# Sudan University of Science and Technology
## College of Graduate studies

## Department of English

### MA in Linguistics: Batch ( 4) 2016 – 2017

## Research title:  Problems of Recognizing the Structure of English words as encountered by Sudan University Students

المشكلات التي واجهها طلاب جامعة السودان في التعرف على  بناء الكلمات فى

اللغة الانجليزية

A case study of Al – Nilein University Second Year – Faculty of Arts.

A Thesis Submitted in Partial Fulfillment for the Requirement of

MA. Degree in (Linguistics).

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# DEDICATION

**This effort is dedicated to dear mother, to the soul of my father and to members of my family**

# Acknowledgements

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# Abstract

This study aimed at investigating the problems encountered by Sudan University of Science and Technology in recognizing the structure of English words . The researcher chose a descriptive analytical method. A test is used as an instrument for data collection. A sample of 50 students is randomly selected from Al-Nilein University, faculty of Arts, Department of English language (second year students). To verify the reliability of the tool, the researcher has selected ten students randomly other than the research population, five from Omdurman Islamic university, English language, five from Sudan university of science and technology, English language. The result of the pilot study was proved the reliability of the tool. The studied data have been analyzed by using SPSS method. The reached some results after which there are some recommendations and suggestions for further studies.

The students have knowledge of familiar words only. They have no ability to attach affixes to the relevant root words. Besides, most of the students were unable to recognize root word of affixes words .The second question revealed that the students of English language encounter some problems of recognizing the parts of speech. The students' unawareness of word structure refer to the teaching methods in the area of morphology, particularly the word structure.

Finally, the study makes the following recommendations:

Teachers should give students full details about affixes and the way of using them with the parts of speech, This information should be at an earlier stage in learning English when preparing their teaching materials. Besides, They should intensify different kind of written tests related to the word form. Moreover, Teachers should follow how to convert adjective to adverb and verb to noun.

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المستخلص

يُهدِف هذا البحث دراسة المشكلات التي واجهها طلاب جامعة السودان للعلوم والتكنولوجيا في التعرف على بناء الكلمات الانجليزية. استخدم الباحث الاختبار كأداة لجمع البيانات.وقد أخذ عينة عشوائية قوامها (50) طالبا من طلاب جامعة النيلين قسم اللغة الانجليزية(السنة الثانية) ولصحة مصداقية أداة البحث،قد أخذ الباحث عينة عشوائية من عشرة طلاب خارج مجتمع العينة الرئيسية. خمسة طلاب من جامعة أمدرمان الإسلامية لغة انجليزية وخمسة من جامعة السودان للعلوم والتكنولوجيا لغة انجليزية، وأثبتت دراسة هذه المجموعتين مصداقية الاختبار. إذ تم تحليل المعلومات باستخدام برنامج التحليل الإحصائي.

وقد تمثلت أهم نتائج الدراسة في الآتي:

إن الطلاب لديهم معرفة ببناء الكلمات المألوفة فقط، و ليس لهم القدرة علي إلحاق السوابق أو اللواحق في جزر الكلمة المناسبة .إن معظم الطلاب ليس لهم القدرة في معرفة جزر الكلمة من الكلمات ذات السوابق واللواحق. وقد كشف السؤال الثاني إن طلاب اللغة الانجليزية لديهم بعض الصعوبات في معرفة أجزاء الكلام. عدم إدراك الطلاب في معرفة بناء الكلمة ربما يرجع إلي طرق التدريس في مجال علم بناء الكلمات ، خصوصاً في مجال معرفة بناء الكلمة.

أخيرا فقد قدمت الدراسة التوصيات التالية : توصيات للمعلمين (التوصيات التربوية):

يجب علي المعلمين تدريس الطلاب كل تفاصيل السوابق و اللواحق وكيفية استخدامها مع أجزاء الكلام. وكما يجب عليهم جمع هذه المعلومات قبل تحضير المقررات الدراسية، و يجب علي الاختبارات الكتابية أن تكون مكثفة من قبل المعلمين ، خصوصاً بما يتعلق ببناء الكلمة. وأخيرا يجب علي المعلمين وضع اختبارات إسبوعية وخصوصاً في كيفية تحويل الصفة إلي الظرف والفعل إلي اسم.

