Investigating the Role of Word formation Knowledge in Enhancing Student's Spelling Skills

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Abstract

This present article aimed at finding out the fundamental problems that face 4th years students at college of languages at Sudan University for Science and Technology in investigating the role of word formation Knowledge in enhancing students' spelling skills. The descriptive and analytical method was adopted in this paper. The data of this study was collected using a questionnaire which was administered to eleven universities teachers. The respondents to the questionnaire were 50 English language teachers. The data obtained using (SPSS) program. The findings of the study showed that the majority of the EFL learners have no background about spelling techniques and lots of them commit spelling errors. The results showed that the learners faced difficulties in identifying the roots and stems of words. The study recommended that students should be given more practices and teachers should be trained so as to send the message in a correct way

Keywords : word, word formation, vocabulary, communicative methods:

المستخلص:

تهدف هذه الدراسة تقصي الصعوبات التي تواجه طلاب السنة الرابعة بكلية اللغات ،قسم اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجيا في تقصي معرفة بناء الكلمه في تطوير مهارات الطلاب الإملائية.تهدف هذه الدراسه الى مقترح يفضي الي ارساء مبادئ اساسيه في معرفه دور بناء الكلمة وتأثيره في تطوير مهارات الطلاب الاملائيه. استخدمت هذه الدراسه الطريقه التحليليه الوصفيه لجمع البيانات باختيار عدد 50معلماً . توصلت هذه الدراسه الي ان معظم الطلاب لا يملكون خلفية عن استخدام استراتيجيات بناء الكلمه ويرتكبون اخطاء املائية فضلاً عن عدم معرفة الطلاب بجذور الكلمات . اوصت الدراسه بضرورة تكثيف التدريبات للطلابلاب وتدريب المعلمين لتوصيل الرساله كما ينبغي.

Introduction

It is generally agreed that, teaching is cognitive activity and that teaching great impacts their instructional decision in the classroom (e. g Shave Son:1981).However, teaching how new words are formed enables students to improve their comprehension, production and communication in foreign language results of the Study by Nassj (2004) showed that students who have wider vocabulary knowledge can make crucial use of certain types of lexical strategies than their weaker counterparts. Added to that, lexical knowledge is essential in foreign language acquisition. As Lewis suggests 'Lexis is the core or heart of the language' particularly, vocabulary helps students understand and communicate with others in English. Additiaonally, a word which is a very important in writing. It entails orthography, morphological, semantic and syntactic aspect. Therefore teaching word formation encompasses the following :how written form represents word (orthography), meaning of words (semantic), word class(part of speech), and how words are organized in relation to each other (syntax)

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SUST Journal of Linguistic and Literary Studies (2021)   Vol.22.No. 3 June (2021)
e -ISSN (online): 1858-8565   ISSN (text): 1858 -828x

1.0 Statement of the problem :

Many factors have effects on EFL learners majoring English in dealing with word formation. These factors are :learners have problems in controlling the relation between form and meaning. In addition to, cultural differences in term of negative transfer of ideas from Arabic into English Language. Add to that mother tongue interference. Hence, this study is going to investigate into the process of word formation.

1.1 Objectives of the Study :

This paper aims to :

a. identify the difficulties faced by EFL majoring English in dealing with word formation.

b. identify the fundamental role of the adopted teaching methods in meeting and matching the needs and interests of EFL learners majoring English.

c. recommend strategies that can help EFL learners majoring English in dealing with word formation.

1.2 Questions of the Study :

This paper answers the following questions:

a. What are the difficulties faced by EFL majoring English in dealing with word formation students test?

b. What is the fundamental role of the adopted teaching methods in meeting and matching the needs and interests of EFL learners majoring English in based on the teachers perceptions (questionnaire)?

c. What are the strategies that can help EFL learners majoring English in dealing with word formation?

1.3 Hypotheses of the Study :

a. EFL. learners majoring English face difficulties in dealing with word formation.

b. The adopted teaching methods do not match the needs and interests of EFL learners majoring English in dealing with word formation.

c. There are strategies that can help EFL learners majoring to deal with word formation.

1.4 Significance of the Study :

This paper will be significant to the students, it going to help EFL learners majoring English overcome their difficulties in dealing with word formation . Furthermore, the study will be significant to the English teaching staff as well as syllabus designers uses and adopting material writing

1.5 Method of the Study :

This paper provides a description of the tools and instructions used in collecting and analysing data data, describes the participants of the study, display instruments, states reliability and validity of the tools employed in study. A pre - test and post-test was designed.

1.6 The Limits of the Study :

This research is confined to the 4th year English language students at Sudan University of Science and Technology, College of languages. (2018-2019).

2.0Literature Review :

Word formation is a such confused area of study at the moment that it would be necessary explain the definition of the concept of word formation offers many puzzles to present - day students of English language. A major problem and much of the confusion the study of formation, is the terminologies used by different schools. One of the major issue in modern linguistic is that of providing an account in word formation. There is no single theory of word formation nor agreement of the kind of that are relevant for construction of such theory.

