



Sudan University of Science and Technology
College of English languages Department



Learning English Vocabulary Through Morphology

تعلم مفردات اللغة الإنجليزية عبر بنائها

A case study of Omdurman Ahlia University

Second year – Faculty of Arts

*A Research Submitted in Partial Fulfillment of the Requirements for the
degree of MA in English language
(applied Linguistic)*

Prepared by:

Eman Ahmed Mohammed Yousif

Supervised by

Dr. Ayman Hamad El Nil

2016

بسم الله الرحمن الرحيم

استهلال

قال تعالى

"ن وَالْقَلَمِ وَمَا يَسْطُرُونَ"

سورة القلم ، الآية (1)

Dedication

To the soul of my father, Mercy be upon him,

My mother,

Brothers,

Sisters,

God Bless them

Acknowledgment

I would like to acknowledge my thank to my master supervisor

Dr. Ayman Hamed El Nil

I thank also due to all who modeled my way, and helped me to achieve this study, I wish to thank them all but lack of space is to blame.

ABSTRACT

This study aims to investigate the reliability to improve vocabulary learning through morphology among Sudanese University students of English (2nd year).

The study randomly selects thirty students (2nd year) as sample and uses test to collect the necessary information.

Data are analysis and discussed. As illustrated by the final results the following indicators may remark the majority of the participant showed weak level at understanding and applying affixes.

Results are used to verity the validity of the hypotheses which turns out to be negative this call for suggestion to remedial producer to writing the situation throw a well planed teaching strategy, putting an English dictionary to concentrate use, including vocabulary study in university courses attaching special care to reinforce learners to improve their awareness of affixes. The study introducing of other subject as study aids.

المستخلص

تهدف هذه الدراسة الي البحث في مصداقية الارتقاء بمفردات اللغة الإنجليزية من خلال بنائها وسط طلاب الجامعات السودانية بقسم اللغة الإنجليزية السنة الثانية.

اختارت هذه الدراسة 30 طالباً في السنة الثانية كعينة عشوائية وأجرت إختياراً لجمع المعلومات اللازمة ثم تحليل البيانات ومناقشتها وأُستخدمت النتائج لتحقيق في صلاحية الفرضيات والتي ثبت أنها سالبة هذا ما يدعوا الي إتخاذ الخطوات العلاجية لتحسين الوضع القائم من خلال خطة تعليمية شاملة بتوظيف المعجم الإنجليزي عملياً وإدراج المفردات كمادة دراسية أساسية ضمن المناهج الجامعية مع عناية خاصة لتحفيز الطلاب للإرتقاء بأدراكهم للواحق والسوابق. أقترحت الدراسة إدخال مواد تعليمية أخرى كموعينات تعليمية وتأكيد المظاهر الإتمولوجية للسوابق واللواحق.

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CHAPTER ONE

Introduction

1.0 Overview:

This study investigates the reliability of improving vocabulary learning through morphology.

A background awareness of English morphology provides the learners with a strategy of word formation by changing the four open parts of speech: noun, adjective, verb and adverb into one another within a given situation.

Vocabulary learning strategy prescribed for English as a second language in Sudan at the pre-independence till English become a foreign language is based on a derivational morphology to attain meaning from context or situation.

With the new communicative approach to teaching and learning English. There comes an emphasis on vocabulary learning through morphology. This should help students in increasing their vocabulary through the influential process.

1.1 Statement of the Problem:

Sudanese students are not fully aware of vocabulary of the four interchangeable parts of speech, good mastering of affixes and spoken/writing usage, which are almost missing. This creates a problem in teaching vocabulary which this research deals with it.

1.2 The Objectives of Research:

The objectives of this study are:

1. To provide learners with ample knowledge of the open and closed parts of speech.
2. To suggest ways of helping learners in the correct usage of affixes and suffixes.
3. To help learners to get the meaning of words through context.

1.3 The Questions of Research:

This study addresses the following questions:

1. How far learners adequately aware of the four open parts of speech?
2. To what extent are learners familiar with affixes?
3. How many vocabulary items can learner produce by using affixes and suffixes with parts of speech?

1.4 The Hypotheses of the Research:

The study conducted upon of the following hypotheses:-

1. Most learners have either or very little knowledge of the open and closed parts of speech.
2. Most learners miss the meaning of prefixes and functions of suffixes.
3. Most learners lack the ability of interchanging new parts of speech through suffixes.

1.5 The Significance of the Research:

No doubt that the research is useful to students studying English and the teachers of English by drawing their attention to vocabulary formation in English so that they adopt their method to achieve better standards.

1.6 The methodology of Research:

The researcher uses the descriptive method using a test for students as a tool of data collection. The population of the study is about 30 students from second year Omdurman Ahlia University, Faculty of Arts, both females and males. Data will be computer analyzed and discussed to arrive at conclusion.

1.7 The limits of Research:

This research is limited to (EFL) students – second year Omdurman Ahlia University, Faculty of Arts “2014-2015”. It will only be about commonest English Affixes.

CHAPTER TWO

LITERATURE REVIEW

2-1 Introduction:

This chapter attempts to tackle the notion of morphology, in terms of meaning and implication in linguistics.

Word formation is a procedure of morphological nature through which the four open parts of speech, noun, adjective, verb, and adverb may be interchangeable among each other to produce more and more vocabulary units through derivation process.

Another technique of word formation, word compounding, which is a varied mixture of the four open parts of speech, noun, adjective, verb and adverb, in order to produce different and new parts of speech.

English morphology is particularly active at reproducing new vocabulary, items via affixation, so to speak, prefixes and suffixes to add new meaning to original stem in the case of prefixes in addition to suffixes to change parts of speech or even add new meaning too. The problematic application of affixes lies within two levels, the first is their foreign origin and the second with whether they are free or bound forms.

The information that has been gathered yet is contained and has been extracted from previous studies available.

2-2 Definition of Morphology:

Morphology is such a confused area of the study at the moment that it would be necessary to explain the definition of the concept of morphology to elaborate the meaning of morphology. Many different linguists have defined and described morphology for example Mathews, (1997: 233), defines it as "The study of the grammatical structure of word and the categories realized by them. Thus morphological analysis will divide girls into girl and -s, which realizes "plural"; singer into sing and -er, which makes it as a noun denoting an agent."

Mathew relate morphology, in the while to the filed of grammatical categories specially the open ended word classis in his definition combining in inflectional and derivational morphology altogether.

Mathew believes that morphology lice under the umbrella of grammar.

According to Antonio Fabregas and Sergio Scalise (1988:1) define morphology as: "The part of linguistics that studies the grammatical properties of words and how words are related to each other in a language. Indeed, the central task of morphology is to study how words such as the pair in (I) are related to each other".

- a. deep
- b. deepen"

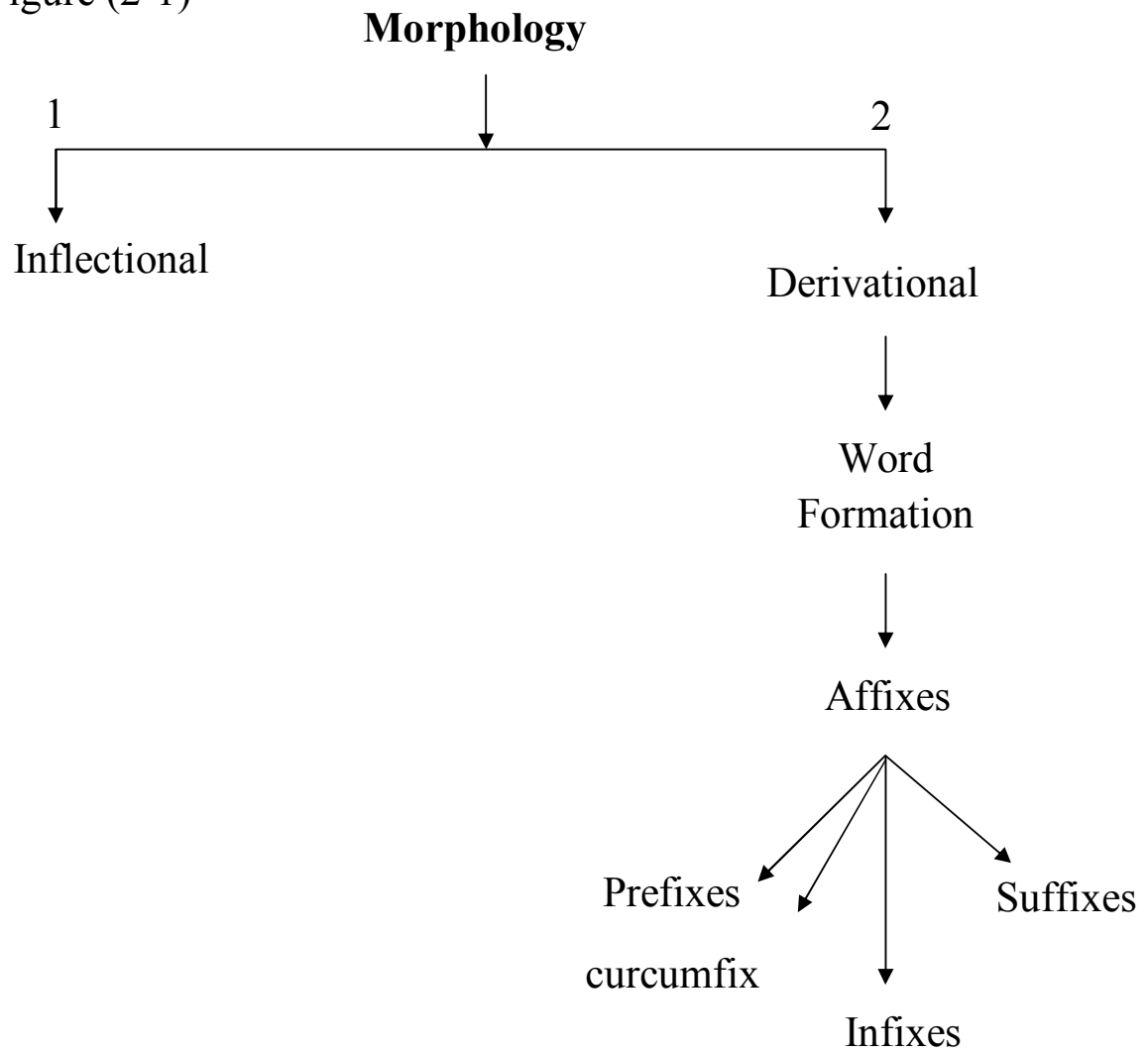
Yule,G. (2006: 62-63) defines “morphology” as "a term which literally means the study of forms; was originally used in biology, but, since morphology in the middle of the nineteenth century, has also been used to describe the type of investigation that all analyzes those basic “elements” used in a language, what we have been describing as “elements” in the form of linguistic message are technically known as morphemes".

1. Another linguist said that morphology is the identification, analysis and description of the structure of a given language morphemes and other linguistic units, such as root words, affixes, parts of speech intonations and stresses, or implied context. In contrast morphological typology is the classification of languages according to their use of morphemes, while lexicology is the study of those words forming a language’s word stock.

2. Linguistics is the study of the structure and form of words in a language including inflection, derivation and the formation of compounds:

Morphology has nothing to do with the function of words, it comprises inflection, derivation and compounding. It may be used to investigate minor areas like the microcosm of morpheme, affixes, roots and stem.

Figure (2-1)



2-3 Subdivision of Morphology (Inflection):

from Kin'v, Rodman, R Hymas'N. (2014) It is traditionally believed that there is a distinction between the process that alter the shape and meaning of a word in order to adapt it to specific syntactic environments and the processes that create new words.

Morphological processes that give the form of a word in a given syntactic environment, without altering its grammatical category or its core meaning is inflectional.

Inflectional processes generally do not produce new words; the inflection of a word is the different forms that it adopts in the syntactic constructions which it can occur. It is generally, the case that each grammatical category has a different paradigm and that has for each category, the forms of the same word contrast in different properties: (Antonio and Fabregas and Sergio 1988).

The linguists summarize inflectional morphology in many definitions for example Peter Mathew (1997: 179) mentioned inflectional morphology as a branch of morphology concerned with inflections: hence especially with both the semantic and the formal structure of paradigms. An inflection affix is similarly an affix described as an inflection process. By which e.g. an affix added in inflection formation and so on.

Opposite derivational morphology. But the distinction has often been challenged, e.g. lexical morphology."

