its role in compound words.

2.7 Experimental Vocabulary

Vocabulary is largely classified into three groups: high-frequency words, academic words, and technical words (Ortega, 2009). High-frequency words are those that are the most common and are uttered or written most often in all uses of the language. High-frequency words can also be labeled as general-service vocabulary. Coxhead (2000) states that approximately 2,000 English words (such as *clock*, *birth*, *admire*, *popular*) make up about 76 percent of all words used. Academic vocabulary can be defined as words that are commonly used in academic texts, rather than being used in general language. There have been many attempts to classify and categorize academic words into lists for teaching and learning purposes, but the main focus has been to prepare learners for the understanding of academic reading. Two such attempts are Xue and Nation's University Word List (UWL; 1984), and Coxhead's Academic Word List (AWL; 2000). The UWL provides about 8.5 percent of text coverage, and AWL includes 570 word families whose words account for about 10 percent of the words appearing in an academic corpus. Finally, Chung and Nation (2003) estimate that technical words account for as many as one in three words in a science text they analyzed. Technical words are those occurring frequently in a single subject area such as accounting, nursing, or chemistry.

2.8 Useful Vocabulary Acquisition Strategies

Schmitt (2008) says vocabulary acquisition is the most essential part of second language acquisition for enhancing L2 learners' language development. The use of learning affixes is explored in this study, which will show how students can effectively use the strategy to increase their body of vocabulary knowledge. Teaching vocabulary is crucial for improving L2 learners' language ability to understand reading, writing,

speaking, and listening. Nation (2001) suggests four strands of vocabulary teaching. Each of them involves meaning, which Nation regards as significant when learning. They are: (a) meaning-focused input, (b) meaning-focused output, (c) language-focused learning, and (d) fluency development.

2.9 Vocabularies: Roots and Affixes

As mentioned previously, that the ability of non-English education student smallest is the sensitivity of the grammar. Pattern appropriate learning for students is by strengthening element morphosyntax (morphology and syntax). This is because the motivation of learners is to master the English language, not to decipher the phenomenon of the English language.

Aitchinson (2003: 37) explains that there are three essential components of a hierarchical to master the grammar of a language, ie phonology (including phonetics), syntax (including morphology), and semantics. Language learning will be more effective with a description of the pattern (pattern). As an example of the relationship between morphemes, the relation between vowel, or relationships between words in a field of meaning. Language learning in syntactic level cannot be separated from the mastery of vocabulary. English language learners are no longer familiar with the methods of memorization, because the end result will tend to be quantitative. They have a hundred stores vocabulary, but were unable to use it. It should be understood that the indicators of achievement of learning vocabulary is enriched vocabulary and the ability to use it (Pikulski and Shane, 2004: 1).

Vocabularies in the American Heritage Dictionary in Pikulski and Shane (2004: 2) is defined as a collection of words used, understood, or delivered by some person or group. In the development of its functions,

there are several kinds of vocabulary. According Antonacci and Catherine (2012: 83) state that language teachers there that teach vocabulary that focus on the introduction of new words (sight-word vocabularies), there is also a form of vocabulary to assess understanding of the meaning (meaning vocabularies), and vocabulary which refers to specific terminology of a field (academic vocabularies).

While Mikulski and Shane (2004: 2) gives the definition of a more comprehensive vocabulary through the images below:

According to the stages of acquisition, vocabulary divided into two, namely the literal meaning vocabulary and vocabulary. Vocabulary oral / (meaning vocabulary) was first obtained come from everyday language and mother tongue. The next stage is the vocabulary literal (literal vocabulary). While the manner of its acquisition, vocabulary can be expressive and receptive. Receptive vocabulary was obtained after a hearing or reading, while vocabulary expressive of their use through writing and speech.

The research focuses on the receptive and expressive vocabulary, because the formation of another vocabulary is psycholinguistic research approach. The increase in the acquisition and use of English vocabulary can be supported in several ways (Mikulski and Shane, 2004: 8), namely:

1. Using the read-aloud instructions.
2. Provide easily understandable instructions for the meaning of the word and the word itself.
3. Systematically teach learners about the use of prefixes suffixes and root words.
4. To teach about the relationship with reading and spelling instruction vocabulary instruction.
5. Teach the efficient and realistic about the use of a dictionary and thesaurus.

6. Teach, give examples, and support the production of strategic learning applications.
7. Supports the habit of reading as a whole, and
8. Creating a pleasant atmosphere for learning vocabulary.

2.10 Formation of the words

Many researchers who support the use of the suffix (affix) for the development of vocabulary (Nation, 1990; Bauer & Nation, 1993 in Nakayama). Schmitt research results (at Nakayama 2008) showed that 69% of learners of English in Japan stating that by analyzing prefix word and the word is very useful basis (helpful).

The suffix is one type of a language morphological process involving free and bound morpheme elements to form new words. With the additive, the vocabulary of a language will be richer. As mentioned in a study conducted by Dradjadlaksana (1997) that the learner's vocabulary is increasing with the passage of the introduction of the use of augmentation. Affixes or affixation according Wijana (2011: 63) is the process of adding affixes to form the basis of an initial or morpheme. The addition can be placed at the beginning (prefix / prefix), in the middle (insertion / infix), at the end (suffix / suffix), konfiks, and the combined affixes.

Basically the process of formation of words (word formation rules) begins with the introduction of two kinds of morpheme, namely the free morpheme and morpheme. Carstairs and McCarthy (2002: 18) describes that the free morpheme is a morpheme that can stand on its own, while the morpheme is tied / dependent on the other morpheme. For example, the word adjective readable form, is formed of two morpheme is read and Able. Read morpheme is a free morpheme, because without being followed Able she still has meaning and word class position, namely as a noun. While –able is bound morpheme. Because when standing alone,

morpheme has no meaning and word class. Morpheme in certain circumstances can become very attached to morphemes free. For example, the morpheme buckle-, cran- , in buckle berry and cranberry. Formation of such words is the one who often confuse students. Most of them come to the university with memorizing vocabulary, so when it encounters a change morpheme become confused.

The position of free morpheme by Carstairs and McCarthy (2002: 20) then becomes the core of a word or word basis. The question that needs further reviews is usability affixation in the formation of a word. In terms of morphology, there are two types of morpheme derived from affixation process, i.e. inflection and derivation. Both types of morpheme are very important in the process of enriching the vocabulary of English language learners. Most English words is formed by a combination of elements, namely the prefix and suffix morphemic, with the basic words. If the learner understands the process of this combination, they will have one of the strong points of language acquisition through the development of vocabulary (Anderson and Freebody in Pikunski and Shane, 2004: 6)

In the development of the latest research, there are some guidelines teaching uses prefixes, suffixes, root words and their implementation (Templeton in Pikulski and Shine, 2004: 6) For learners intermediate level, they will explore forms of prefixes and improve the ability to identify the suffix, and how usefulness both to the basic words. Examples govern (verb) + -ment = government (noun). Morpheme derivation is changing class morpheme word when added to another (O'Grady, 2001: 32). As an example of a free morpheme serious form of the adjective, when added morpheme -ly then will turn his class into adverbs, i.e. seriously. Another example is a free morpheme forgives the form of the verb, if added -en morpheme will turn his class into adjectives, namely Forgiven. Whereas, inflectional morpheme will not change the class, he

said. It will only change the function, for example, be plural or a verb now and the past.

There are several advantages to study particle-additive commonly used. First, when students are already familiar with the pronunciation / phonation of a prefix, suffix or root of the word they have had a good startup capital to ring the new words that perhaps they do not know. For example, a student will have the ability to mention the word, for example, Transcontinental easier because -trans is a group of words common / familiar / frequently used by people. Second, students can more easily determine the meaning if they already know the meaning of an additive such as anti- (against) the antiwar word. Third, students will realize that the knowledge of the particle will be very useful when spelling (spelling). Because some additive has several variations in spelling (ANT, ent-), knowing the particle will assist in spelling words eg anterior.