2.1 Definition of Word Formation :

Different linguists have defined and described word formation.

For example, Arthur (1992:23-112) suggests the following points to give a comprehensive definition of the term WF:

1.The formation of longer, more complex words from shorter, simple more basic elements of language (s) the study of formation of words through different processes.

In its most general sense the term refers to the whole process of morphological variation in the constitution of words, I. e..., including the two main division of infection (words variation signaling grammatical relationships) and derivation (words variations)

Matthew(1997:409) defines it as :

1.The formation of words in general.

2.The formation of words as lexical units, subsuming compound and derivational morphology.

3 derivation morphology.

Marchand (1969:2) defines word formation as:

Word formation is that branch of Science of language which studies the patterns on which a language forms new lexical units, i.. e.. word formation can only be concerned with composite, which are analyzable both formally and semantically.

3.0 Method and Material:

To fulfill the objectives of this study, the descriptive analytical was used.The article design was structured and particularly prepared to explore an investigation into the role of the process of word formation in Enhancing students' skills.

Participants of the Study :

The subjects of the current article are the teachers of English language from different universities in Sudan. A total of (12)EFL University teachers, males and females of different teaching experience ranged from (5) to (20) years :

'collaborated on this study with responding te the questionnaire

In this article, the researcher used a questionnaire as a tool ford

data collection. The questionnaire was designed for English language teachers. It was distributed to (50) University EFL teachers, it reflects their views on an investigation into the role of the process of word formation in enhancing Student's Spelling Skills.

The questionnaire was used as a data collection tools. Particular procedures and steps were followed in collecting the data. To check the content validity of the questionnaire, the researcher ran a pilot study, where four copies of the questionnaire and wrote down the comments at the end of the questionnaire. According to their comments, the numbers of the statement were reduced from fourteen in the pilot of questionnaire to (10) statement. Also, some of the statements were modified.

Table (1) : Reliability of the Questionnaire

Test	Reliability	Validity	Interpretation
Value	0.643	0.796	Meaning full

3.1 Tools of the Study :

The data of this study are collected through ape-test and a post - test. The test was designed for the 4th year students at college of languages at Sudan University of Science and Technology, Department of English languages.

4.0 Data Analysis, Results and Discussions :

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e -ISSN (online): 1858-8565   ISSN (text): 1858 -828x

Table (2): Pre - test

Control Group

Section No	Correct answer	Incorrect answer	Total
1.	71.9%	%28.1	%100.0
2.	1.7%	%98.2	%100.0
3.	%29.8	%70.2	%100.0
4.	%45.6	%54.4	%100.0
5.	%75.4	%26.6	%100.0

Table (2)   Post - test. Experimental group

Section No	Correct answer	Incorrect answer	Total
1.	92.9%	%71	%100.0
2.	78.7%	21.4%	%100.0
3.	60.7%	39.3%	%100.0
4.	60.7%	39.3%	%100.0
5.	83.9%	16.1%	%100.0

Results and Discussions:

The above tables showed a comparison between the pre and the Post test of the experimental group. The experimental group was taught spelling skills implicitly and the control one was inspected spelling skills explicitly. The former one achieved better results in the post test than the pre- test.

The aim of making these tables to show the different resuls between the correct answers and the incorrect ones of the pre and post test. The responses showed that the total average of learners of the pre test was (71.9%) while (28.1%) for incorrect answer. Added to that, the response showed that the total average of learners answers of the post test was (92. 9%)

while (71%) for incorrect answers ot the same group. Small difference was found in the test results. The results of the previous tables displayed the fact that, in all cases the experimental group learned spelling skills through communicative method faced less difficulties and was able to rospond correctly and precisely than the control one. The discussion showed the results provided by the activities and the improvement in their performance. The differences between the pre and the Post test in using spelling techniques enhances student's spelling skills greatly affected the degree of the learners accuracy. This means,the experimental group was able to benefit from the circumstances provided by communicative method such as motivation group discussion and pair work. All these factors made a dose connection between learners and enhanced the performance of the students spelling skills.

5.0 Findings :

Based on the teachers perceptions (questionnaire), the following are the main findings obtained :

1. word formation is complicated., so it is not easy for English learners as foreign language to use correctly.

2. EFL learners face difficulties in identifying the stem and roots of words.

3.The method of teaching needs a knowledgeable teacher who knows more about the use of affixations, blending, acronyms and abbreviation.

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e -ISSN (online): 1858-8565   ISSN (text): 1858 -828x

5.1 Recoomendations:

Based on the findings, the following recommendations are suggested :

1.Teachers should pay more attention to word formation process.

2.Studiets should be given more practices on word formation process.

3.Teachers should be trained so as to send the message in a correct method

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SUST Journal of Linguistic and Literary Studies (2021)   Vol.22.No. 3 June (2021)
e -ISSN (online): 1858-8565   ISSN (text): 1858 -828x