# List of tables

# List of abbreviations & Definition of terms

| Abbreviation | Meaning |
|:---:|:---|
| N | Noun |
| V | Verb |
| Adv | Adverb |
| Adj | Adjective |
| SPSS | Statistical package for social sciences |
| → | Indication to |
| MCQ | Multi choice questions |

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# Table of contents

# Chapter one

# Introduction

**Chapter one:**

# 1.0 Background:

English Language plays a great role all over the world. It is a means of communication, some people whoever are not the English native speakers; so they are in need of learning this language. Language learning requires practice in the four skills: reading, writing, listening and speaking. In order to use a certain aspect of English language, we must have knowledge of the language itself; its vocabulary and grammar. Therefore, it is very important for foreign learners of English language to master these aspects. One of the aspects of language is its vocabulary, it is the study of word meaning and structure. This research in about word structure or morphology.

The term morphology is generally attributed to the German poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe (1749–1832), who coined it early in the nineteenth century in a biological context. Its etymology is Greek *morph-* means 'shape, form', and morphology is the study of form or forms, M. Aronoff, (2004, p. 1). One of the morphological problems that students encounter, which will be discussed and investigated in this study is recognition of word structure.

The problems of recognizing word structure refer to students inability to recognize how inflectional endings change a words  tense, number, and so on. They also include how affixes can be added to a base word to create or derive a new but with a related meaning. Many university students in Sudan face problems of how to deconstruct words—to identify the root of the word as well as,  the affixes. The university students have not yet developed  enough vocabulary skills to enable them create new words.

Thus; they commit both speaking and writing vocabulary errors.

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## 1.1 Statement of the study problems:

It is inevitable to emphasize that the recognition of word structure is a real problem facing every university Student. the researcher noticed that students at Sudan university face the problem of recognizing word structure. These students have not yet developed  enough English vocabulary skills to create or make new words; thus they commit speaking and writing errors. More Students do not know how inflectional endings change words tense, number, and so on. Also they face difficulties of recognizing word form: whether a word is verb, noun, adverb or an adjective.  So this study is intended to investigate into this problem in order to find the reasons behind such difficulties of word form and to recommend some solution to help learners to overcome such these problems.

## 1.2  Significance of the study:

Knowledge of word structure is important for university students, it helps them to develop fluent reading, vocabulary and comprehension. Also
Word Structure can support students learn how to identify and read meaningful chunks of language. It is thus important that students learn how inflectional endings change a words tense, number, form and so on. Besides they need to learn how affixes can be added to a base word to create or derive a new word but with a related meaning. Knowledge of word  structure is significant, because it can help the readers at several levels,  be  able to identify key-word part. This  not only helps with the pronunciation of longer, unfamiliar words, but it also helps students learn how to deconstruct words—to identify the root of the word as well as the affixes.

## 1.3  Objectives of the study:

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The main goal of this study is to identify problems encountered by university students in recognition of English words structure. So, it is intended to:

  1. Identify the extent of problems encountered by university students in recognition of words structure.

  2. Identify the nature of problems faced by university students in recognition of word structure.

  3. Identify the effect of lack of knowledge of word form on students proficiency in English vocabulary.

4. Suggest the appropriate solutions to those problems.

## 1.4  The Questions of the study:

In order to know the real problems faced by university students in recognition of word  structure , the present study aims to address the following research questions:

1- To what extent do the university Students face problems in recognition of words structure ?

2- What are the main problematic areas encountered by university students in recognition of word structure.?

3- To what extent does students lack of knowledge of words structure lead to university students lack of proficiency in English vocabulary ?

## 1.5 Hypotheses of the study:

1-  Most university Students have not yet developed efficient skills in the recognition of word structure.

2- University students lack of knowledge of word structure has led to insufficient vocabulary in English .

3. University students encounter more problems in the area of suffixes than prefixes

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## 1.6  Methodology of the study :

This study adopts descriptive analytic method, the researcher will conduct the analysis through tests. The sample selected by the researcher is second year students at Sudan University of Science and Technology. In this study the researcher will use test for students to gather data. The needed tests will be based on the problems that encounter students in recognizing of English words structure.