Inflectional morphemes in English follow the derivational morphemes in the world.

e.g. commit + -ment.

When we compare it to many languages of the world, English has relatively little inflectional morphology.

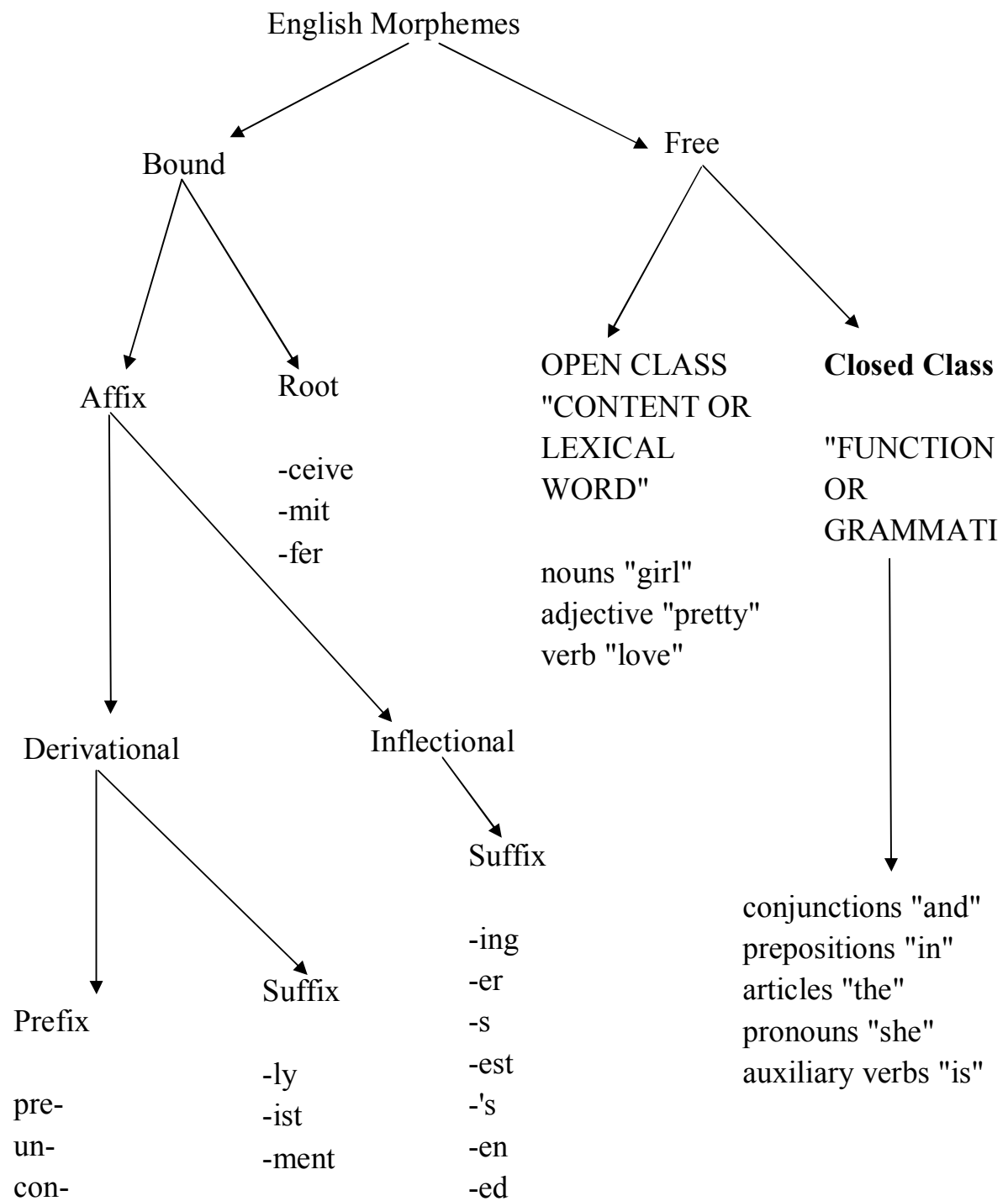
Inflectional morphology, which is in parallel to derivational morphology and word compounding is mainly concerned with grammatical function and involves the four open ended categories: noun, adjective, verb, and adverb.

It has something fairly concern to do with the meaning of words and syntax.

In distinguishing inflectional from derivational morphemes in modern English we may summarize in the table below:

Inflectional	Derivational
Grammatical function	Lexical function
No word class	May cause word class change
Small or no meaning change	Some meaning change
Often required by rules of grammar	Never required by rules of grammar
Follow derivational morphemes in a word	Precede derivational morphemes in a word
Productive	Some productive, many non-productive

Figure (2-2)



2-4 Definition of Word Formation:

Word formation is very important area of study at the moment that it would be necessary to explain the definition of the concept of word formation to elaborate the meaning and there are many different linguists who have defined and described word formation for example, McArthur, (1992: 1122-23) suggests the following points to give a comprehensive definition of the term "word formation";(1).

The formation of longer more complex words from shorter, simple words (2).

The formation of all words, simple or composite, from more basic elements of language (3). The study of the formation of words through different processes.

According to Mathew, (1997: 405) defines it as:

1. The formation of words in general.
2. Specifically of the formation of words as lexical units, subsuming "Compounding" and "derivational morphology"
3. Derivational morphology.

Crystal, (1985: 421), in its most general sense, the term refers to the whole processes of morphological variation in the constitution of words, i.e. including the two main divisions of inflection (word variations signaling grammatical relationships) and derivation (word variations signaling lexical relationships) in a more restricted sense, words formation refers to the latter

processes only, these being sub-classified into such types of "compositional" or "compound" (e.g. "black bird" from the free elements "black + bird") and derivational (e.g. "national", "nationalize", etc. from the addition of the bound elements "-al", "-ize", etc.)”

In linguistics, the formation of words, for example by adding prefixes or suffixes to roots → the highlighting idea is a good way of helping young children understand the concept of word formation.

2-5 Word Formation: Derivation and Compounding:

Form Kin’V, Rodman R, Hymas’N (2014) Derivational morphemes have clear semantic content. In this sense, they are like content words except that they are not words.

When derivational morpheme is added to a base it adds meaning. The derived word may also be different grammatical class than the original, as shown by suffixes such as -able and -ly. When a verb is suffixed with -able, the result is an adjective, as in desire + -able. When the suffix -en is added to an adjective, a verb is derived, as in dark + -en. One may form a noun from an adjective, as in sweet + -ie.

Other examples are:

Noun to adjective

boy + -ish

virtu + -ous

Elizabeth + -an

Verb to noun

sing + -er

clear + -ance

accus + -ation

affection + -ate

health + -ful

predict + -ion

alcohol + -ic

Adjective to adverb

exact + -ly

Noun to verb

moral + -ize

vaccin + -ate

in- + habit

im- + prison

be- + friend

en- + joy

Adjective to verb (Ibid)

en- + -large

en- + -dear

en- + -rich

conform + -ist

Verb to adjective

read + -able

creat + -ive

Adjective to noun

tall + -ness

specific + -ity

feudal + -ism

free + -dom

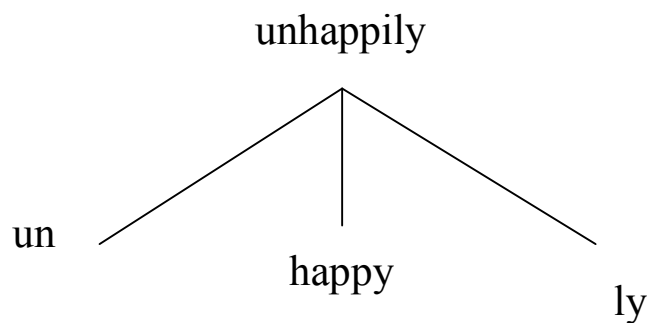
2-6 Affixation:

- Affixes are:
- 1- Syllables
 - 2- Phonemes
 - 3- Grapheme

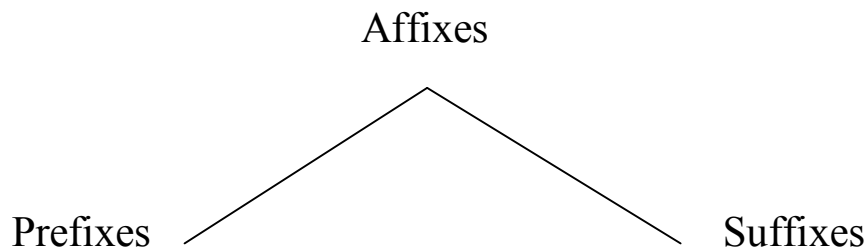
As Fargal. M and Jaber, A. (2010 – 809) mentioned English words can be classified into simple or complex word. A

simple word is one that consists of a free base morpheme; a complex word is one that consists of a base morpheme and inflectional morpheme.

The additional elements are bound morphemes that can be attached to the beginning or end of the bases e.g. the word "unhappy" is made up of the element base (or root) "happy" but "happily" has element "-ly" at the end.



The elements that we add to the beginning name prefixes and other elements that added to the end called suffixes.



These two elements added are known as affixation "prefixation" and "suffixation".

Mathews, (1997: 11), Affix: Any element in the morphological structure of word other than a root e.g. "unkinder" consists of the root "kind" plus the affixes "un" and "er". Hence affixation, for the process of adding an affix. Also

affixal: thus "un" in "unkind" is an affixal element, and the formation of "unkind" is that of an "affixal negative".

Affixes are traditionally divided into prefixes, which come before the form to which they are joined: suffixes, which come after; and infixes, which are inserted within it. Others commonly distinguished are: circumfixes and superfixes

Circumfixes

An affix consisting of prefix and a suffix such as the progressive present marker in dialectal English I'm a going or the past participle marker.

Super fixes

(Linguistics) a super segmental feature distinguish the meaning or grammatical functions of one word or phrase from that of another, as stress does for example between the noun conduct and the verb conduct

Most general dictionaries as well as specialized dictionaries of linguistics confine their statement of defining affixes "prefixes" infixes and suffixes through using the notions of addition "element or form" however these so-called addition "elements form though in terms of expression are correct yet renamed insufficient and inconvenient" as long as affixes may be viewed from syllabification; phonology, morphology and graphology altogether so to speak and appropriated definition of affix, prefix, infix and suffix should take into consideration all these aspects.

2-6-1 Prefixation:

Other linguists said Prefixation is a linguistic process in the level of lexis generation within the framework of noun, adjective, verb and adverb, in an interchangeable manner since English is an affixing language. It can develop uncountable number of new meanings carrier words of different sources.

Mathews, (1997: 292), it is a term used in morphology referring to an affix which is added initially to a root or stem.

The process of prefixation is common in English for forming new lexical items, e.g. "para-", "mini-" Crystal, (1985: 304), there are a large prefixation in English, e.g. "re-" in "rethink", "dis-" in "dislike", "non-" in "non-existent", etc. they are added to a word-form initially.

2-6-2 Suffixation:

Likewise, suffixation is a linguistic process characteristic of lexical nature, particularly grammatical relying on the four parts of speech "noun, adjective, verb and adverb" and replacing any one of thereby any other one to produce new vocabulary item.

Mathews. (1997: 362) it is a term used in morphology referring to an affix which is added finally to a root or stem.

The process of suffixation is common in English, both for the derivation formation of new lexical items, e.g. "-ize", "-tion" and for expressing grammatical relationships (inflectional ending) e.g. "-s", "-ed", "-ing".

Crystal, (19: 371) suffixes can be both derivational and inflectional in English e.g. "-ly" (inflectional) in "-manly" (derivational), "-ly" + "-ness" in "manliness" (inflectional) "-ed" in "walked" (inflectional). They are added to a word-form finally.

2-6-3 Classification of Suffixes and Prefixes:

The criteria of classification of suffixes and prefixes.

- Etymology.
- Bound and free.
- Function.

Etymology:

It's perhaps obvious that the majority of learners of English as a second language are neither aware at all nor very familiar with foreign sources especially Greek and Latin at the levels of prefix, root, infix and suffix which may perhaps complicate their situation.

A pretty considerable number of lexis in any ordinary English dictionary, is originally either Greek or Latin, for instance, the stem "pose" can have the following prefixes: ex-, com-, sup- originally sub-. It can also have suffixes: -ed, -ition, -itory,

a further example in the form of Greek stem word phone: decta-, micro-, tele-, also it has suffixes like -ic, -ics, -ology, -ologist, -eme, -itician, -emics.