2.11 Development of Vocabulary Learning

In the process, starting with the method of learning vocabulary Discourse-based language teaching (1988) which became the forerunner of Communicative Language Teaching, followed by the phrase lexical approach (Carter & Mc Carty, 1988), lexical approach (Lewis, 1993-1997) that Popular with rote method, then lexical syllabus (Sinclair & Renauf, 1998, and Willis 1990) which is a morphological approach to word formation. In addition, the latest form of teaching vocabulary also exists, which is in the format of the corpus by modern technology. The first stage is associated to the competence established vocabulary for carrying the vocabulary in a text containing a certain context. While the phrase lexical approach phases associated to unknown vocabulary and acquainted as well as accommodate the introduction of vocabulary enrichment. Lexical approach is also famous phrase because it accommodates learners base- tingka medium. Right morphological

approach used for unknown stage so that students are more familiar with specific vocabulary. Then for enrichment to acquainted stages, students will be introduced to the reasoning according affixes meaning attached to the base word. Thus, the approach of vocabulary in the form of lexical approach in the form of rote is no longer effective, because students will have the risk to forget.

Tankersley (2005) suggests that effective vocabulary learning for students should include encouraging students to experiment with words, and explicitly teaching word meanings and word formation strategy. A number of strategies specifically for learning vocabulary have been identified since vocabulary learning rapidly changed into an area of growing research and publication. One of these strategies is word formation strategy which deals with putting together smaller elements to form larger words with more complex meanings.

Word in the language system is defined as a structural and semantic thing. It is the crucial unit of a language; it is a very challenging and difficult thing to define because it results from the association of a particular meaning with a particular group of sounds. So, the concept of the word is very challenging and difficult to define (Read, 2000). He points out that structure words as function words include: articles, prepositions, pronouns, conjunctions, and auxiliaries which belong more to grammar of the language, while semantic words are known as content words and include nouns, verbs, adjectives, and adverbs and refer to the meaning of the elements. And in this distribution the base form of a word is known as a 'Lemma'.

Strategies for dealing with vocabulary items are different and one of these strategies is learning vocabulary through affixes which is enable students to both deepen their present word knowledge and to better understand unknown words encountered in the future. Affix is divided into suffix and

prefix. In modern English suffixation is mostly characteristic of noun and adjective formation, while prefixation is mostly typical of verb formation. In addition to contextualization, or indirect instruction, another powerful vocabulary teaching and learning method is structural analysis means word parts (Nourie & Davidson, 1992). Word parts are basic meaning, basic blocks used in many English words. Learning them can help ESL learners to guess and remember new words as well as to spell words.

Stoffer (1995, cited in Fahim, & Komijani, 2010) made one of the first attempts at categorization of vocabulary learning strategies. She designed a questionnaire with 53 individual strategies (involving over 700 learners) grouped into the following nine categories:

- (1) Strategies used for self-motivation,
- (2) Strategies used to create mental linkages,
- (3) Strategies used to overcome anxiety,
- (4) Strategies used to organize words,
- (5) Memory strategies,
- (6) Visual/auditory strategies,
- (7) Strategies involving physical action,
- (8) Strategies involving creative activities, and
- (9) Strategies involving authentic language use.

Clark (1998) by production data concerning morphology has suggested that children find it easier to process suffixes than they do prefixes. This evidence comes from cross-linguistic studies of polysynthetic languages which mark inflection with both prefixes and suffixes. In a study, Nation (2001) states if learners have special purposes for learning English, it is worth investigating to recognize if there are affixes and stems in their areas of specialization which are important. Students of medicine, botany and zoology, for example, will find that there are affixes and stems like:

haemo- and photo- that make access to many technical words in their fields.

To avoid confusion, Schmitt (2000) categorizes the vocabulary learning strategies into two categories: (1) strategies that are useful for the initial discovery of a word's meaning, and (2) those useful for remembering that word once it has been introduced. Some of these strategies are named "shallow" strategy but others are named "deeper" strategy, in general "shallow" strategies such as simple memorization, repetition, and taking notes are more commonly used by beginners, while more complex ones or "deeper" strategies are more commonly used by higher level learners, require significant active manipulation of information, for instance, imagery, inference, and the Keyword Method. If the depth of the processing perspective needs to follow, the relatively "shallow" strategies may be less effective than "deeper" strategies.

In learning new complex words, Nation (2001) classified the word part strategy involves two steps:

1. Break the unknown word into parts which requires learners recognize prefixes and suffixes occur in words.
2. Relate the meaning of the word parts to the meaning of the whole word which requires learners know the meaning of the common word parts and also requires learners should be able to re-express the dictionary definition of a word to include the meaning of its prefix, stem and suffix.

He made distinction between two types of affixes: derivational and inflectional. The derivational affixes also include suffixes and prefixes. Most of the derivational suffixes and a few prefixes can change the part of speech of the word. For example: they are added to (sad (adjective) / sadness (noun)). Then, it can be said that most of the affixes, especially prefixes, can change the meaning of the word (happy / unhappy). The inflectional affixes are all suffixes, they include -er, -ing, -s (third person

singular), -s (plural), -er (comparative), -est (superlative). Inflections suffixes do not alter the part of speech of the word and are added after a derivational suffix, but a derivational suffix alters the part of speech of the word or word group.

As it was said one of the essential strategies for learning vocabularies is using word parts or so called word formation strategy, this strategy can be beneficial to the students' vocabulary development by "knowing some common prefixes and suffixes (affixes), and root words can help students learn the meaning of many new words.

Al-Farsi (2008) declares that Affixes can appear in these forms:

- Prefixes (e.g. uni-): bound morphemes attached in front of a stem.
- Suffixes (e.g. -able): bound morpheme attached at the end of a stem.
- Infixes: bound morpheme attached in the middle of a stem (not in English)
- Circumfixes: bound morpheme attached simultaneously before and after the stem. (not in English)

According to Ebbers and Denton (2008), students can be taught to make inference by combining information gained from the surrounding context around the word names outside clues and the morphemes inside the word names inside clues. This is a good strategy called the outside-in strategy. Good teachers by keeping this key goal in mind, modeling the outside-in strategy frequently in order to help students become adept. They also use a think-aloud procedures to help enable transfer of knowledge of affixes and roots to all reading materials across the curriculum. Therefore, students memorize the meanings of key prefixes, suffixes and roots to learn new words better. Moreover, Nakayama (2008) examined whether teaching affixes knowledge intentionally leads to better vocabulary learning. His study focused on prefixes only and found that systematic teaching of prefix knowledge is effective for learners who do not have

prefix knowledge at the beginning and in order to retain a vocabulary item in the longer term, a thorough review of each vocabulary item is more important.

There are many studies of English affixes because a large portion of the words coming from Latin or Greek make use of affixes so their studies have attempted to calculate the proportion of English words. And some of them study the effectiveness of affixes knowledge such as study by Sadeghi, Nasrollahi, Mazandarani, and Mesgar (2011) explored the positive effect of teaching vocabulary through word formation strategy on vocabulary learning of Iranian Intermediate EFL students. This study revealed some interesting facts. In brief this research showed that the students who received the special treatment with word formation strategy performed much better than the students who were instructed with conventional strategies in the posttest. Also in another study by Nation (1990) investigated the role of using affix knowledge in vocabulary learning of advanced learners concerning unfamiliar words by relating them to known words or known prefixes and suffixes. Also in another study, He states that if learners have special purposes for learning English, it is worth investigating to recognize if there are affixes and stems in their areas of specialization which are important. Students of medicine, botany and zoology, for example, will find that there are affixes and stems like: *haemo-* and *photo-* that make access to many technical words in their fields.

Therefore, one of the factors may have been the novelty of this study by those intermediate learners is the fact that they needed more opportunity to focus more on the number of affixes and affixation instruction. Although teachers pay attention to this issue, it is less than it should be. There is no doubt that affixation instruction can be a great help for learners in improving the proficiency level in English courses.

2.12 The Learning Strategies Grand-design

According to the results of classroom observations, students since high school tend to be taught by rote memorization of vocabulary and understand the word. They were then asked to make sentences out of words. Nevertheless, given vocabulary tends to be forgotten just because the user only when it is discussed in the classroom. Students are not accustomed to using a particular vocabulary for his production skills are not honed to maximum. In other words, in high school, students tend to just introduced specific vocabulary, but not diperkaya- not used continuously went on and not categorized in a certain context.

This refers to the development of research on lexical pattern phrase approach to introduce a variety of words in the coverage categories. Then introduced how to change the word class through morphology, namely affixes. So with only one word to know the basic course, students will further enrich the vocabulary to 3-5 words. For example, for unknown stages, students are introduced basic economy of meaningful word economy, belongs to a class noun. Then, with the understanding lexical phrases in the form of affixes suffix -ics, -cal, -ies, -itarian, -ize, -cally, the student has more bank said, namely economics (economics-grade noun), economical (adjective), economies (economy-class noun), (economic class mathematician noun), economize (verbs), and economically (adverbs). By mastering 6 word-based economy, then the student is getting a lot of his word bank (unknown phase have been met).