## 1.7 Limits of the study:

This study is carried out at AL - Nilein University

This study is limited to the INTACT group, second year students of English language. The students will be given a test to identify the real problem of word structure. Time of the study is conducted during the academic year 2016 – 2017. Location of the study is Khartoum state - Al – Nilein University

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# Chapter two

# Literature Review & previous studies

**Chapter Two:**

## 2.0  Review of concepts :

 The purpose of this research, is to study the problem of recognizing word structure among university Students. In this study the researcher defines the word structure(morphology)and study morphemes, both derivational and inflectional. Moreover, the  chapter will also discuss the function of affixes in changing forms and meaning of the words.

Besides, the research is intended  to clarify the importance of morphology and English vocabulary in terms of Language learning. Thus it is necessary to concentrate on word formation. Two main areas of word structure are: word formation and inflection. Finally, this research is concerned with providing students with intimation an English words and their inflectional endings.

## 2.1 Definition of a word in English morphology :

 Bloomfield (1933: 61) defined a word as a"minimal free form", that is the smallest unit that may be spoken a lone such as "boy", "tree", "pen". In English, these words are invested. They represent an unlimited number of words or lexicon. They are free with distinctive meanings and they constitute the "open class" of words. Still we will have to consider words as morphemes " minimal linguistic units" when we come to consider their distribution relationships".

This means that words are free form, they deserve the bound morphemes, the classification of morphemes has many different ways to form new words. The bound morphemes are more commonly used in creating any lexical items. A word can be unlimited means any lexical items, for example: (sister- bed- cat- man). These words are not specified, they are open class.

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# 2.2 The nature of English vocabulary:

Kamil and Hiebert, 2004:19 states broadly defined, vocabulary is knowledge of words and word's meanings. However, vocabulary is more complex than this definition suggest. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations, or ever use them ourselves as we speak and write.

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning" (Berne & Blachowicz, 2008).

Vocabulary development refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student sounds out a word, he or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits. Vocabulary development is also a primary determinant of reading comprehension.
Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text" .

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Multicultural & ESOL Program Service Education Dept.26 April 2007.

Moreover, Hornby (1995) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings.

Lewis (2000) defines vocabulary as the listing of the words used in some   enterprise". It refers to the words that must be known to communicate effectively- while Diamond and Gutlohn (2006) state that vocabulary is knowledge of words and words meanings. Similarly, Simpsonard Weinner (1989) says that "vocabulary are collective words with brief explanation of their meanings.

## 2.3. The Importance of vocabulary in language learning :

"Vocabulary is central to English language teaching because without sufficient  vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112).

This point means that vocabulary is more important in interacting with community than grammar.

Lewis (1993) went further to argue, lexis is the core or heart of language" (p. 89). Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.   Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, learners carry around dictionaries and not grammar books (p. 4).

Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, "Language is very difficult to put into words." I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

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Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to

communicative competence and to the acquisition of a second language" p. 55). Wilkins (1972.p 97) added that: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say … While without grammar very little can be conveyed, without vocabulary nothing can be conveyed'').

## 2.4. Vocabulary Development:

Vocabulary development refers to the knowledge of stored information about pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student sounds out a word, he or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits. Vocabulary development is also a primary determinant of reading comprehension. Readers cannot understand the content of what they are reading unless they understand the meaning of the majority of words in the text. Multicultural & ESOL Program Services Education Dept. 25 April 2007.

In morphology, a base word is a bigger unit to which an affix attaches or to which a morphological process applies" ( Spencer, Andrew. 1991). This means the affixes can be attached  always with a base word, it is necessary to know the root word in order to complete inflectional procedure and word formation. Moreover, morphology deals with two areas of word structure: inflection and word formation.
word formation is a procedure of morphological process through which the four open parts of speech: noun, adjective, verb and adverb can be interchangeable among each other to produce new vocabulary units through affixes.
 which is important to illustrate and review hypothesis relevant to the study. (Hallidy 2003, p. 73) argues that "all Languages require new terms, new combination of words, to express *new ideas"*.