Some prefixes are formed, for example, aback, abroad, ago, away, others are bound like, demand, detach and destroyed.

Free forms of suffixes are like motherhood, friendship, -less, -ship, others are bound like, -er, -ist, -or.

Function:

As long as prefixes themselves are meaningful, they add a phrasal meaning to the stems or root they are prefixed to, so the major function of prefixes is directly relevant to lexical semantics though in a far away case they may mark the word's grammatical categories.

On the other hand suffixes denote a word's parts of speech especially the open ended categories: "noun, adjective, verb and adverb" though exactly like prefixes they are not completely devoid of meaning.

2-7 Word Formation Problems:

The problem of word formation is in the first place and etymological one in the sense that, the prefix, the stem and the suffix may relate to a foreign language, for instance, Latin or Greek etc., which might not be within the reach of the learner for example:

Collect, dialect, elect, idiolect, select.

Collect:

Lect: Latin root meaning choose.

Col: originally.

Co: meaning together; with.

Dia: double.

Ex: out.

Another example is from Greek: -graph may stand as independent word, when prefixed it may turn into autograph, paragraph, and phonograph. When it is suffixed it may become: graphic, graphemics and graphology.

2-8 Related Pervious studies

This section presents the studies which are conducted in this area there will be three previous studies.

first study was conducted by (Eman'A'M. 2014) Investigating Affixation awareness among English learning Sudanese university. A study of Third year. English language.

MA- Thesis of Sudan University of Science and Technology. The study aims to help students have a complete a reasonable good knowledge of affixes and to assist the students differentiate between prefixes and suffixes and recognize part of speech through affixes.

Eman Obtained Data from student's answers to the test which is analysis the important findings of Eman's study as follows:

- Students have a general back ground about affixation.
- Students do not always differentiate between suffixes and prefixes.
- Students have very weak background knowledge about how to recognize the part of speech through affixes.

- Similarities between Eman's study and this study share some feature what is come on between these two study is that they both concluded that learners are clearly unaware of meanings and function of prefixes and suffixes.
- Respectively, in addition to inability to inter changing the parts of speech in to one another.
- The only noticeable difference between these two studies is that while Eman's was conducted at the level of third year English while this study was carried out amongst second year English language at two different university.

(Ahmed, M 2013) The problem of using affixes – MA – Thesis of Al Neelain University. The study concentrate on the importance of being aware of how to use English affixes and its impact. in improving the learners spelling as well as increasing vocabulary, the study comes out with the following results.

- Errors are related to how and what have been taught, that is clear, teaching techniques and processes have not been adequate in their education on in the past.
- Another factor that playing role in committing errors, that students are not motivated.
- Students do not know the correct rules that govern the selection of the correct affix and the changes that happened to world in the beginning and end.

Morphological rules causes confusion the most “EFL” learners.

Ahmed’s study and this study are parallel, in the sense that learners lag far behind the appropriate background awareness of the meaning of prefixes and functions of suffixes in theory. Moreover learners lack the capability of dealing with prefixes and suffixes.

The difference between both these studies rests on the fact that Ahmed study bayed special importance to spelling rules, while the present study high lights etymology of affixes.

(A.bdel–Magid, E. 2009) Mal production of inflectional Morphemes. A study of third years. English language students unpublished MA- Thesis of Al Neelain university. The study aims to explain the reason. or causes behind the occurrence of the errors. of inflectional morpheme. This can be achieved Via describing problems, analyzing them. and find good remedial solutions.

The importance of this study lies behind the crucial rule of words and different types of morpheme in the composition of students were confused to distinguish between the rule of inflectional and derivation morpheme, because they did not have. Enough practice. Some of these deficiencies are due to variation in the under stands of the students and their understanding capabilities.

A.bdel–Magid’s study and this study are equally in their findings, in that learner’s are weak at understanding affixes in theory how ever this study.

Stresses the practical side of the problems and importance of a means of fixing the use of affixes in the mind.

Chapter Three

Design and methodology of the Research

3.1 Introduction:

This research adopts descriptive analytic methods.

3.2 Research subjects:

The sample of this study will be collected by examining 30 students who study English as a foreign language at second year at Omdurman Ahlia University Faculty of Arts Department of English, both males and females. Subjects will be selected randomly.

3.3 Research tool:

This study the researcher uses one tool; for data collection. It is a test designed to evaluate students' levels in comprehending and using word morphology in the second year.

The data of this study will be collected by testing 30 students who study English as a foreign language at Omdurman Ahlia University.

The test will be divided into three parts each one of these consists of ten items; part one will check the students awareness of prefixes; part two aims to know where can the students differentiate between suffixes and prefixes and part three will discover whether the students are aware of the parts of speech through suffixes.

3.4 Procedure:

The researcher will distribute the test to students by hand to look-over the questions and make up their minds then give them enough time to answer 30 questions.

After that, the researcher will collect the test answers to examine them.

3.5 Validity and Reliability:

The validity of the test was verified by five doctors at the College of Languages Department of English. The result of this evaluation and judgment of the test had stated that the test was valid for investigating of affixation awareness in the second year students.

Cranach's Alpha Method:

The reliability of the test was calculated using Cranach's alpha equation as shows below:

$$\text{Reliability Coefficient} = n \frac{(1 - \text{Total variation questions})}{N - 1 \text{ Variation college Grades}}$$

Cranach Alpha coefficient = (0.71), a reliability coefficient is high and it indicates the stability of the test and the validity of the study.

Validity coefficient is the square of the islands; validity coefficient is empower the study.

3.6 Summary of the Chapter:

This chapter has provided of all description of the research tools, procedures, the sample of the study as well as the validity and reliability of the tools.

Chapter Four

Data Analysis, Discussion of the results

4-1 Introduction

This chapter the researcher intends to display and discuss the results of the statistical analysis of the Data collected where analyzed by computer using “SPSS”.

4-2 Result of Data Analysis:

The following tables and figures display the result of data analysis obtained by means of test.

Question one:

Add the most suitable prefix from the list opposite to form a new word:

co – con – inter – dis – mis- in – im – ir – ex – un

Table (4-1) misunderstanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	22	73,3	73,3	73,3
	wrong	8	26,7	26,7	100,0
	Total	30	100,0	100,0	

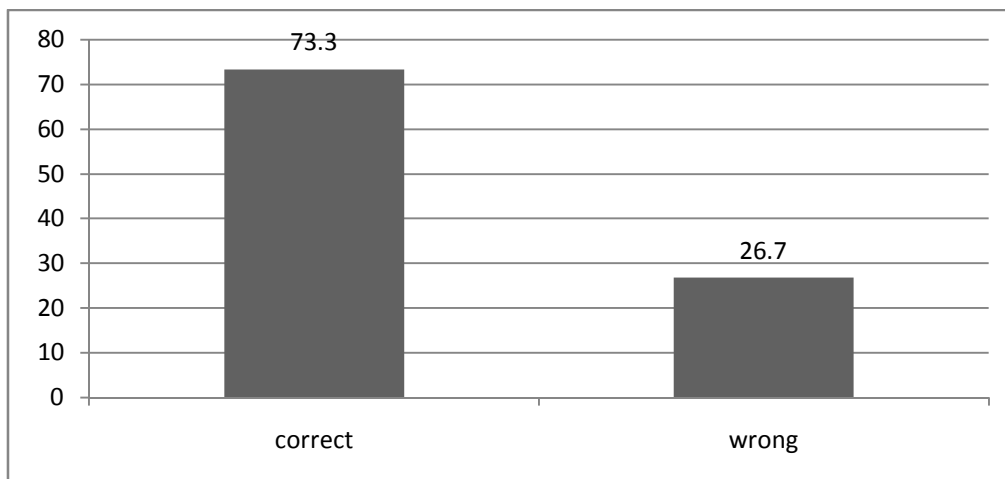


Figure (4-1) the words understanding

The majority of the students answer the question of the word “misunderstanding” correctly. This means that they know the meaning of this question and it is easy to be answered. and they know that the meaning of prefix “mis” is added to form negatives.

Table (4-2) expand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	14	46,7	48,3	48,3
	wrong	15	50,0	51,7	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

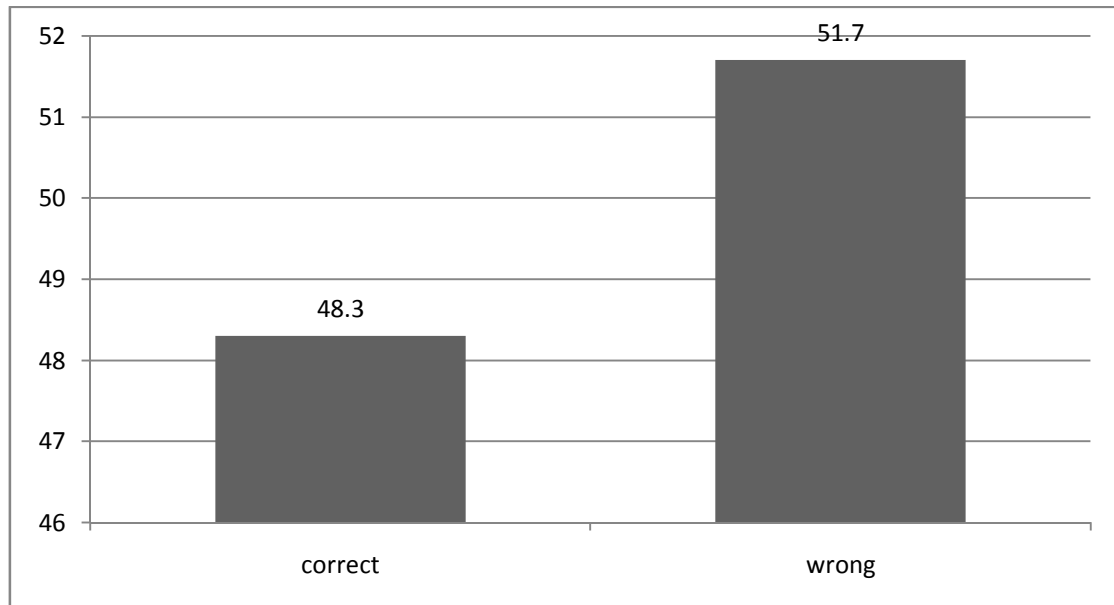


Figure (4-2) the word expand

Half of the students answer the question of the word (expand) correctly ad 15 of them answer wrongly, although this question is very easy to be understood those who fail to answer this question have no good background about the meaning of the prefix “ex” means out with words such as “expand”.

Table (4-3) Cooperation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	20	66,7	66,7	66,7
	wrong	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

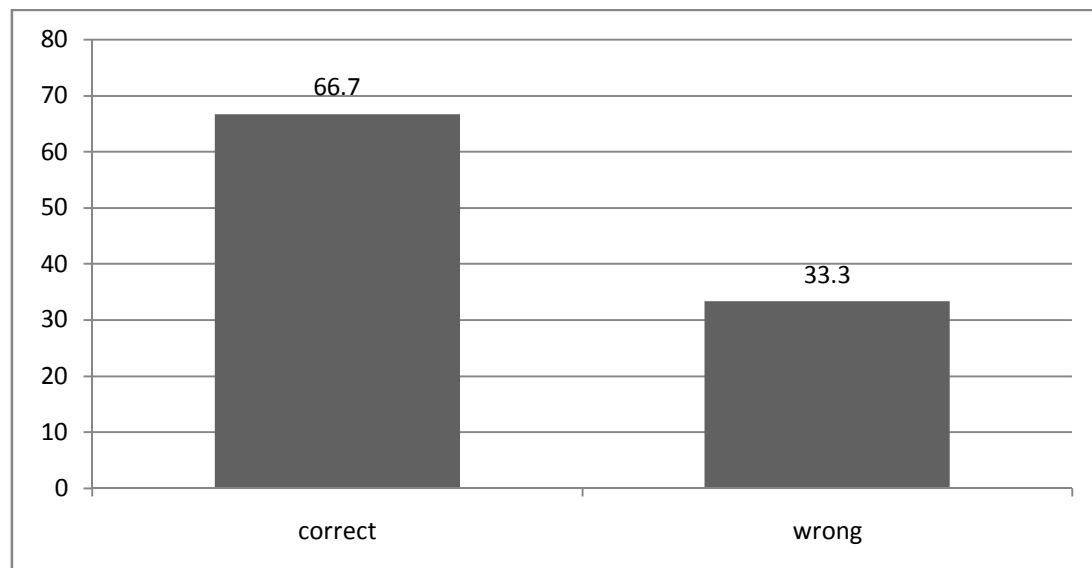


Table (4-3) Cooperation

Most of the students answer the question of the word (Cooperation) correctly this means that they understand the meaning of the word (cooperation), because. This word is very easy to them to answer and it is very common to hear and see.