Then to familiarize with the meaning of words, then by characterizing the meaning of affixes (that ends -cal tend to form adjectives, which ends in -ist, -y, and -ies tends to be a noun; experts / specialists, noun formed from the verb, and pluralism), then the student will easily find a pattern of meaning as the word is already used in a large text. Students do not always have to memorize the meaning, but was able to guess the meaning

of words through her bound morpheme. Familiarity vocabulary is shown by the indicator's ability to guess the meaning of the word. So the vocabulary becomes easier.

Referring to the discussion above, the research standpoint this development is to maximize vocabulary with vocabulary enrichment and the use of vocabulary. Thus, this development research abandons the tradition of learning lexical approach and accommodates the needs of learners' basic level.

2.13 Part Two: Previous Studies

According to Bauer and Nation (1993), learners whose L1 is related to English language because of the similarity between the L1 and L2, know the base form of the word as well as affix knowledge, also they could guess and use derivative words. The result of a questionnaire conducted by Schmitt (1997), focusing on the situation of Japanese EFL learners, shows that 69% of the learners think studying words by analyzing affixes and roots is helpful. But the learners who actually used this strategy were reported to be only %15. These results show that although the students have positive image of this strategy, many of them do not use it in their own learning. Aizawa (1998) holds that the Japanese learners' L1 is unrelated to English, then they lack sufficient affix knowledge, which makes it difficult for them to use word family concept. In addition, Okada (2005) holds that the Japanese learners' small vocabulary size and limited knowledge of affix are the reason for this.

Schmitt and Meara's (1997) study showed the results that their participants' suffix knowledge was poor. They were Japanese students whose major was English. As a group, the participants showed 62-66% achievement (with 57% mastery of inflection on the receptive section); on the productive section, they mastered 59% of inflection and 15% of derivation. The top four verbal suffixes given to the participants were

three inflections (-ed, -ing and -s) and a derivation (-ment). They also explained that the difference between the inflection and derivation scores was because inflections are more rule-based (for example, students know that inflectional suffixes in the tests can be added to verbs). On the contrary, derivations in the study needed idiosyncratic knowledge.

This means students need to memorize L2 derived words because there is no principal way to recognize or recall the tested word from its word parts. In this case, the students could not make much use of the patterns of word formation.

Very few studies (Nakayama, 2008; Ward & Chuenjundaeng, 2009) focus on the efficiency aspect of using word part strategy or affix knowledge to learn vocabulary. Nakayama looked at the efficiency of systematic vocabulary teaching using affix knowledge. The focus was on five prefixes. The study aimed to investigate whether teaching affix knowledge facilitates vocabulary learning. Two groups of students took part in Nakayama's study; the only difference between the two groups being that one was given a short lecture about affixes while the other was not. The two groups of students were then given the same time to guess the meaning of sixty words by filling out a work sheet. They were subsequently given the L1 translations of the sixty words to memorize. Finally, the students took a vocabulary test in which they were required to fill in the L1 meaning of the sixty words. The same test was taken a week later. As for the short lecture about affixes in Nakayama's study, it was a three-minute powerpoint display: the explanation of prefixes and their visualized images were shown at first and then a display of the target words with these prefixes. In the present study, the students were also given a lecture about affixes at the very beginning (see Section 1.2.5), but the method is otherwise very different from Nakayama's: the students in the present study were not given time to guess and memorize words.

Instead, the test was designed to examine whether students can understand the meaning of whole words by using the given meaning of their root. Also, all the instructions and answers of the materials in this study were in English and not in L1.

Another study, conducted recently, investigated whether word-building as learning or teaching strategy could facilitate vocabulary learning from another perspective – suffix acquisition (Ward & Chuenjundaeng, 2009). The study investigated whether knowing a word facilitated understanding of other words within the same word family. Two tests were taken in Ward and Chuenjundaeng’s study; there was a one-week interval between the two tests. The students were required to write down the L1 meaning of the thirty-two words selected. The first test consisted of sixteen headwords (or roots) and sixteen derived words; the second test consisted of sixteen

derived words from the headwords in the first test and sixteen headwords of the derived words in the first test (e.g., *design* in the first test and *designer* in the second one; *challenger* in the first test and *challenge* in the second one). The results of Ward and Chuenjundaeng’s study suggest that learning roots can facilitate learning the derived form of the root, but not vice versa. Their study also suggests that in order to acquire word-building strategy, the frequency of exposure seems to be indispensable.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted the descriptive analytical method. Two instruments are used as primary tools for data collecting methods in this study (questionnaire to teachers of English, diagnostic test to first year students of English at SUST, College of Languages).

3.1 Method of the Study

The researcher adopted descriptive analytical method. Two instruments have been used to collect the information of this study. Namely, questionnaire has given to teachers of English language and diagnostic test which was distributed to first year students of English at SUST, College of Languages.

3.2 Population and Sample of the Study

The populations of this study were first year students of English at SUST and teachers of English languages. A questionnaire was distributed to the teachers from both sexes. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses likert 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is designed based on the questions of the study. The questions of the study were turn to statements that provide suggested answers from the teachers at university level were supposed to select the options which correspond to their responses. Diagnostic test

was contains four questions. The items correspond directly to the hypotheses of the study. It is conducted to first year students of English at SUST, College of Languages. The answers of the responses are treated statistically for the purpose of findings.

3.3 Tools of Data Collection

The tools of study were questionnaire and diagnostic test. A questionnaire was given to (20) teachers of English language and diagnostic test which was distributed to (30) first year students of English at SUST, College of Languages.

3.4 Procedures of the Study

The researcher followed the following procedures in order to conduct this study. Initially, teachers from some of the Sudanese educational institutes were asked to respond to the questionnaire so as to glean their positive ideas about the use of affixes learning strategy. Students of English at SUST-College of Languages were asked to respond to the diagnostic test. The obtained data from the questionnaire will be analyzed using the SPSS and Alpha Cronbach's program specifically with percentile.

3.5 Validity and Reliability of the Study

The questionnaire and diagnostic test were judged by three Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire is reasonable in terms of items . In this case , the researcher will revise all amendments, and some of typing mistakes on his questionnaire were corrected.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use more than one time under the same conditions. In addition, the reliability means when a certain test was

applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures.

3.6 Statistical Reliability of the Questionnaire

	Cronbach's Alpha	Number of Items
	0.76	10

3.7 Statistical Reliability of the Diagnostic Test

	Cronbach's Alpha	Number of Questions
	0.74	4

Summary

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedures followed in each tools, including population, sample, validity and reliability of each instruments.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND
DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 20 respondents who represent the teachers' community in Sudanese Universities and diagnostic test was distributed to first year students of English at SUST- College of Languages.

4.1 Analysis of the Questionnaire

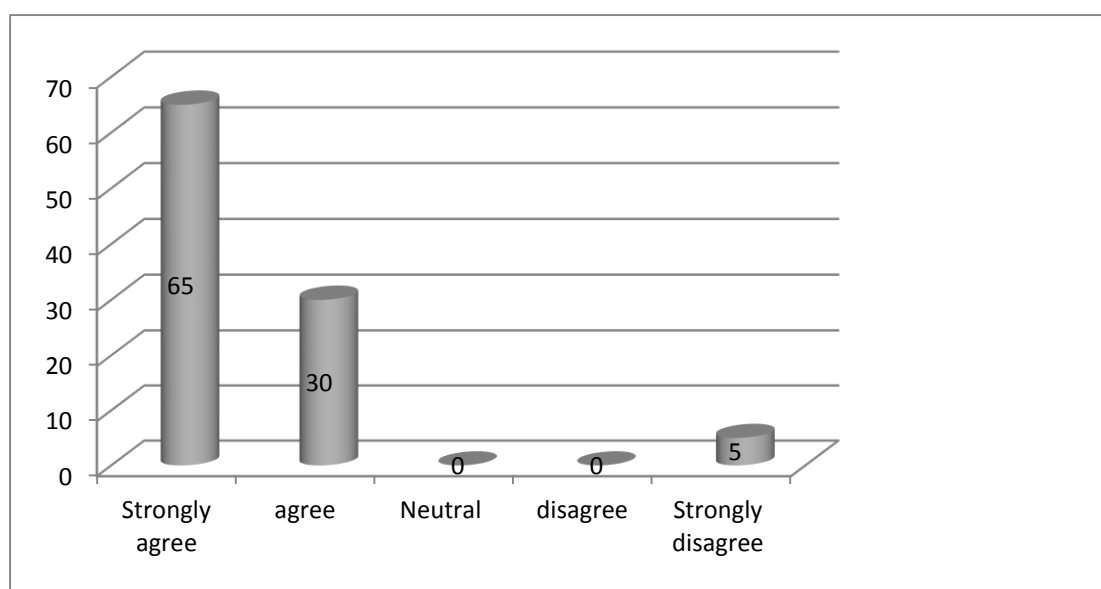
The researcher distributed the questionnaires to the determined study sample which includes (20) lecturers and teachers, then constructed the required tables for the collected data. This step consists of transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (5, 4, 3, 2, 1) respectively, also the graphical representations were designed for this purpose.