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This means recognition of creating or de-constructing new word can facilitate the students to acquire new vocabulary. Moreover,

the process that have probably added the largest number of words fall into two expansive categories, inflection and derivation.

"Inflection is driven by the requirement to a form with the appropriate form in a particular grammatical context" ( Katama 2005, p. 45).

Learners need to be capable to remind  knowledge of their vocabulary, in order to support their language skills.

As mentioned above, the morphology deals with two area of word structure, inflection and word formation. In this definition, the researcher focusing on importance of inflections in grammatical process.

## 2.2 Morphology

### 2.2.1 The definition of morphology:

"The term morphology is generally attributed to the German poet, novelist, playwright, and philosopher Johann Wolfgang von Goethe (1749–1832), who coined it early in the nineteenth century in a biological context. Its etymology is Greek morph- means 'shape, form', and morphology is the study of form or forms". Aronoff and Fudeman, (2004, p.1).

Another definition was provided by Aronoff and Fudeman that the morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words in their internal structure and how they are formed.

 This means that morphology is the study of words and their derivational items, creating or deriving new lexical items from the stem word.

 Morphology is divided into two main area. These are inflections which refers to the variation in form of a single unit for a grammatical purpose for example: take, takes, took, taken, taking. The derivational can change meaning of the words for example:

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"slowly" from "slow" and the derivational morpheme –ly can change the grammatical category and the meaning of lexical item.

There are various definitions have been provided in the literature of the term morphology for example: Mathew, (1997: 233), defined it as the study of the grammatical structure of word and 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 agent.

In this definition, Mathew links word structure with grammatical categories concentrating on inflectional and derivational morphology.

This means we can convert singular noun into plural ones and vice versa, and create singular noun from a verb. E.g work → worker…. Etc.

Leong and Parkinson. (1995: 237). Adding that It is '… the study of the hierarchical and relational aspects of words and the operation on lexical items according to word formation rules to produce other lexical items.

This means that morphology is crucial area of creating new words according to their functional affixes. It can help students to form different kind of words according to word formation rules.

Trask, (1999,p.178) defined that "a particular important type of word- formation is derivation, as in slowly, rewrite and unhappiness".

This definition means that one can create an adverb from adjective.

Also bound affixes can be attached as prefix and suffix in one stem word as in unhappiness. This emphasizes that the derivational affixes one very important in creating, deconstructing, and  deriving new words that different meaning.

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.

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Indeed, the central task of morphology is to study how words such as the pair in(1) are related to each other.

"
Deep
Deepen".
This means that we can derive a participle from a verb as, drive → driven and so on.

Yale,G.(2006: 62 - 63) define"Morphology" as "a term which literary means the study of forms; was originally used in biology, but, since morphology in the middle of nineteen century, has also been used to describe the of investigation that all analyzes those basic "elements" used in a language, what we have been describing as "elements" in the form linguistics message are technically known as morphemes".

This means that the study of morphology is about morphemes and their elements which are classified into: base (free + bound), affix (prefix+ connector+ suffix),and free ( lexical+ grammatical). This classification can help us how to form new words, and recognize whether an element is bound or free.

According to (Katamba, 1993), the philologist Muller (1899) showed that morphology can be used to trace how languages have evolved.

It is thus because of morphology, many different languages have been retained from the ancient languages.

Bloomfield (1933) added that a new scope to morphology. He and his followers maintained that words could be analyzed into morphemes which are the smallest units of meaning and grammatical function.

Bickford and Daly, (1994 :3)defined that morphemes are "minimal  meaningful units" which can not be further sub-divided and still have some meaning assigned to them.

This means that the morphemes denote meaning, and they will be attached to the stem word. Thus, they will create a new lexical items. The lexical items are unlimited items. They may verb, noun adjective and an adverb, or may be grammatical function. for example: take, takes, taking, taken, this kind of morpheme is called inflectional, they are attached in the end of the verbs.

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### 2.2.2 The Importance of morphology:

According to Lieber,(2009) the importance of using morphology comes from different reasons, one reason for having morphology is to form new lexemes from old ones and this is refer to as lexeme formation, lexeme formation can do one of three things": (Lieber,2009: p 6).