Table (4-4) Disappear

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	26	86,7	89,7	89,7
	wrong	3	10,0	10,3	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

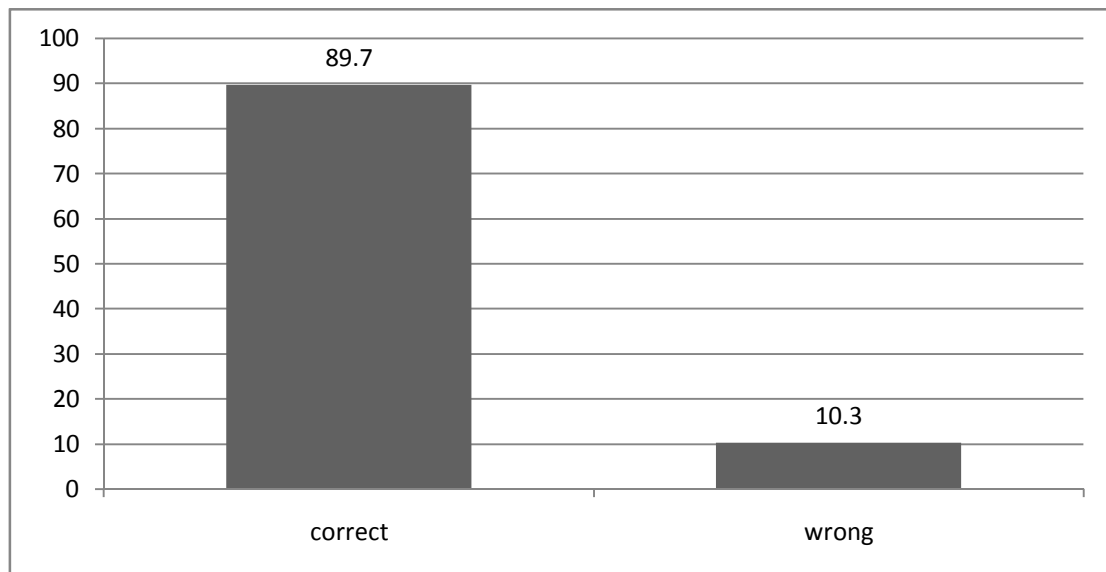


Figure (4-4) the word disappear

The majority of the students answer the word (disappear) correctly. This means that they understand the meaning of the questions and it is easy to be answered by them, they know that the prefix (dis) is added to verbs to form negative.

Table (4-5) immobile

	Frequency	Percent	Valid Percent	Cumulative Percent
correct	4	13,3	13,3	13,3
wrong	26	86,7	86,7	100,0
Total	30	100,0	100,0	

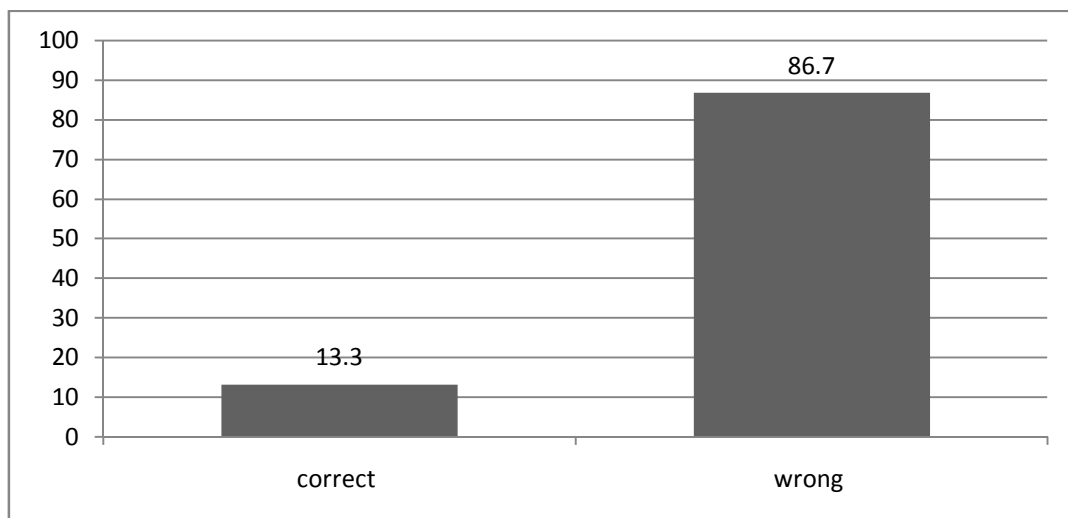


Figure (4-5) the word immobile

The table and figure show that 86.7% answer the word immobile wrongly whereas 13.3% of the students answer correctly. This indicates that students are not able to use this word in appropriate negative form because of their weak vocabulary.

Table (4-6) irregular

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	23	76,7	76,7	76,7
	wrong	7	23,3	23,3	100,0
	Total	30	100,0	100,0	

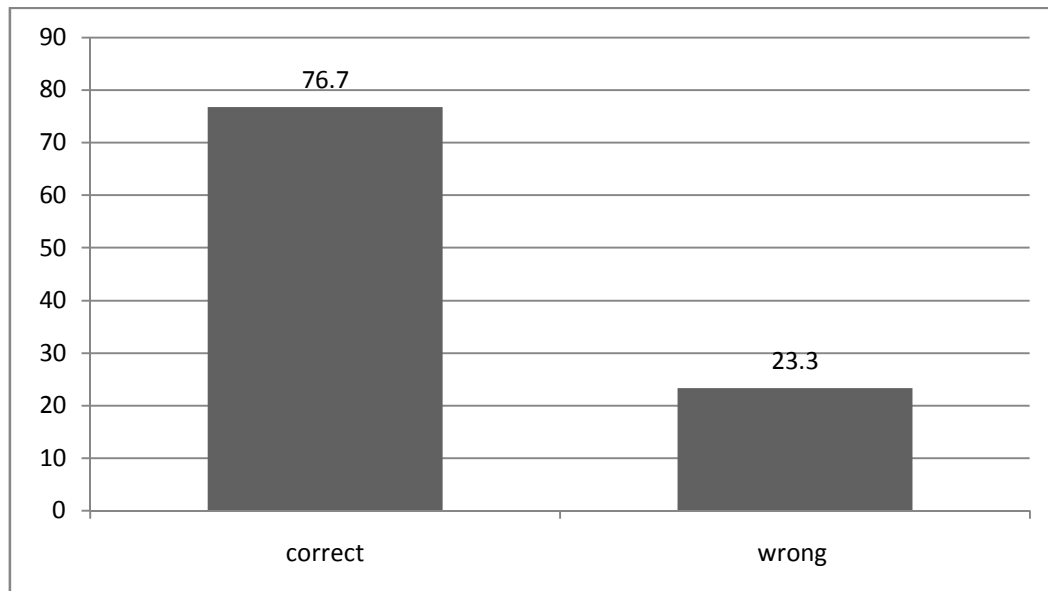


Figure (4-6) the word irregular

The table and figure show that 76.7% answer the question of the word (irregular) correctly, and 23.3% answer wrongly that means this word is very easy to those who answered correctly because it is very common to hear and see. The word (irregular)

Table (4-7) involve

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	12	40,0	40,0	40,0
	wrong	18	60,0	60,0	100,0
	Total	30	100,0	100,0	

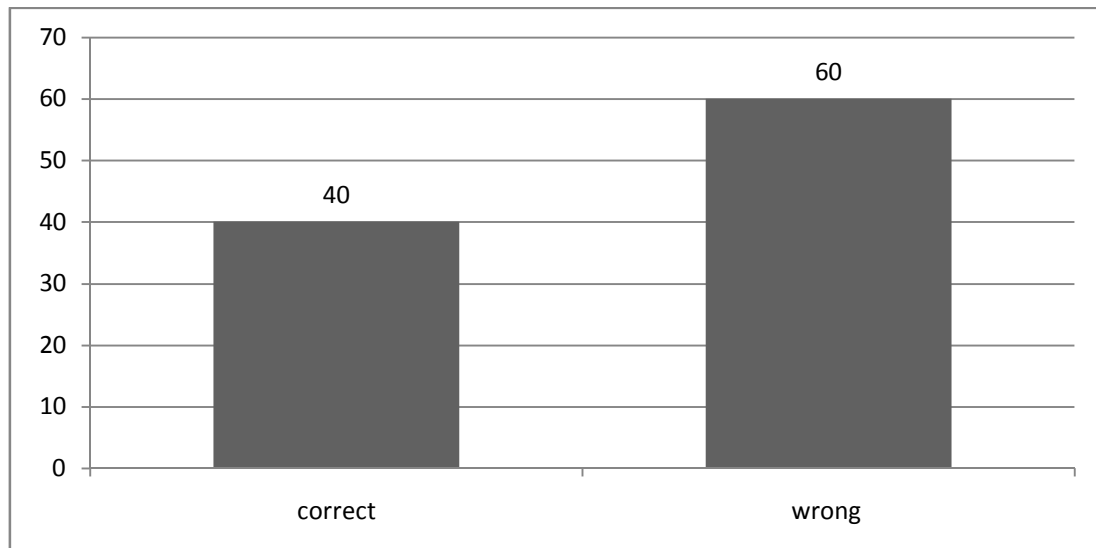


Figure (4-7) the word involve

Only 12 student's answer this question of the word (involve) correctly where as 18 students, answers wrongly: This indicates those students are weak at vocabulary.

Table (4-8) unusual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	15	50,0	50,0	50,0
	wrong	15	50,0	50,0	100,0
	Total	30	100,0	100,0	

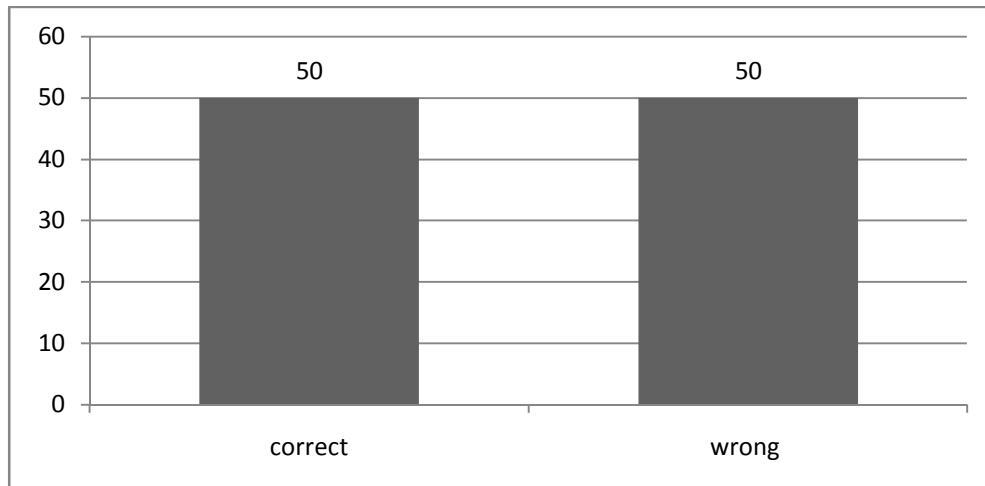


Figure (4-8) unusual

The table and figure above show that 50% of the student answer the questions of the word (unusual)correctly and those who fail to answer about 50% they have a little awareness about prefix (unusual) added to adjective go give negative form.