H1 : The number of affixes on vocabulary learning can positively influence EFL students in promoting written context.

Statement (1): Vocabulary learning can help students in promoting morphological competence.

Table No. (4.1) The Frequency Distribution for the Respondents' Responses of Statement No.(3)

Valid	Frequencies	Percentage
strongly agree	13	65
agree	6	30
neutral	0	0
disagree	0	0
strongly disagree	1	5
Total	20	100



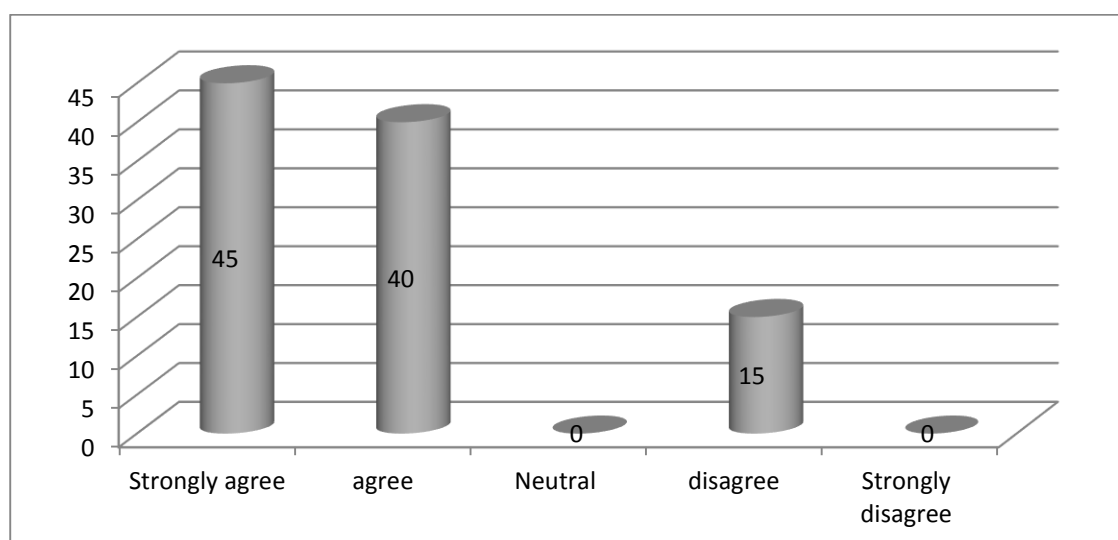
The above table No.(3) and figure No. (3) show that there are (13) respondents in the study's sample with percentage (65%) strongly agreed with that " Vocabulary learning can help students in promoting morphological competence." There are (6) persons with percentage (30%) agreed with that, and (0) person with percentage (0%) was not sure that, and (0) person with percentage (0%) disagreed, and (1) person with percentage (5%) strongly disagreed.

Statement (4): Using a monolingual dictionary can promote students in recognizing affixes.

Table No. (4.2)The Frequency Distribution for the Respondents’ Responses of Statement No.(4)

Valid	Frequencies	Percentage
strongly agree	9	45
agree	8	40
uncertain	0	0
disagree	3	15
strongly disagree	0	0
Total	20	100

Fig (4.2)



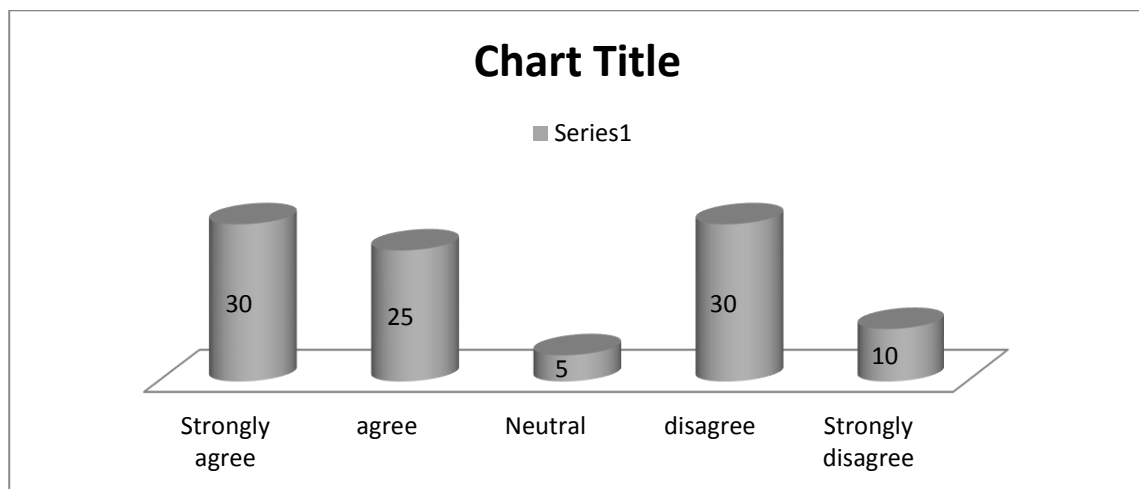
The above table No.(4.4) and figure No.(4.4) show that there are (9) teachers in the study's sample with percentage (45%) strongly agreed with that " Using a monolingual dictionary can promote students in recognizing affixes.." There are (8) teachers with percentage (40%) agreed with that and (0) teachers with percentage (0%) were not sure, and (3) teachers with percentage (15%) disagreed, and (0) teachers with percentage (0%) strongly disagreed.

Statement (5): Students can develop their vocabulary knowledge through the explicit teaching of prefixes or suffixes.

Table No. (4.5)The Frequency Distribution for the Respondents’ Responses of Statement No.(5)

Valid	Frequencies	Percentage
strongly agree	6	30
agree	5	25
uncertain	1	5
disagree	6	30
strongly disagree	2	10
Total	20	100

Fig (4.5)



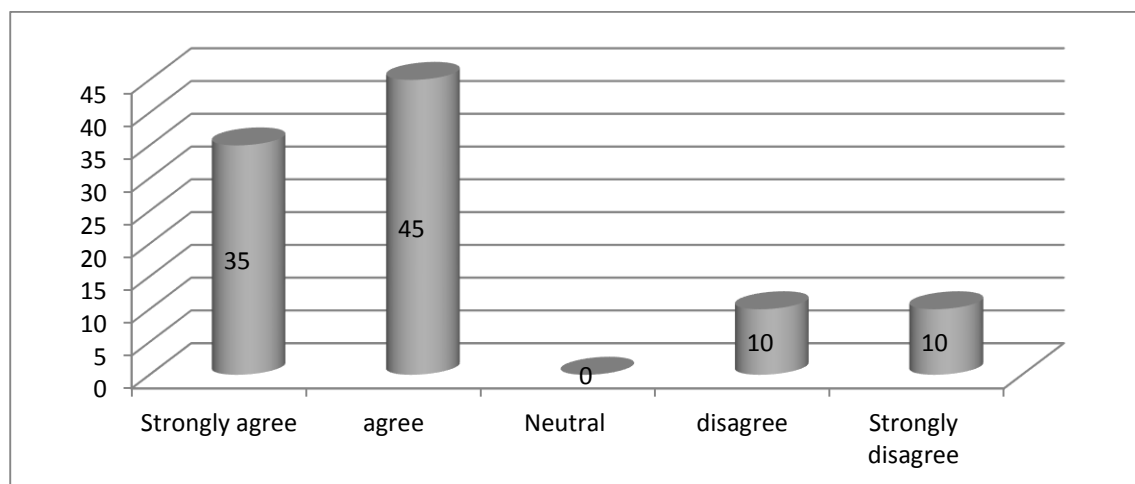
The above table No.(4.5) and figure No.(4.5) show that there are (6) teachers in the study's sample with percentage (30%) strongly agreed with that " Students can develop their vocabulary knowledge through the explicit teaching of prefixes or suffixes "There are (5) teachers with percentage (25%) agreed with that, and (1) teachers with percentage (5%) was not sure, and (6) teachers with percentage (30%) disagreed, and (2) teachers with percentage (10%) strongly disagreed.