Change the part of speech or category of a word. For example, turning verbs into nouns or adjectives, or nouns into adjectives.

V → N   amuse → amusement
V → A   express → expressive
N → A   monster → monstrous

### 2.2.3 Elements of morphemes:

The division of morphology according to Gina Cooke, (Linguist-Educator Exchange). Camera and voice. www.org

Elements →   ( base, affix).
Base →         (free, bound).
Free →     ( lexical, grammatical).
Affix →     (prefix, suffix ),and connector (a connector is that can connect abase or suffix to another base or suffix e.g. special, evacuate, phonology).

Suffix →   (inflectional, derivational).
Free →     (lexica, grammatical)
Lexical →   (noun, verbs. Adjectives and an adverbs).
Grammatical   →(pronouns,   Aux.   verbs,   prepositions, conjunctions, articles).
Suffix →   (derivational, inflectional)
Derivational →  (-ness,-ment,-ion, -ful, -ly, -ic).
Inflectional →   (-s, -ing, -ed, -en,-er,est. e.g.

## 2.2.4 The concept of word structure:

The linguists emphasized that "morphology is the study of word structure" and it deals with the main two areas of word structure: word formation and inflections.www.ingilizcealanbilgisi.com

Word formation is crucial area of study at the moment it would be   important to clarify the definition of the concept of parts of words and their morphological inflection.

This will elaborate the meaning of words, and there are many different Linguists who have defined and described word formation for example, McArthur,(1992: 1122-23) suggest the following points to 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) defined it as:
 1."The formation of words in general.
2.Specifically of the formation of words as lexical units, subsuming  3."compounding" and "derivational morphology".

Crystal, (1985: 421), in its most general sense, "the term refer to the whole processes of morphological variation in the constitution of words, i.e. including the two main divisions inflection( word variation signaling lexical relationships) in a more restricted sense, words formation refers to the later inflectional morphemes in English follow the derivational morphemes in the world".


## 2.2.5 The Role of Morphology in language acquisition:

The word structure impedes the learners of(L2), because when we talk about the language, we indicate about words and their formation.

They provide us an idea to create new words and use them in appropriate understandable grammatical context.

Thus, the recognition of word structure is important in language acquisition. It helps learners enable to derive new words from the stem word. The learners do not recognize how to attach morpheme in appropriate morphological items, so this can hinder language learners. Moreover, the attached morpheme(bound morpheme) can change meaning of the word and convert lexical items such as: (verb to noun), (verb to adjective), (an adjective to noun), ..etc. this is a complicated morphological conversion makes difficulties that the learners to get new words and use them in a grammatical context.

Morphology contains the rules which allow the speaker to increase his/her linguistic competence through their application. But it only contains those regular processes which present the working of the system as a coherent and non arbitrary device. Linguists, psychologists and teachers are interested in morphology because they expect it to be a good means to find out more about the strategies the speakers use in order to increase their lexical capacity.

The knowledge of morphology is necessary in order to know the way the human brain works and processes language. It will help to produce new alternatives to learn languages, which are more economical in time and effort than those we are using now and it will permit its application to artificial intelligence. Morphology is attracting more and more the interest of linguists. No complete theory of language can develop without a well established theory of word formation. Multicultural & ESOL Program Service Education Dept.26 April 2007.

## 2.3 Affixation:

Affixation is a morphological process whereby a bound morpheme, an affix, is attached a morphological base (Stela Manova, 2014: p 1).Another definition of affixes is that, an affix is a grammatical element which can not form a word by itself. "Affixes are bound morphemes in that they are meaningful units (morphemes) which can not exist independently of another morpheme to which they must be attached". Trask, (1998, p. 160).

## 2.3.1 Prefixes:

English affixation(Quirk et. Al 1985) stated that English prefixes can be divided into two types on the basis of the effect prefixation has on class of words that receives the prefix . A prefix is placed at the beginning of a word to change its meaning, for example, the prefix re- means either a gain or back as in return, rewrite.
Negative statements are the opposite of the affirmative statements in English, one way to negative statement is by adding negative prefixes to nouns, adjectives and verbs.