Table (4-9) Connection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	16	53,3	53,3	53,3
	wrong	14	46,7	46,7	100,0
	Total	30	100,0	100,0	

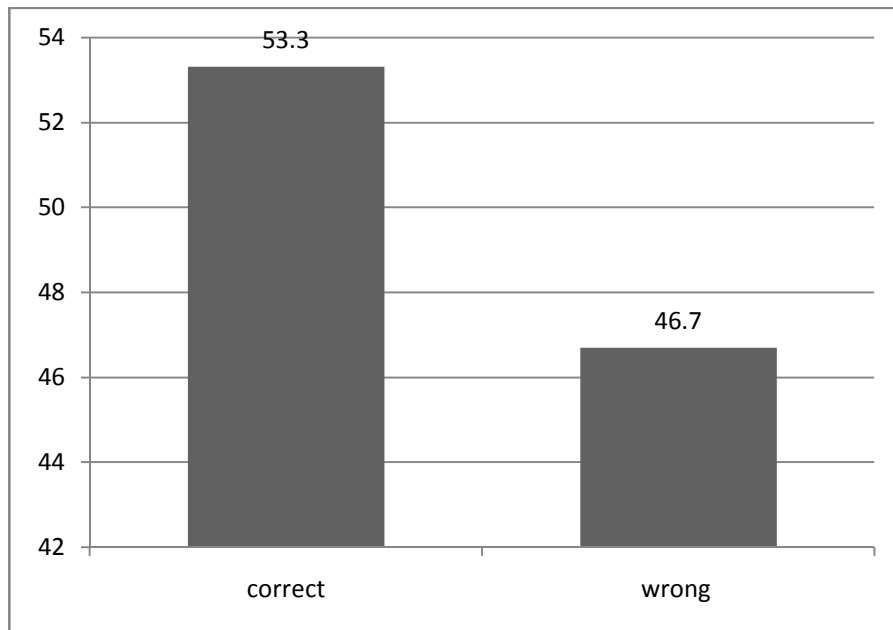


Figure (4-9) Connection

Most of the students answer the question of the word (connection) correctly except 14 of them, those who fail to answer correctly have a little awareness about prefix (con) to form noun.

Table (4-10) intermediate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	7	23,3	23,3	23,3
	wrong	23	76,7	76,7	100,0
	Total	30	100,0	100,0	

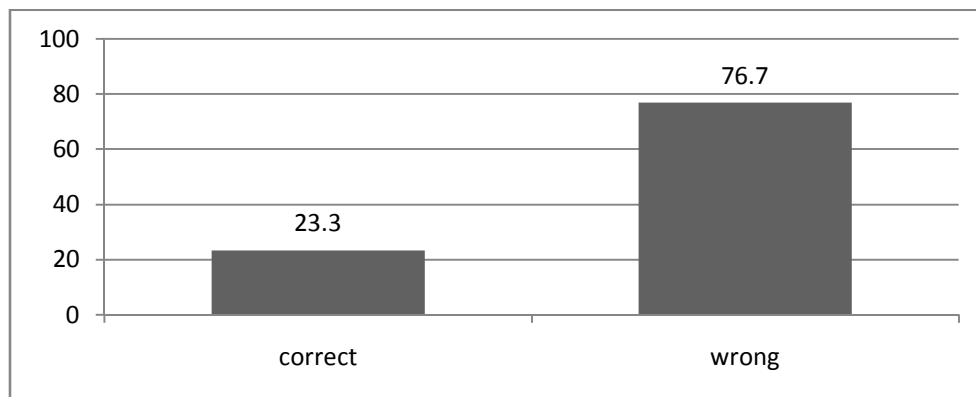


Figure (4-10) the word intermediate

The table and figure show that 23.3% answer this question correctly where as 76.7% answer this question wrongly this means that they are not understand the meaning of prefix (intermediate); means “between” .

Question two:

Write the stem of each of the following words in the space provided

Table (4-11) carelessness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	12	40,0	41,4	41,4
	wrong	17	56,7	58,6	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

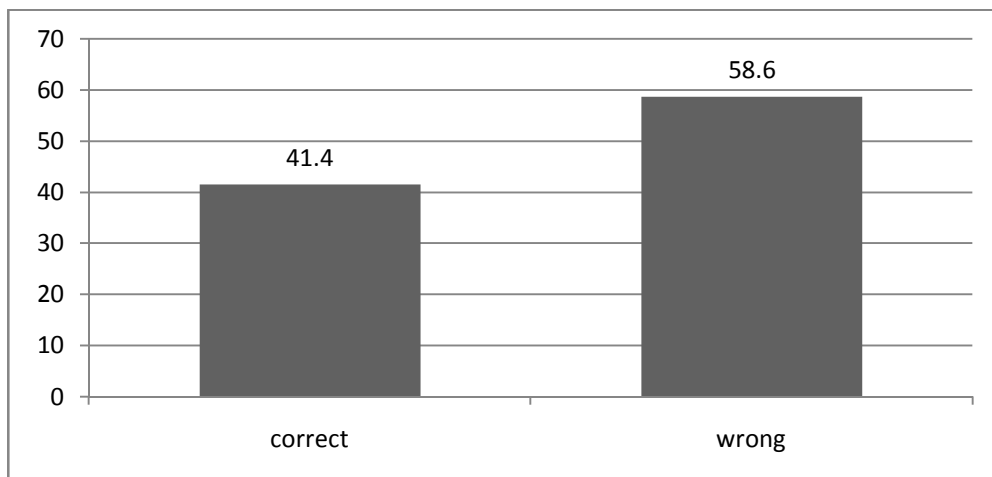


Figure the word (4-11) “carelessness”

most of the students answer this word wrongly only 12 students answer this word correctly that means those who answer rightly are good at understanding the questions and they know the prefix and suffix well to know stem of the word “carelessness”.

Table (4-12) Disappointment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	3	10,0	10,3	10,3
	wrong	26	86,7	89,7	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

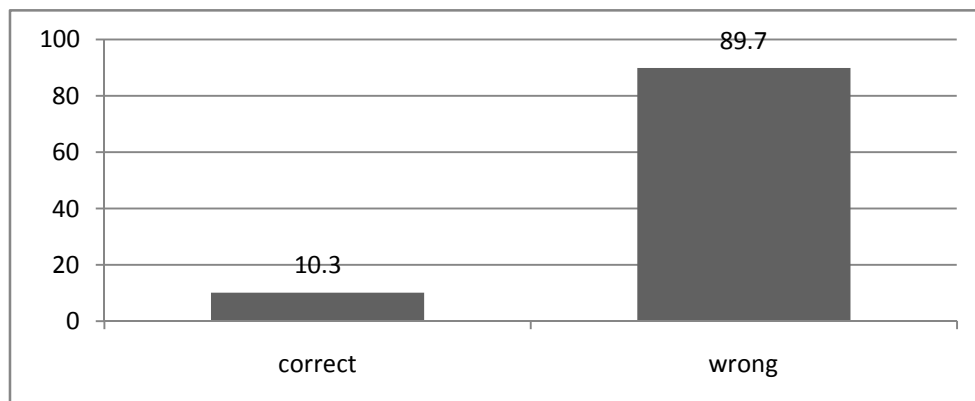


Figure (4-12) the word “disappointment”

Only 3 students answer this question correctly and 26 answer wrongly although this question very easy to understand those who fail to answer this question have poor information about prefix and suffix

Table (4-13) Beautiful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	20	66,7	69,0	69,0
	wrong	9	30,0	31,0	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

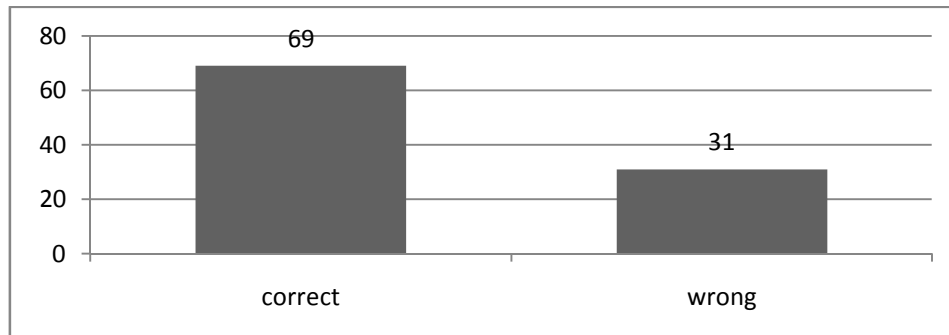


Figure (4-1) “Beautiful”

The majority of the students answer this question correctly this means that they understand the meaning of this question and it is easy to be answered by them. They know that the suffix “ful” is added to form adjectives.

Table (4-14) Walked

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	21	70,0	72,4	72,4
	wrong	8	26,7	27,6	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

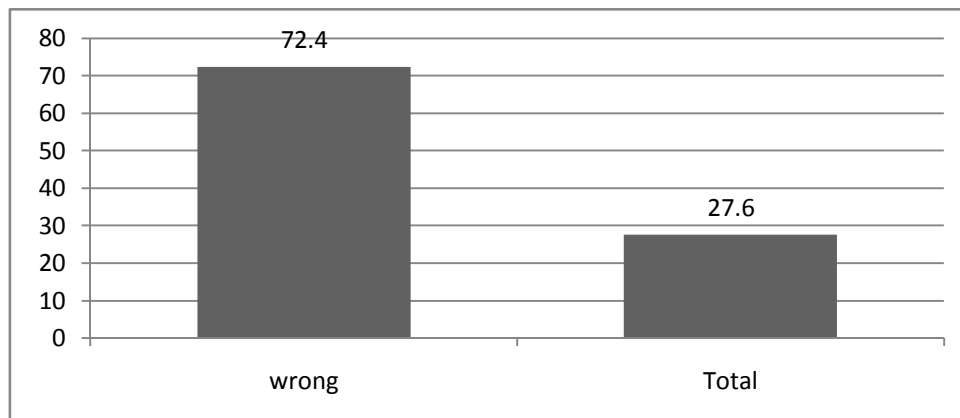


Figure (4-14) the word “walked”

The majority of the students answer the question of the word “walked” correctly expect 8 students of them answer wrongly, although this question is very easy to be understood. Those who fail to answer this question have no good background about the suffix “ed” such as walked”

Table (4-15) individualism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	4	13,3	13,8	13,8
	wrong	25	83,3	86,2	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

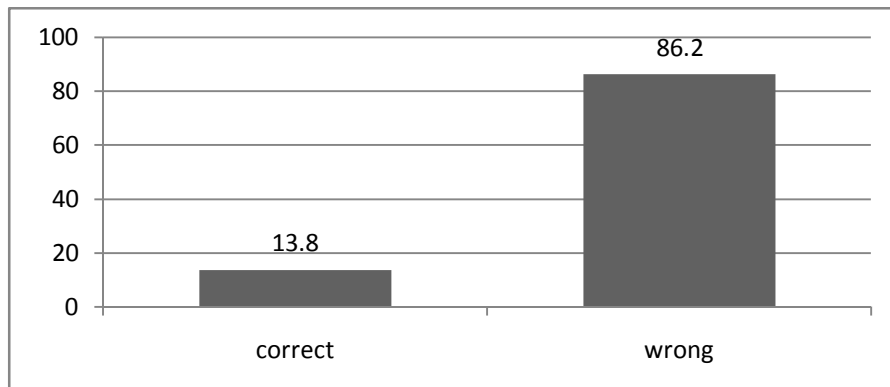


Figure (4-15) “individualism”

The table and figure show that 13.3% of the students answer the question of the word “individualism” correctly and 83.3% of the students do not answer it because it is very common to hear and see the word “divid”.