Statement (6): Students can acquire a large number of foreign language vocabulary simply by learning affixes.

Table No. (4.6)The Frequency Distribution for the Respondents’ Responses of Statement No.(6)

Valid	Frequencies	Percentage
strongly agree	7	35
Agree	9	45
Neutral	0	0
disagree	2	10
strongly disagree	2	10
Total	20	100

Fig (4.6)



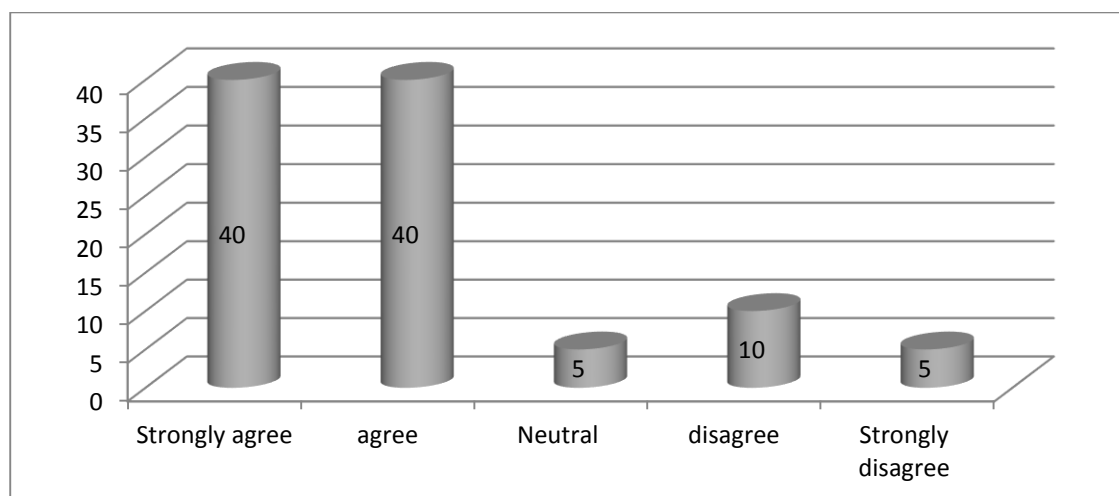
The above table No.(4.6) and figure No.(4. 6) show that there are (7) teachers in the study sample with percentage (35%) strongly agreed with that " Students can acquire a large number of foreign language vocabulary simply by learning affixes. ." There are (9) persons with percentage (45%) agreed with that, and (0) teachers with percentage (0%) was not sure that, and (2) teachers with percentage (10%) disagreed, and (2) teachers with percentage (10%) strongly disagreed.

Statement (7): When students come across a vocabulary item several times in different contexts, they can figure out what it means..

Table No. (4.7)The Frequency Distribution for the Respondents’ Responses of Statement No.(7)

Valid	Frequencies	Percentage
strongly agree	8	40
agree	8	40
Neutral	1	5
disagree	2	10
strongly disagree	1	5
Total	20	100

Fig (4.7)



The above table No.(4.7) and figure No.(4. 7) show that there are (8) teachers in the study sample with percentage (40%) strongly agreed with that " When students come across a vocabulary item several times in different contexts, they can figure out what it means.."There are (8) teachers with percentage (40%) agreed with that, and (1) teacher with percentage (5%) was not sure, and (2) teachers with percentage (10%) disagreed, and (1) teacher with percentage (5%) strongly disagreed.

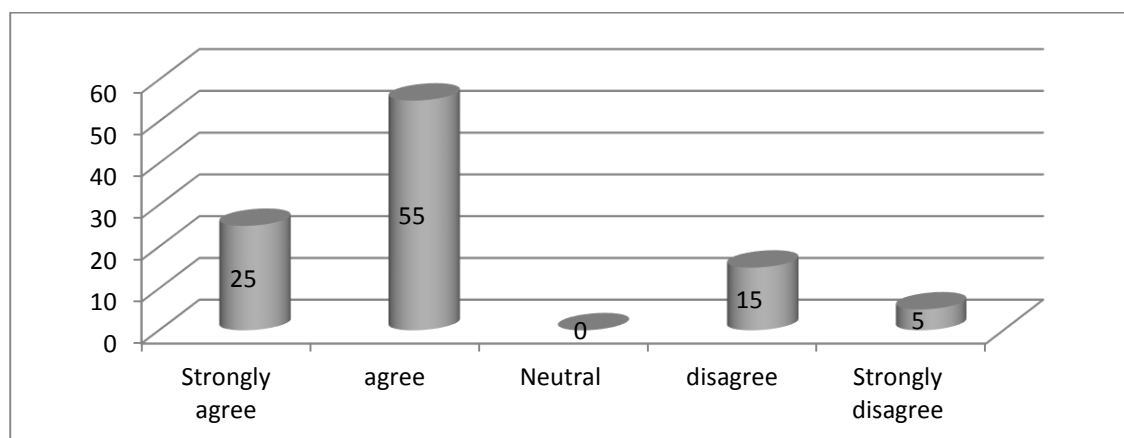
H 2 : There are strategies can be applied to enhance vocabulary learning in written context.

Statement (8) : Visual aids can foster students' English Vocabulary.

Table No. (4.8)The Frequency Distribution for the teachers' Responses of Statement No.(8)

Valid	Frequencies	Percentage
strongly agree	5	25
agree	11	55
nuetral	0	0
disagree	3	15
strongly disagree	1	5
Total	20	100

Fig (4.4)



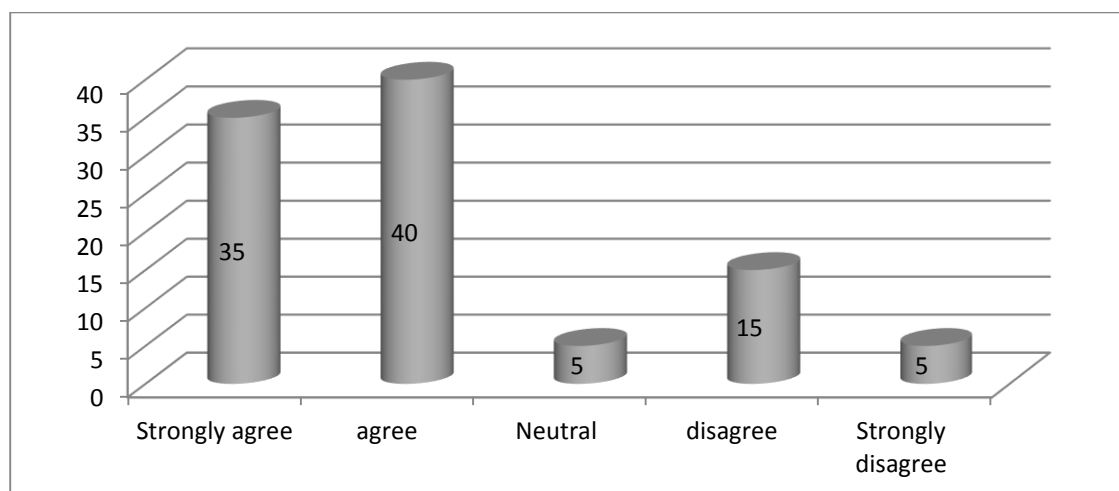
The above table No.(8) and figure No.(8) show that there are (5) teachers in the study sample with percentage (25%) strongly agreed with that " Visual aids can foster students' English Vocabulary." There are (11) teachers with percentage (55%) agreed with that and (0) teacher with percentage (0%) was not sure and (3) teachers with percentage (15%) disagreed and (1) teacher with percentage (5%) strongly disagreed.

Statement (9): Students can learn new words by gaining control of prefixes and suffixes.