Prefixes usually do not change the class of the base word, but suffixes usually do change the class of the word. (http:www.uefap

Here is a table of some prefixes examples

2.3.1 Table (1)

| Prefix | Meaning | Example |
|--------|---------|---------|
| re- | again or back | revisit, reappear, |
| dis- | reverses the meaning of the verb | disarm, disconnect |
| over- | too much | work, overdose |
| un- | reverses the meaning of the verb | couple, unfasten |
| mis- | badly or wrongly | mislead, misinform |
| out- | more or better than other | outperform, outbid |
| be- | make or cause | befriend, belittle |
| co- | Together | co-exist, co-operate |
| de- | do the opposite of | devalue, deselect |
| fore- | earlier, before | foreclose, foresee |
| inter- | Between | Interact, interface |
| pre- | Before | pre-expose,pre-test |
| sub- | under/below | sub-contrast, subdivide |
| trans- | cross, over | transform, transcribe |
| under- | not enough | underfund, undersell |
| sur- | over and above | surname, surrounding |
| tri- | Three | tricycle, trilingualism |
| ultra- | Beyond | ultrasound, ultraviolet |
| vice- | Deputy | vice-president |
| macro- | Large | Macronutrient |
| micro- | Small | Microscope |
| post- | After | post-independent |
| tele- | Distant | Telecommunications |
| under- | below, too little | undergraduate, under-development |

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Concerning to prefixes here are some negation prefixes; and numerical prefixes added by (Mohammed Taha,2012.p 15) NO: 2012/20100)

### 2.3.2  Negation prefixes

2.3.2 Table (2)

| Prefix | meaning | Example |
|--------|---------|---------|
| dis- | opposite of | miss→ dismiss |
| il- | not | legal → illegal |
| in- | not | significant→ insignificant |
| mis- | badly | conduct → misconduct |
| un- | Not | human → unhuman |

### 2.3.3 Numerical prefixes:
2.3.3 Table (3)

| Prefix | meaning | example |
|--------|---------|---------|
| mono- | one | basic → monobasic |
| octo- | eight | style →octostyle |
| bi- | two | lingual → bilingual |
| tri- | three | colour → tricolor |
| hex- | six | gram → hexagram |

## 2.3.4  Suffixation:

Suffixation is the process of adding a suffix. A suffix is an affix which after the form to which it is joined E.g. "-ness" in "sadness"(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 derivational formation of new lexical items, e.g."-ize", "-tion" and for expressing grammatical relationships (inflectional endings). E.g. "-s", "-ed", "-ing" (Crystal, 19; 371). Suffixes can be both derivational and inflectional in English, e.g."-ily" in "manly" (derivational), "-ly" + "-ness" in " manliness" (inflectional), "-ed" in "walked" (inflectional). They are added to a word-form finally.

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## 2.4 Classification of suffixes:

In English suffixation is primary class- changing, that is , suffixes generally alter the word-class of the base. The treatment of the suffixes has generally grammatical basis, that is their primary function. They have only a small semantic role. It is convenient to group and classify suffixes according to their same word- class( synonymous grammatical relations) that results when they are added to a base. So it is possible to speak of noun suffixes, verb suffixes, etc. but, in addition, since particular suffixes are frequently associated with attachment to bases of particular word- class, it is also convenient to speak of them as denominal suffixes, deadjectival suffixese etc. For example, "-ness" is a "de-adjctival noun suffix" in that it forms nouns from adjectives such as "kind" or "gracious". It is useful to extend this concept further and to speak of the derived words themselves as a nominal, adverbial, etc. e.g. "graciousness" is a "de-adjectival" formational (Quirk, 1985:1546-47).