Table (4-16) speaks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	22	73,3	75,9	75,9
	wrong	7	23,3	24,1	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

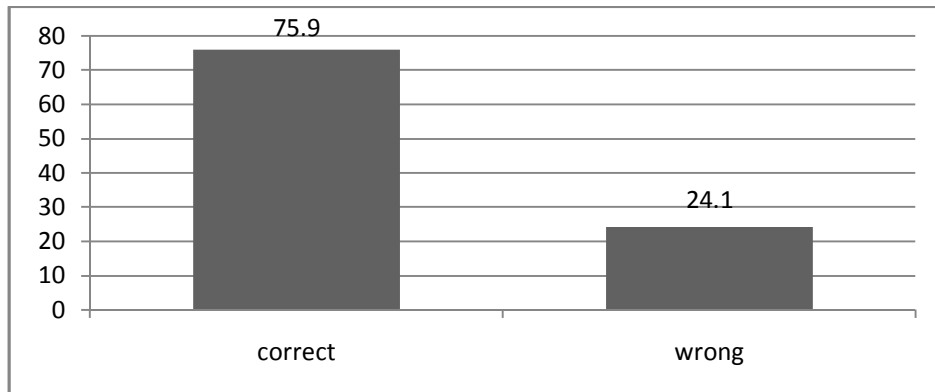


Figure (4-16) “speaks”

75.9% of the students answer this question correctly, where as 23,3% of the student answer wrongly. This means students recognize the present simple add “s” with third person

Table (4-17) Materialist

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	11	36,7	37,9	37,9
	wrong	18	60,0	62,1	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

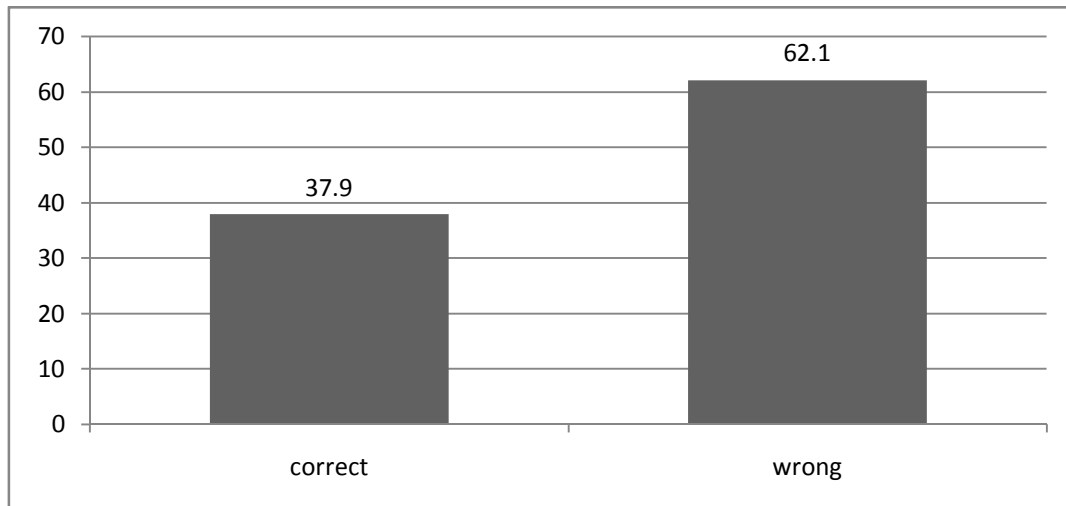


Figure (4-17) “Materialist”

This table and figure indicate that more than half of subjects answer the question un correct, where as 11 student answer this question correctly. Although this question very clear to understand those who fail to answer this question they do not the suffix “ist” forms nouns.

Table (4-18) Employee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	12	40,0	41,4	41,4
	wrong	17	56,7	58,6	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

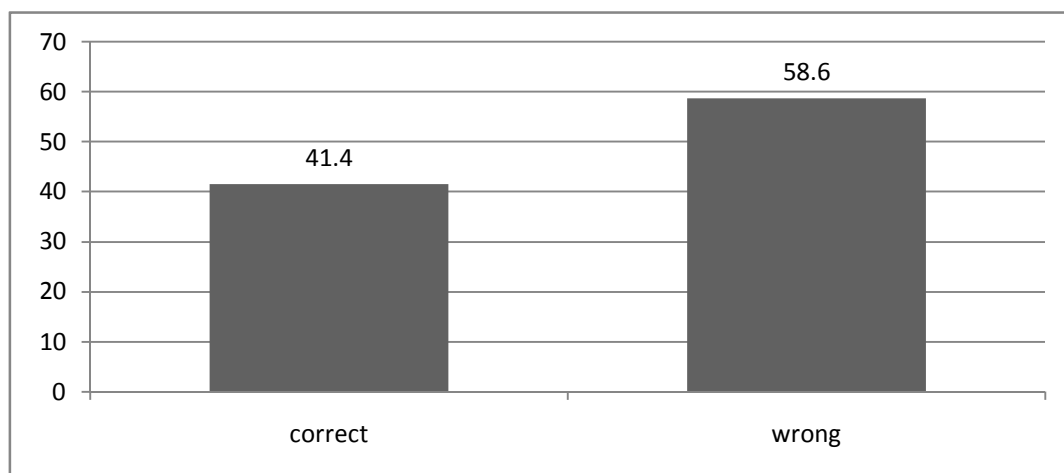


Figure (4-18) “Employee”

17 student's answer this question wrong where as 12 students answer this question correctly because. of its common and familiar word.

Table (4-19) Creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	8	26,7	27,6	27,6
	wrong	21	70,0	72,4	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

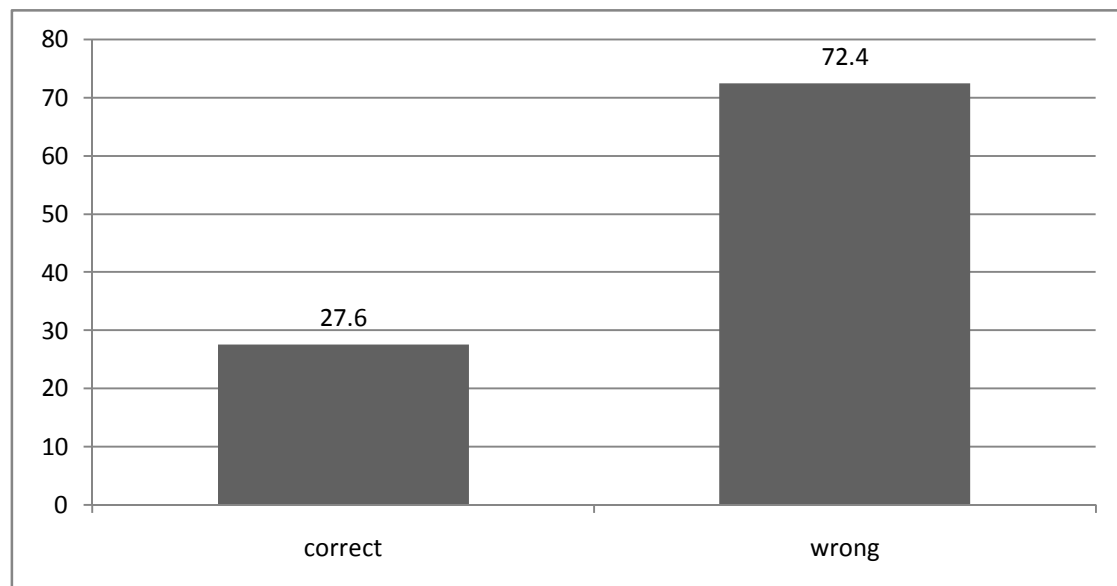


Figure (4-19) “Creativity”

The most of the students answer, the question of the word creativity wrongly this means that they have limited reading although this question very simple to understand those who answer this questions have good reading.

Table (4-20) Abroad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	correct	12	40,0	41,4	41,4
	wrong	17	56,7	58,6	100,0
	Total	29	96,7	100,0	
Missing	System	1	3,3		
Total		30	100,0		

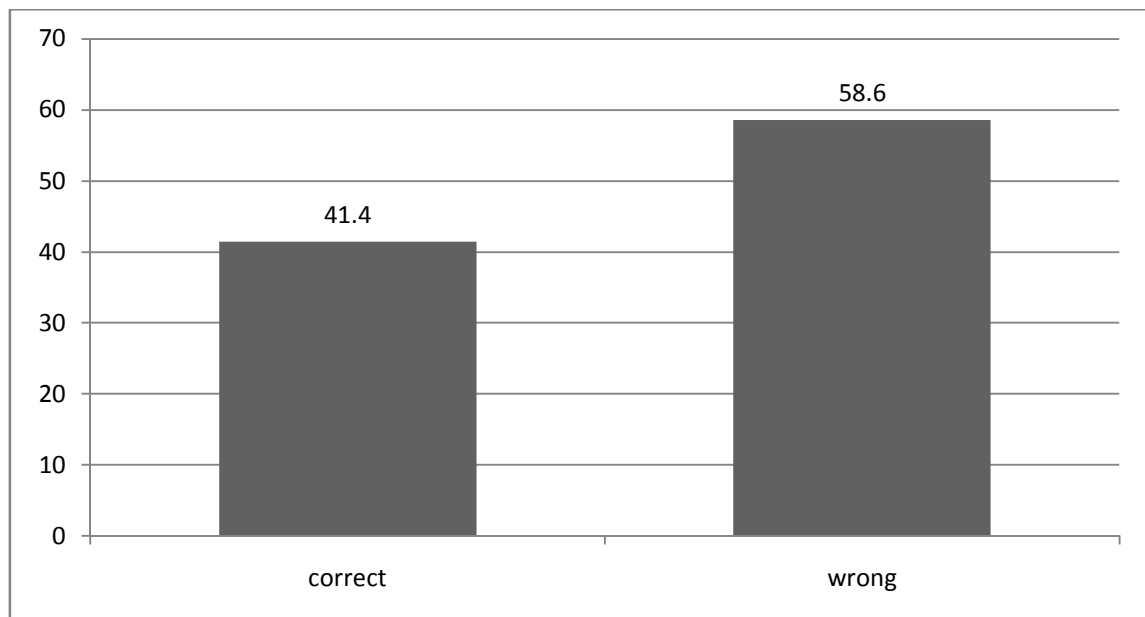


Figure (4-20) the word “abroad”

12 students just answer this question correctly where as 17 students answer wrongly this result indicate those who answer wrongly have a poor knowledge of prefix “AP” means away from .

Question three:

Identify the part of speech of each of the words below by drawing a circle around the correct answer:

Noun – verb – adjective – adverb

Table (4-21) Attendance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	13	43,3	43,3	43,3
	wrong	17	56,7	56,7	100,0
	Total	30	100,0	100,0	

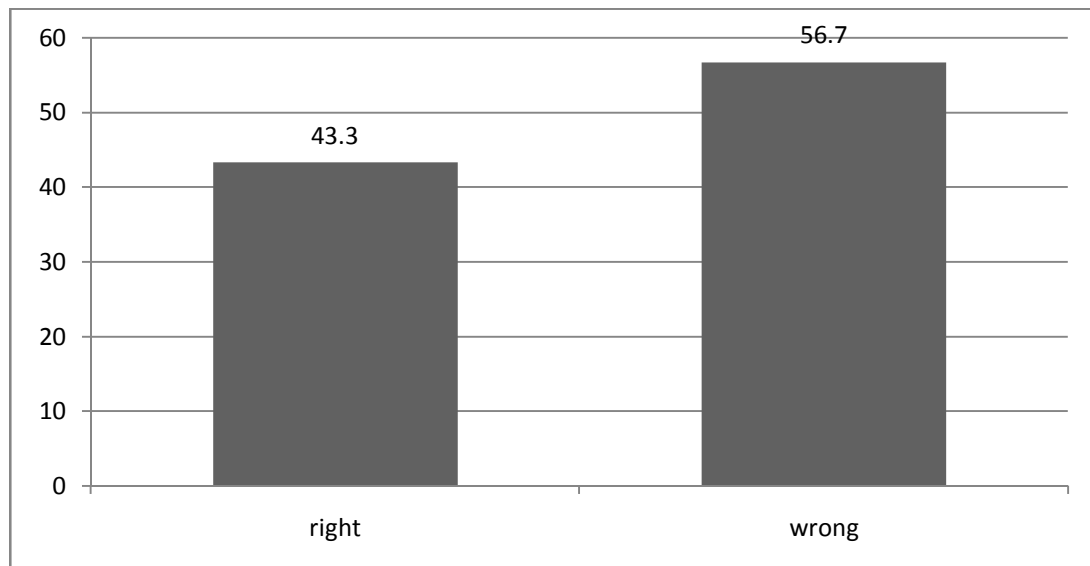


Figure (4-21) the word “attendance”

13 students answer this question correctly, expect 17 respond wrongly. This indicates are weakness to identify the function of suffix (ance) form noun.