Table No. (4.9)The Frequency Distribution for the teachers’ Responses of Statement No.(9)

Valid	Frequencies	Percentage
strongly agree	7	35
agree	8	40
neutral	1	5
disagree	3	15
strongly disagree	1	5
Total	20	100

Fig (4.9)

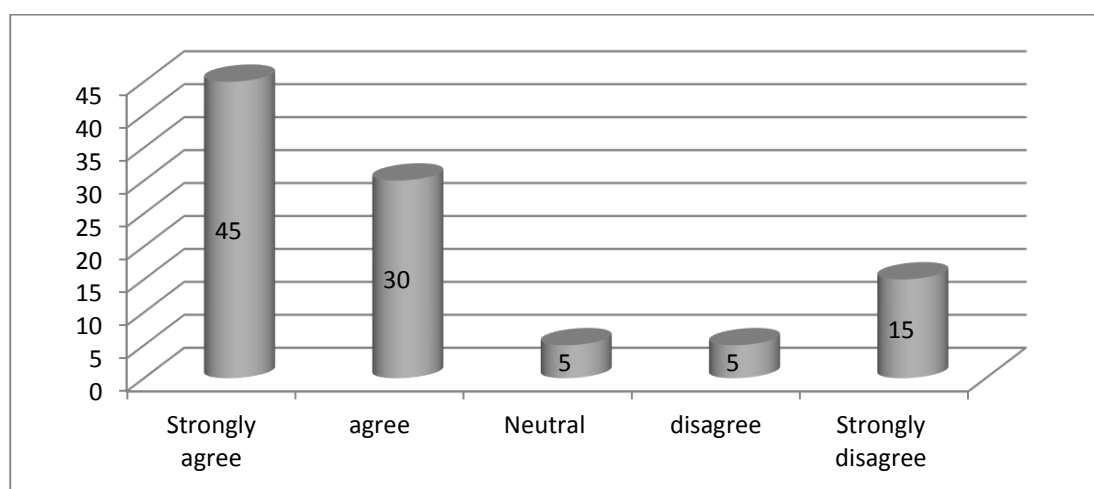


The above table No. (4.9) and figure No.(4.9) show that there are (7) teachers in the study's sample with percentage (35%) strongly agreed with that " Students can learn new words by gaining control of prefixes and suffixes.."There are (8) teachers with percentage (40%) agreed with that and (1) teacher with percentage (5%) was not sure and (3) teachers with percentage (15%) disagreed and (1) teacher with percentage (5%) strongly disagreed.

Statement (10): The most effective word-learning strategy can be related to morphological awareness.

Table No. (4.10)The Frequency Distribution for the Respondents' Responses of Statement No.(10)

Valid	Frequencies	Percentage
strongly agree	9	45
agree	6	30
neutral	1	5
disagree	1	5
strongly disagree	3	15
Total	20	100

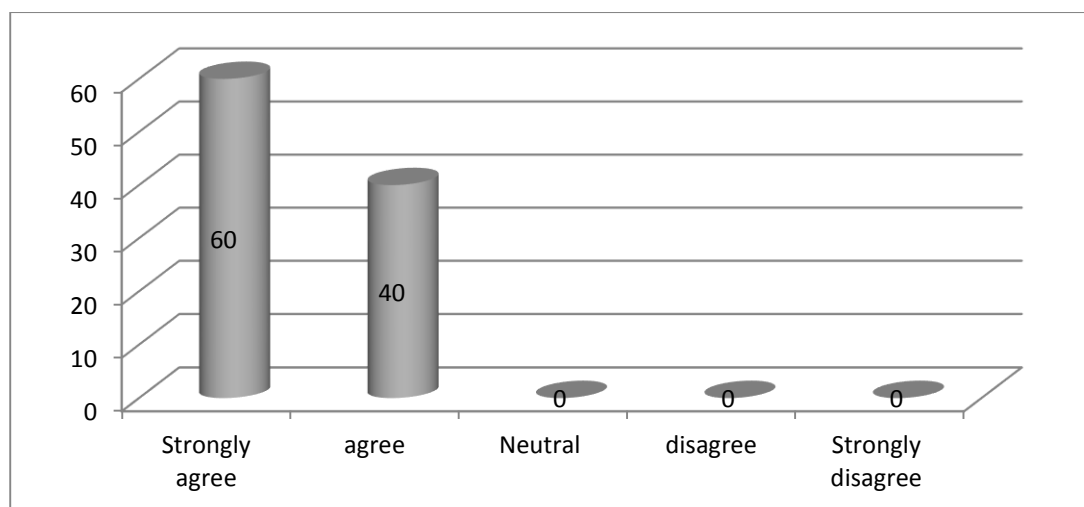


The above table No.(4.10) and figure No.(4.10) show that there are (9) teachers in the study's sample with percentage (45%) strongly agreed with that " The most effective word-learning strategy can be related to morphological awareness.." There are (6) teachers with percentage (30%) agreed with that and (1) teacher with percentage (5%) was not sure and (1) teacher with percentage (5%) disagreed and (3) teachers with percentage (15%) strongly disagreed.

Statement (11): Teachers can encourage students to use note book to facilitate vocabulary learning.

Table No. (11)The Frequency Distribution for the Respondents’ Responses of Statement No.(11)

Valid	Frequencies	Percentage
strongly agree	12	60
agree	8	40
neutral	0	0
disagree	0	0
strongly disagree	0	0
Total	20	100

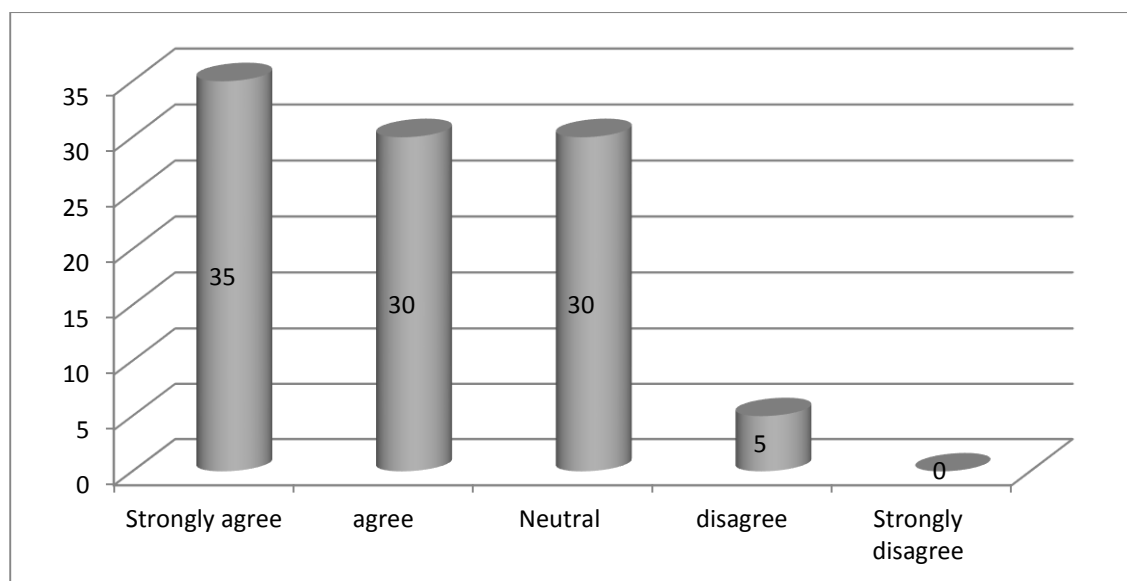


The above table No.(11) and figure No. (11) show that there are (12) teachers in the study's sample with percentage (60%) strongly agreed with that " Teachers can encourage students to use note book to facilitate vocabulary learning.." There are (8) persons with percentage (40%) agreed with that, and (0) teacher with percentage (0%) was not sure, and (0) teacher with percentage (0%) disagreed, and (0) teacher with percentage (0%) strongly disagreed.

Statement (12): Students can use online exercises to test their English vocabulary knowledge.

Table No. (12)The Frequency Distribution for the Respondents’ Responses of Statement No.(12)

Valid	Frequencies	Percentage
strongly agree	7	35
agree	6	30
Neutral	6	30
disagree	1	5
strongly disagree	0	0
Total	20	100



The above table No.(12) and figure No.(12) show that there are (7) teachers in the study's sample with percentage (35%) strongly agreed with that students to use online exercises to test their vocabulary ."There are (6) teachers with percentage (30%) agreed with that, and (6) teachers with percentage (30%) were not sure, and (1) teacher with percentage (5%) disagreed, and (0) teacher with percentage (0%) strongly disagreed.

4.2 Test of the Study Hypotheses

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each statement from the questionnaire that shows the opinions of teachers about the problems. To do that, the researcher will give five degrees for each teacher "strongly agree", four degrees for each teacher "agree", three degrees for each teacher "neutral", two degrees with each teacher "disagree", and one degree for each teacher with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test will be used to know if there are statistical differences among the teachers' responses about the study's hypotheses.

Table (1) Chi –Square Test for Hypothesis NO. (1): The number of affixes on vocabulary learning can positively influence EFL students in promoting written context.

No	Statement	mean	SD	Chi square	p-value
1	Vocabulary learning can help students in promoting morphological competence.	2.9	4.1	22	0.000
2	Using a monolingual dictionary can promote students in recognizing affixes.	2.6	0.5	19	0.000
3	Students can develop their vocabulary knowledge through the explicit teaching of prefixes or suffixes	2.8	0.9	31	0.000

4	Students can acquire a large number of foreign language vocabulary simply by learning affixes.	3.9	1.6	22	0.000
5	When students come across a vocabulary item several times in different contexts, they can figure out what it means.	2.7	1.5	30	0.000

The calculated value of chi-square for the significance of the differences for the teacher's responses in the 1st statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the teachers who agreed with the statement "Vocabulary learning can help students in promoting morphological competence.."

The calculated value of chi-square for the significance of the differences for the teachers' responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the teachers who agreed with the statement "Using a monolingual dictionary can promote students in recognizing affixes.."

The calculated value of chi-square for the significance of the differences for the teachers' responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Students can develop their vocabulary knowledge through the explicit teaching of prefixes or suffixes"

The calculated value of chi-square for the significance of the differences for the teachers' responses in the 4th statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the teachers who agreed with the statement "Students can acquire a large number of foreign language vocabulary simply by learning affixes.

The calculated value of chi-square for the significance of the differences for the teachers' responses in the 6th statement was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the teachers who agreed with the statement When students come across a vocabulary item several times in different contexts, they can figure out what it means.

According to the previous results, the 1st hypothesis is accepted.

Table (2) Chi –Square Test for Hypothesis NO. (2): There are strategies can be applied to enhance vocabulary learning in written context.

Nom	Statement	mean	SD	Chi square	p-value
1	Visual aids can foster students' English Vocabulary.	3.8	2.1	27	0.000
2	Students can learn new words by gaining control of prefixes and suffixes.	2.7	1.5	29	0.000
3	The most effective word-learning strategy can be related to morphological awareness.	3.6	0.5	34	0.000
4	Teachers can encourage students to use note book to facilitate vocabulary learning.	2.8	1.6	27	0.000
5	Students can use online exercises to test their English vocabulary knowledge.	3.9	2.7	23	0.000

The calculated value of chi-square for the significance of the differences for the teachers' responses in the 1st statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents

who agreed with the statement “Visual aids can foster students’ English Vocabulary.”

The calculated value of chi-square for the significance of the differences for the teachers’ responses in the 2nd statement was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the teachers who agreed with the statement “Students can learn new words by gaining control of prefixes and suffixes..”

The calculated value of chi-square for the significance of the differences for the teachers’ responses in the 3rd statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the teachers who agreed with the statement “The most effective word-learning strategy can be related to morphological awareness.”

The calculated value of chi-square for the significance of the differences for the teachers’ responses in the 4th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the teachers who

agreed with the statement “Teachers can encourage students to use note book to facilitate vocabulary learning.”

The calculated value of chi-square for the significance of the differences for the teachers’ responses in the 5th statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the teachers, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “Students can use online exercises to test their English vocabulary knowledg..”

According to the previous results, the 2nd hypothesis is accepted.

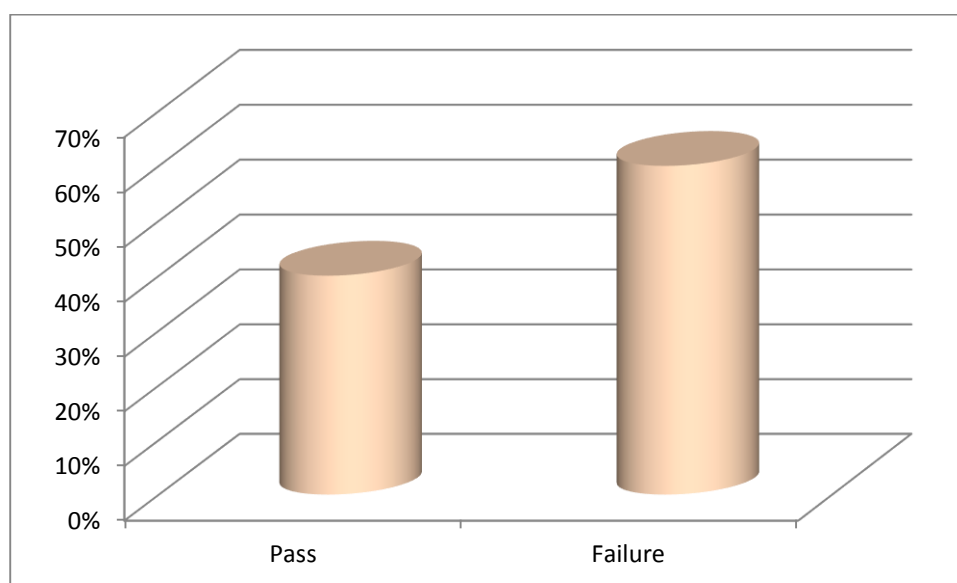
4.3 Analysis of Diagnostic Test

Hypothesis One:

Question One: *Complete the following sentences with the correct prefixes: uni-, mono-, bi-, tri-, multi- and poly-.*

Table (1) shows the frequency and percentage distribution of the answers according to part (1)

Valid	Frequency	Percentage
Pass	12	40%
Failure	18	60%
Total	30	100

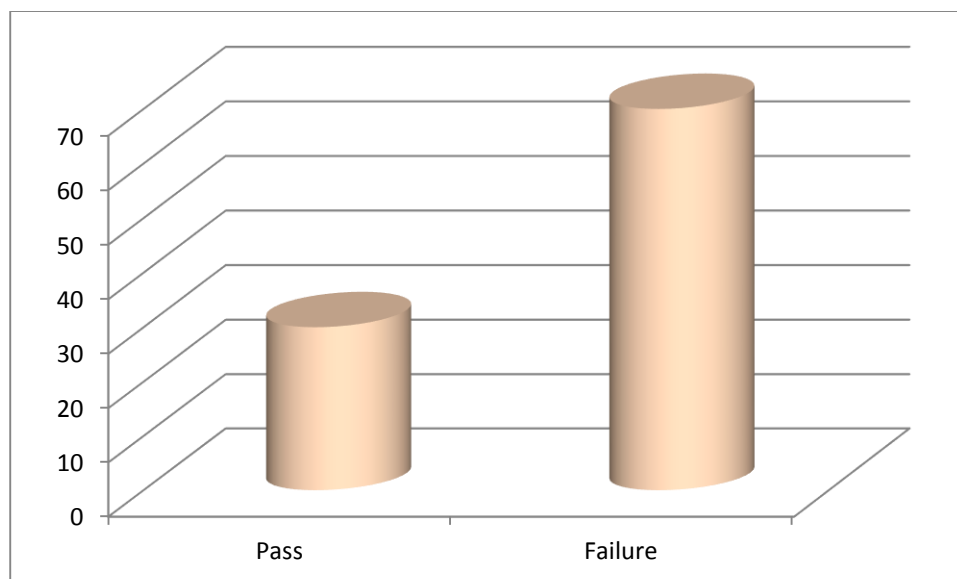


The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and show that most of the sample answers were failure which are represented by the percentage (60%).