Table (4-22) Enjoyable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	16	53,3	53,3	53,3
	wrong	14	46,7	46,7	100,0
	Total	30	100,0	100,0	

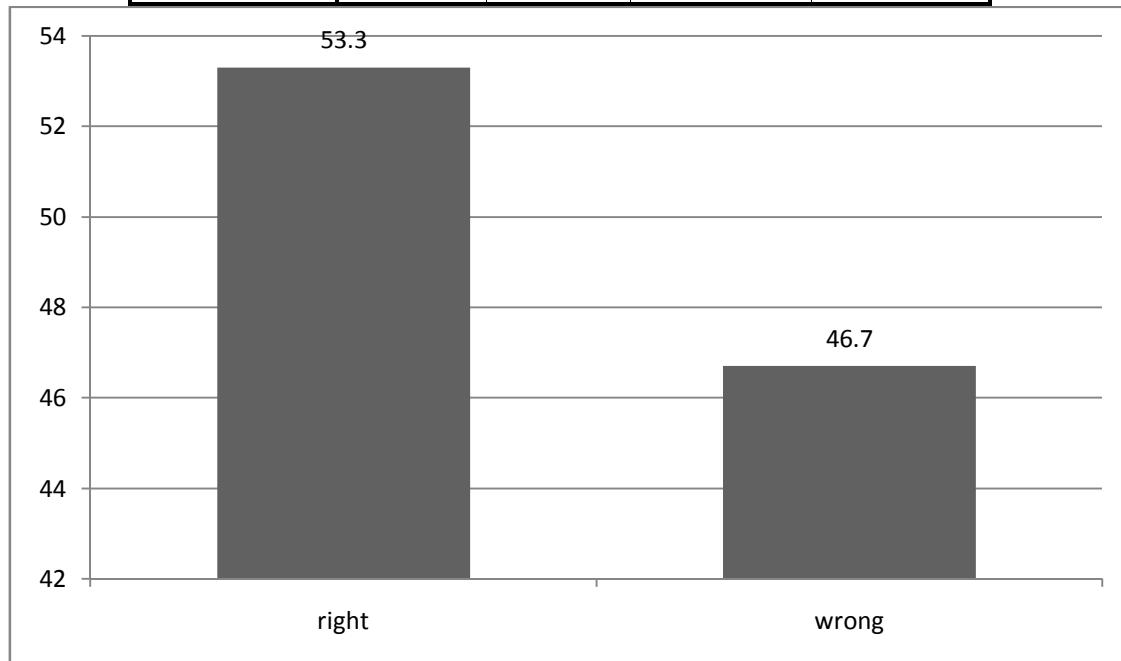


Figure (4-22) “Enjoyable”

Figure (4-22) the word Enjoyable 53.3% of the students answer this question correctly, whereas 46.7% of the students answer wrongly. This means that students recognize the part of speech “the adjective” the suffix “__able” is used to form adjective form verb.

Table (4-23) Identify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	5	16,7	16,7	16,7
	wrong	25	83,3	83,3	100,0
	Total	30	100,0	100,0	

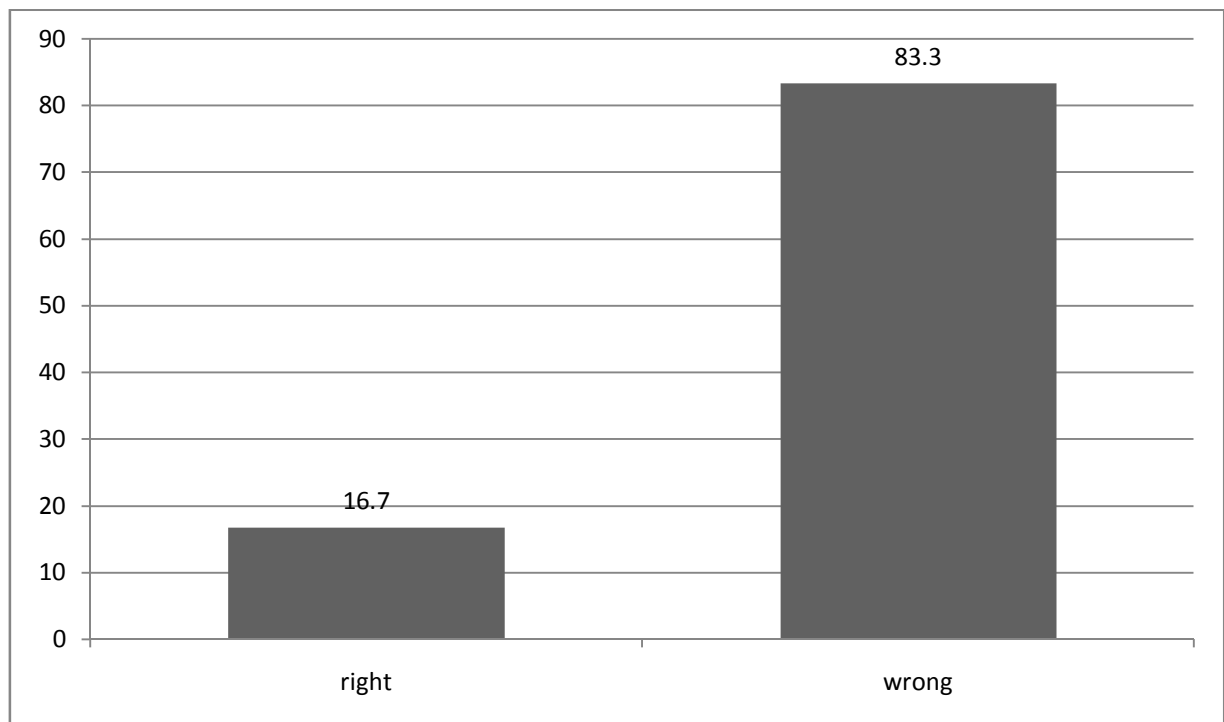


Figure (4-23) the word “identify”

16.7% of the students answer this question correctly, where as 83.3% of the students answer wrongly this means this means that students have a problem with using the parts of speech “the verb” of the word indentify the word ending in (fy). to form noun verb.

Table (4-24) Helpless

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	16	53,3	53,3	53,3
	wrong	14	46,7	46,7	100,0
	Total	30	100,0	100,0	

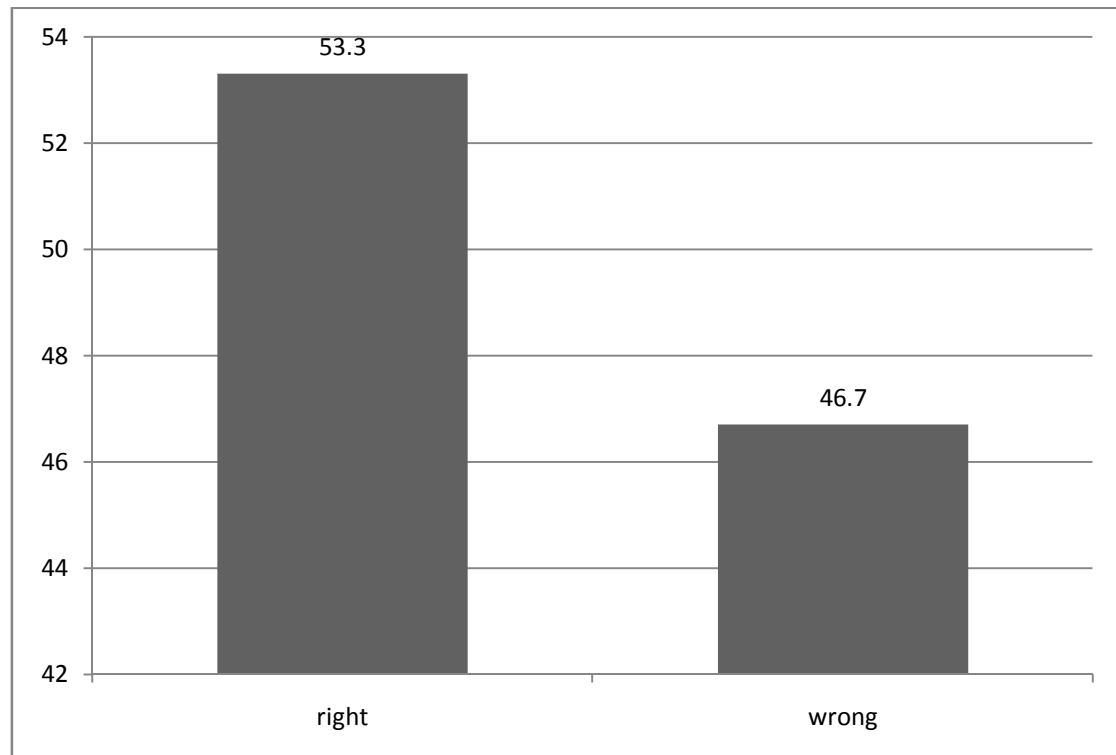


Figure (4-24) the word “Helpless”

Most of the students answer this question correctly where as 14 student answer this question in correct. This means that students weakness to identify the function of suffix “less” forming adjectives

Table (4-25) Journalist

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	9	30,0	30,0	30,0
	wrong	21	70,0	70,0	100,0
	Total	30	100,0	100,0	

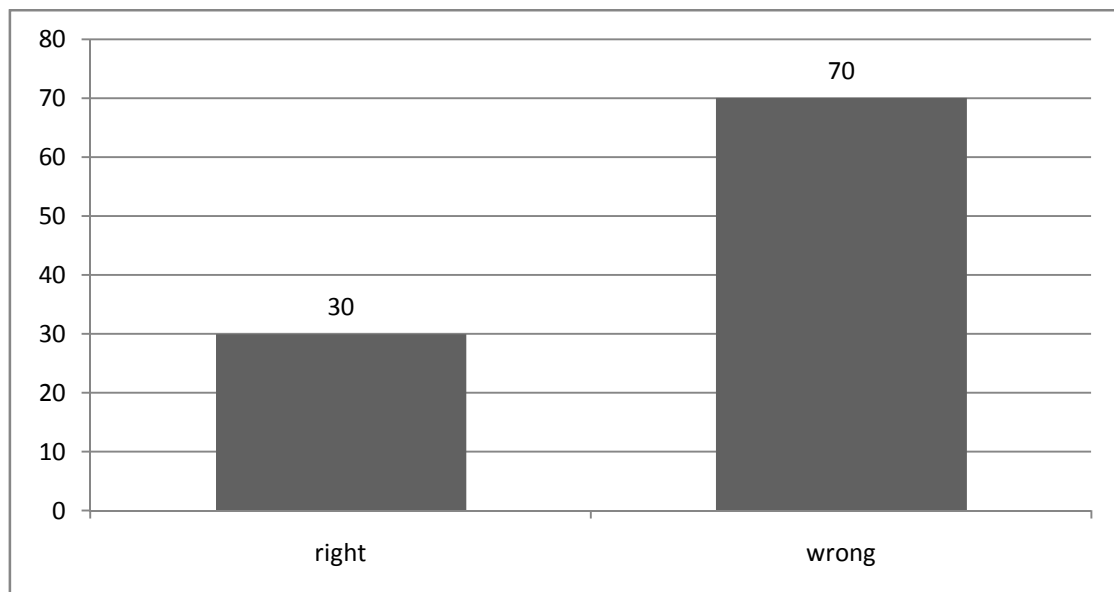


Figure (4-25) the word “Journalist”

9 student answer this question correctly where as the 21 of the student answer wrongly. This 9 illustrates that 21 of the students have problem with using the part of speech “noun” to the suffix “journalist” which is used to form personal nouns”

Table (4-26) Broaden

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	15	50,0	50,0	50,0
	wrong	15	50,0	50,0	100,0
	Total	30	100,0	100,0	

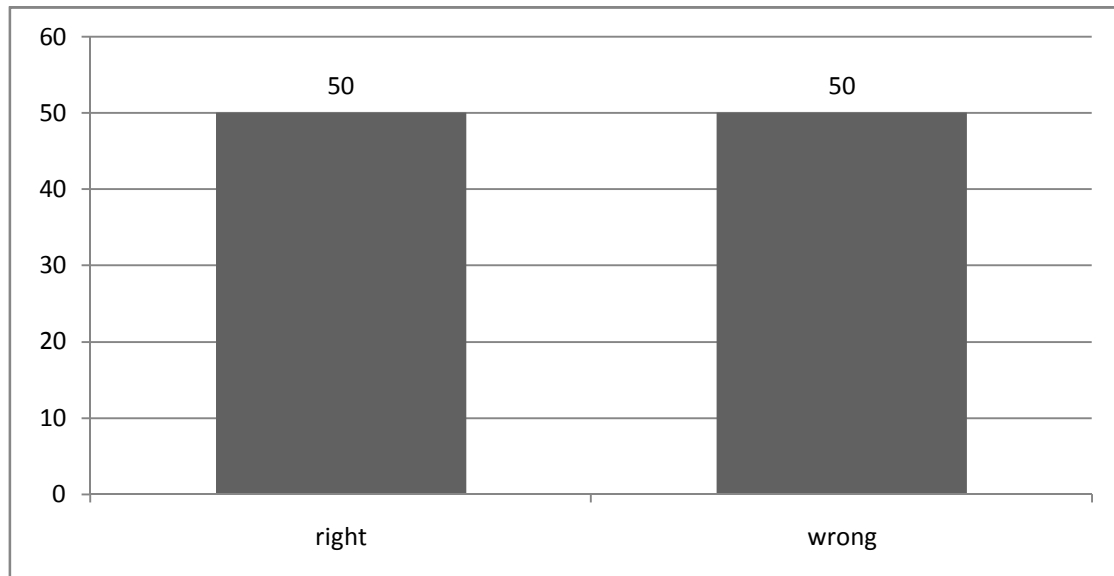


Figure (4-26) the word “Broaden”

Half of the students respond positively but the other students respond negatively. This means those who do not answer this question have less knowledge about using part of speech.