Question Two: Complete the following sentences by changing the adjectives or nouns in italics into verbs

Table (2) shows the frequency and percentage distribution of the answers according to part (2)

Valid	Frequency	Percentage
Pass	9	30
Failure	21	70
Total	30	100

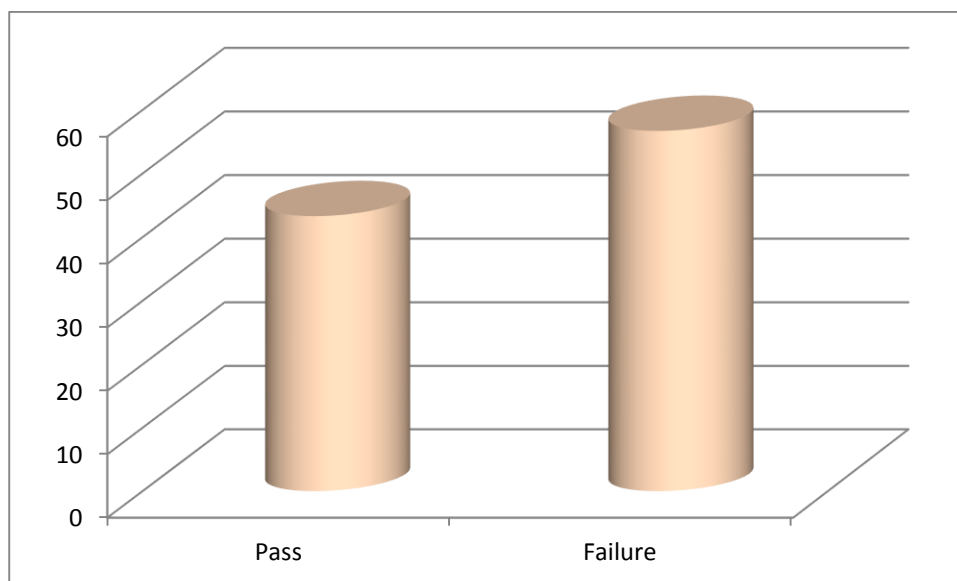


The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and show that most of the sample answers were failure which are represented by the percentage (70%).

Question Two: Put the correct suffixes or prefixes in the underlined words:

Table (3) shows the frequency and percentage distribution of the answers according to part (2)

Valid	Frequency	Percentage
Pass	13	43.3
Failure	17	56.7
Total	30	100



The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (56.7%).

Table No (4) The Frequency Distribution and decisions for the students' Answers of all questions

	Pass		Failure		
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	13	40	35	60	Accept
Question 2	11	30	39	70	Accept
Question 3	13	43.3	17	56.7	

This table No.(1) its shown the summary of the results . For the **question one**, it's clear that the number of students who failed in the question one is greater than the number of students who pass the question (60%) so the hypothesis of the study related to question one is accepted.

This table No. (2) it's shown the summary of the results. For the **question two**, it's clear that the number of students who failed in the question two is greater than the number of students who pass the question (70%) so the hypothesis of the study related to question 2 is accepted

This table No. (3) it's shown the summary of the results. For the **question three** , it's clear that the number of students who failed in the question two is greater than the number of students who pass the question (56.7%) so the hypothesis of the study related to question 2 is accepted

Table (5) one sample T-TEST for the questions of the study

Question s	N	SD	t-value	DF	p-value
1	30	4.5	19	29	0.001
2	30	2.55	15	29	0.01
3	30	5.33	12	29	0.00
For all	30	3.5	14	29	0.02

The calculated value of T – TEST for the significance of the differences for the students’ answers in the question No (1) was (19) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the students. this mean that our first hypothesis is accepted

The calculated value of T – TEST for the significance of the differences for the students’ answers in the question No (2) was (14) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the students. This means that our second hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the students’ answers in the question No (2) was (15) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the students. This means that our second hypothesis is accepted.

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS AND
SUGGESTIONS FOR FURTHER
STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1 Main Findings

The results of this study investigate difficulties faced by students in using affixes. Researcher has summarized following findings:

- 1- Vocabulary learning can help students in promoting morphological competence.
- 2- Using a monolingual dictionary can promote students in recognizing affixes.
- 3- Students can acquire a large number of foreign language vocabulary simply by learning affixes.
- 4- Students come across a vocabulary item several times in different contexts, they can figure out what it means.
- 5- Visual aids can foster students' English Vocabulary.
- 6- Students can learn new words by gaining control of prefixes and suffixes.

5.2 Conclusion

This study pointed out that, majority of the Sudanese students at university face a lot of difficulties in using affixes. And the reasons for that are many and varied.

Graves (2004) argues that, in order to improve English, the most effective word-learning strategy is related to morphological awareness. Hatch (1983) believes that affixes are organized in the human mind differently from lexical items. She suggests that some high frequency complex words may be stored in their whole forms in the mind, ready to be accessed at any time, but that some others tend to be constructed on the spot by applying morphological processes such as derivation and inflection. Sudana (2006) provides one good example of this derivational affixation. She says that the implementation of morphological competence in derivational affixation learning improves students' vocabulary acquisition. Sudana taught affixation in Bahasa Indonesia to English learners, in a way that resulted in significant improvement through mastery of several affixes used in affixation processes to create new words they would need.

5.3 Recommendations

In the light of the results of the study, the followings are recommended:

- 1- The EFL students should be taught to adopt the most effective word-learning strategy which relates to morphological awareness.
- 2 - The teachers should encourage students to use notebook to facilitate vocabulary learning.
- 3- The students should be able to use online exercises to test their vocabulary.
- 4- The students should be able to develop their vocabulary stock through the explicit process of affixation.

5.4 Suggestions for Further Studies

- 1- The difficulties of using affixes still an inviting area in the field of learning vocabulary.
- 2- The visual aids can foster students' English vocabulary.
- 3- Lexical learning can help students in promoting morphological competence.
- 5- Using a monolingual dictionary can promote students in recognizing affixes.

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APPENDICES

Appendix (A)

Teachers' Questionnaire

Dear teachers,

This questionnaire serves as data collection tool for a research work that aims to investigate the difficulties faced by Arab English learners in grasping English idioms. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below.

Your answer is very important and will be of much help for the completion of this work.

Please tick (√) in front of your choice. Your assistance is highly appreciated.

	Statements	Strongly agree	Agree	Neu tral	Disagree	Strongly disagree
1	Vocabulary learning can help students in promoting morphological competence.					
2	Using a monolingual dictionary can promote students in recognizing affixes.					
3	Students can develop their vocabulary knowledge through the explicit teaching of prefixes or suffixes					
4	Students can acquire a large number of foreign language vocabulary simply by learning affixes.					
5	When students come across a vocabulary item several times in different contexts, they can figure out what it means.					
6	Visual aids can foster students' English Vocabulary.					

7	Students can learn new words by gaining control of prefixes and suffixes.					
8	The most effective word-learning strategy can be related to morphological awareness.					
9	Teachers can encourage students to use note book to facilitate vocabulary learning.					
10	Students can use online exercises to test their English vocabulary knowledge.					

Appendix (B)

Sudan University of Science and Technology

College of Languages

Time:1 hour

Name:

Class:

Answer all Questions:

Question one:

Complete the following sentences with the correct prefixes: **uni-, mono-, bi-, tri-, multi- and poly-**.

1. "Juxtaposition" and "metamorphosis" are examples ofsyllabic words.
2. In Thailand we need..... -storied car parks to accommodate all the cars.
3. A "..... corn", a horse-like animal with one long horn, is the symbol of Wales.
4. Because of the energy crisis cycles are becoming increasingly popular.
5. Nowadays..... cycles are still popular with small children.
6. One of the fastest means of transportation in Japan is the..... rail.

Question Two

Complete the following sentences by changing the adjectives or nouns in italics into verbs

by using **-ify, -ize or -en**.

- 1- Your explanation is too difficult for me to understand. Can you _____ it a little?

simple

- 2- The runway is too short to take the planes. They are making plans to _____ it.

length

- 3- Most people seem to think it would be a good idea to _____ units of weights and measurements throughout the world.

standard

- 4- That water is not pure enough to drink. It will have to be _____ before it can be used.

pure

- 5- The government says it is spending too much money, and that

ways must be found to _____.

Economy

Question Three

Put the correct suffixes or prefixes in the underlined words:

- 1- There was a lot of cheating. The match was..... fair.....
- 2- We decided tovisit..... the house, because we hadn't looked at everything the first time.
- 3 -My new washing machine is completelyuse..... It doesn't work properly!
- 4- Please becare..... The steps down to the cellar are very steep.
- 5- He couldn't take his eyes off her. She was incredibly..... attract.....
- 6- It was a wonderfully quiet part of the world. Everything felt so.... peace.....
- 7- I must have heard, because I thought you called out my name!
- 8- She really..... likedhim, because he was too full of himself.

Question Four

Use the prefixes and suffixes below to form two new words:

Prefixes: *un, re, ex, mis, dis*

Suffixes: *ive, (l)y, ful, less, able/ible*

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