(the verb); the suffix (___en) is used to form adjective from verbs.

Table (4-27) Difference

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	11	36,7	36,7	36,7
	wrong	19	63,3	63,3	100,0
	Total	30	100,0	100,0	

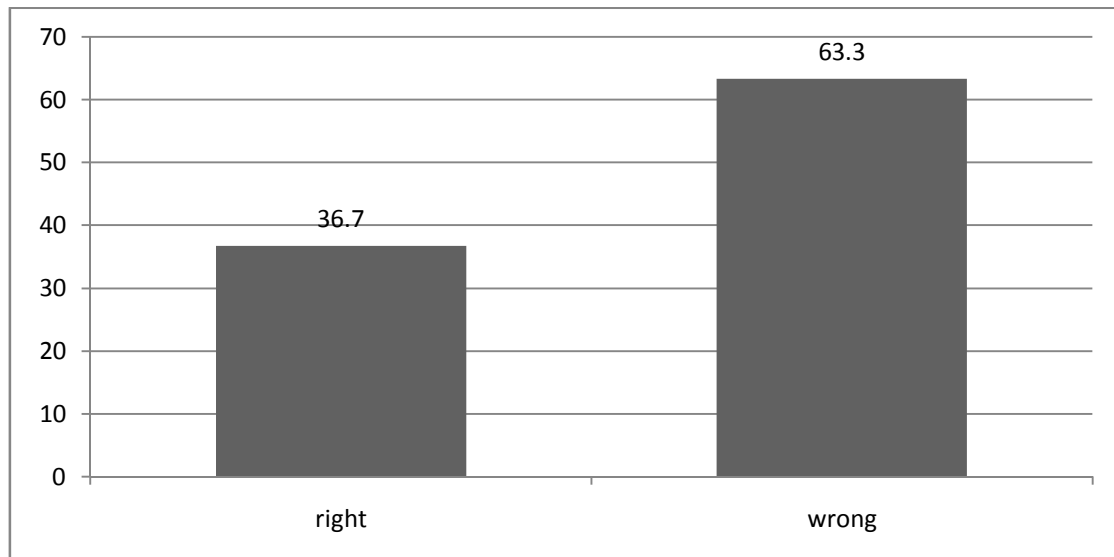


Figure (4-27) the word “Difference”

36.7% of the students answer this question correctly where as 63.3% of the students answer wrongly this illustrates that 63.3% of the students have a problem with using the part of speech (nouns) to the suffix (ence) which is used to form “noun”.

Table (4-28) Socialist

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	11	36,7	36,7	36,7
	wrong	19	63,3	63,3	100,0
	Total	30	100,0	100,0	

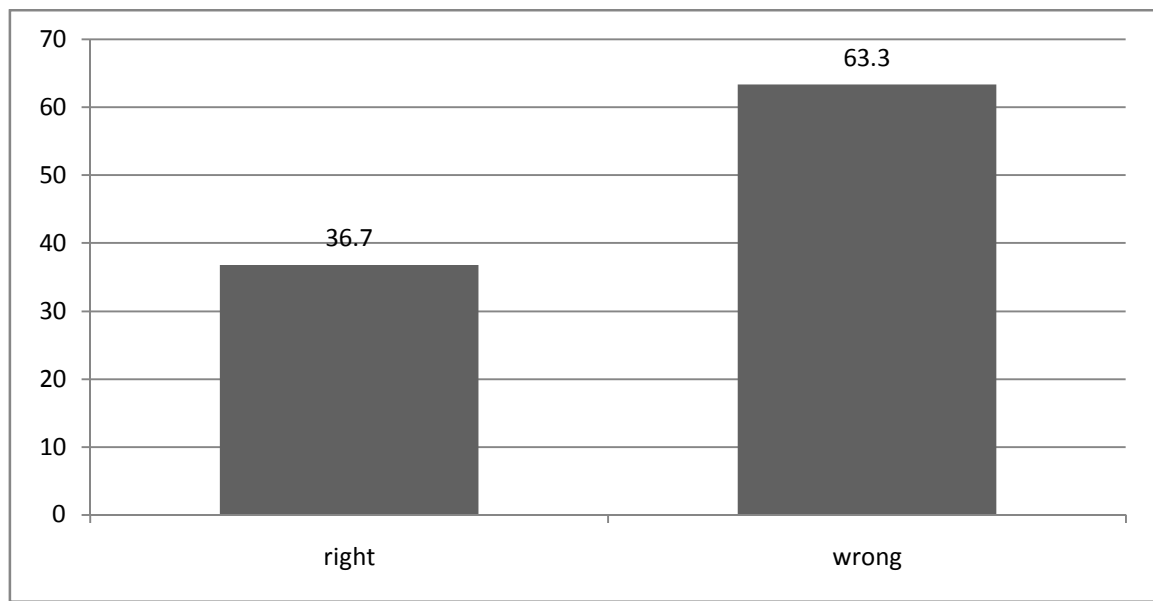


Figure (4-28) “Socialist”

11 students answer this question correctly where as 19 students answer this question wrongly this indicates those very weak to indemnity the function of suffix to from (noun) in word socialist the suffix (socialist) form adjective to personal noun

Table (4-29) Hardly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	4	13,3	13,3	13,3
	wrong	26	86,7	86,7	100,0
	Total	30	100,0	100,0	

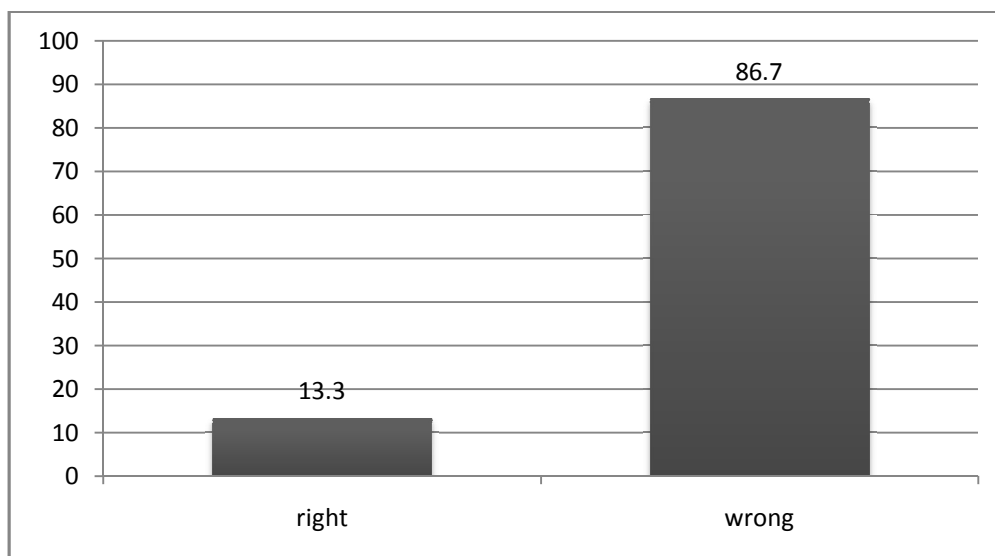


Figure (4-29) the word “Hardly”

The majority of the students answer this question wrongly this show that students have some problems with adding the suffix (Hardly) forming adverbs from adjectives.

Table (4-30) Possible

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	right	12	40,0	40,0	40,0
	wrong	18	60,0	60,0	100,0
	Total	30	100,0	100,0	

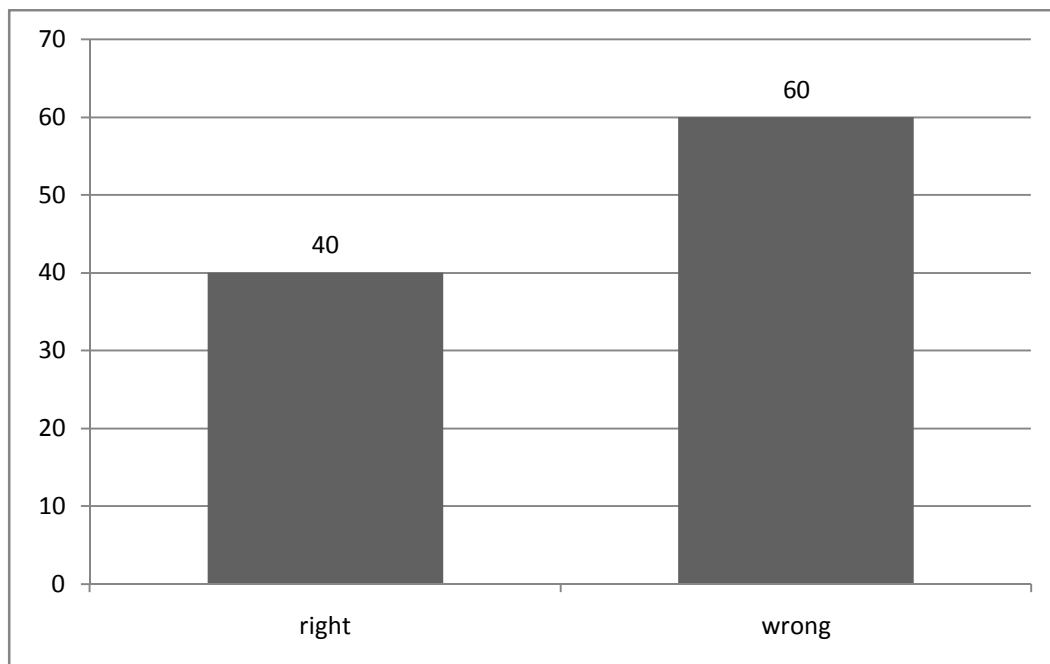


Figure (4-30) the word “Possible”

Only 4 students answer this question correctly where as 19 students answer this question wrongly. This shows that students weakness to indentify the function of suffix (__ible) to form adjective in the word (possible).

Chapter Five

Conclusion, Recommendations and Suggestions for further Studies

5.1 Introduction:

The present chapter provides a summary of the whole study. Also presents conclusion for its result and recommendations.

The chapter finally presents some suggestions for further Studies.

This study provides an overall picture of the vocabulary through morphology after defining all the terms used in the study with accordance to the background knowledge of the suffixes forming the four parts of speech as well as the prefixes whose meaning fall between negative opposite addition outward and mediation. The problem of the study was primarily taken into consideration.

The researcher used the descriptive analytic method. The data, required were collected. A test was designed to be administered to the majority of second year students in English Language at Omdurman Ahlia University.

The main goal of this study was to judge the students' familiarity level with affixation technique in an attempted depict problematic area's within machinist of affixes, namely prefixes and suffixes.

The following study questions were raised:

1. Are learners adequately aware of the four open parts of speech?
2. To what extent are learners familiar with affixes?
3. Can learners produce new vocabulary items by using affixes with parts of speech?

5.3 Conclusion:

On the basis of the study results the following findings were obtained. The first hypothesis states that most students have little knowledge of the opened closed parts of speech; the second one claims that students miss the meaning of the prefixes and also the last hypothesis states that students lack the ability of interchanging new parts of speech through suffixes.

To verify the hypotheses to the following findings were revealed:

1. Students have poor background about open and closed parts of speech.
2. Students miss the meaning of prefixes and functions of suffixes.
3. Students have very weak ability of interchanging new parts of speech through suffixes.

5.4 Recommendations:

With reference to the findings of the study, the researcher recommends the following:

1. Special care should be seriously taken to reconsider teaching affixes according to a new well-organized design

plan starting from the secondary school up to university level.

2. Using an English dictionary is to be prescribed compulsory at second year at university level.
3. University programmes of English should include vocabulary study as an essential component.
4. Reinforcement factors should be regarded to enhance students exert more effort in reading and writing attending more attention to affixation in the form of gifts, presents and prizes.
5. Pamphlets, sheets and handouts should be given out to the students to get more practice as a home work.

5.5 Suggestions for further Studies:

Researcher recommends the following further areas for the researchers:

1. Other subjects should be counted for in addition to vocabulary at the second level.
2. Highlighting the etymological aspect of prefixes, stems and suffixes; Greek, Latin or old English.

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CHAPTER ONE

INTRODUCTION