 "Suffixes will be classified as grammatical ground since they change the   grammatical function of the base."Khalil, (1999-pp: 62-63)

### 2.4.1 Inflectional suffixes:

As Delahunty & Garvey (2010) "state, inflectional morphemes change the form of the word to indicate grammatical properties". English has eight inflectional morphemes listed in the following table

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**2.4.1 Table (3)**

| Noun | (-s ) | Plural | The Turtles |
|---|---|---|---|
| Noun phrase | (-s ) | Genitive/ possessive | The Turtle's son |
| Adjective/ adverb | (-er ) (-est ) | Comparative/superlative | clever clevest |
| Verbs | (-s ) | 3$^{rd}$ person singular present tense | moves |
| | (-ed ) | Past tense | moved |
| | (-ing ) | Progressive/present participle | is moving |
| | (-en) | Past participle | has moved/was moved |

As stated in the table, these are the regular English inflections that are added to the large majority of verb, noun, adjectives and adverbs to indicate grammatical properties such as tense, number and degree. They are also inflection that are added to new words coming into the language. From this table we extract information about the most common inflections that frequently we need in English language.
 these morphemes help us to recognize how we use them correctly in a grammatical context.

"Inflection is a major category of morphology. When suffixes are added to words to realize morphemes such as, present, past, present participle, plural, they are said to be inflection". They do not change the nature of the verb to which they are added. For instance:

walk            walks            walking            walked
communicate            communicates            communicating
communicated
ring            rings            ringing            rang

The suffixes – s, - ing, - ed did not change the word class of the verb. Bloomfield (1933) "referred to inflection as the outer layer of the morphology of word forms".

This is because inflections are added when all derivational and compositional process are already complete. This means that one can add inflection on a root and a stem.

## 2.4.2 Derivational suffixes:

Derivation is the opposite of inflection. It consist of adding an affix or affixes to the root or stem of the word. When this done, new words are derived. Within derivation, the distinction is often made between class – maintaining and class – changing process. Class- changing produces a new word in different word class. ( E.g gentle (adjective) ) gentleness (noun) →gently (adverb); while class- maintaining produces a new word but does not change the class.

## 2.5. class- changing Derivational suffixes:

Yanagihara, A (1999 p 42) states that the derivational suffixes can change word from one grammatical classes to another, we have basically four groups.

### 2.5.1 Noun suffixes:

Table(2.5.1)

| Suffix | Meaning | Example |
|--------|---------|---------|
| -dom | state of being | kingdom, martyrdom |
| -Hood | state of being | manhood, childhood |
| -ness | state of being | dimness, dryness |
| -ice | act of being | Cowardice |
| -ation | act of being | education, co- operation |
| -ment | The action or result of | development, attachment |
| -ship | state of being | Friendship |
| -ancy | state of being | Currency |

## 2.5.2  Verb suffixes:

Table(2.5.2)

| Suffix | Meaning | Example |
|--------|---------|---------|
| -ate | To make | Perpetuate |
| -en | To make | Soften |
| -fy | To make | Dignify |
| -ize, ise | To make | Sterilize |

## 2.5.3  Adjective suffixes:

Table(2.5.3 )

| Suffix | Meaning | Example |
|--------|---------|---------|
| -ful | Ful of | Hateful |
| -ish | Resembling | Foolish |
| -ous | Ful of | Zealous |
| -less | Without | Fatherless |
| -ate | To make | Affectionate |
| -ic | Resembling | Angelic |
| -ulent | Ful of | Fraudulent |
| -less | Without | Fatherless |
| -able | Capable of | Peaceable |
| -ed | Having | Spirited |
| -ly | Resembling | Womanly |
| -like | Resembling | Childlike |

## 2.5.4  Adverb suffixes:

Table (2.5.4)

| Suffix | Meaning | Example |
|--------|---------|---------|
| -ly | to make more | randomly |
| -ward | in the direction of | afterward |

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## 2.6.Derivation of words from one Grammatical Class to Another:

By Nneka Umera-Okeke,

### 2.6.1 Conversion of Verb to Noun

To derive nouns from verbs, the noun forming suffixes are added to the verb and new words are formed. Some examples are:

1.(- ment):
amend→ amendment
acknowledge → acknowledgement

2.(- ion/tion):

collect → collection
adopt → adoption
 Verbs that end in –ate drop e and replace with –ion
Illustrate → illustration
Mediate → mediation

3.(-ation):
The suffix –ation is added to some verbs ending in –ise. The final e is dropped before the addition of –ation.

Authorize → authorization
Civilize → civilization
Still on –ation, if the verb ends in ke, the ke is replaced by c before the suffix

Convoke →convocation
Evoke → evocation

Verbs that end in –ain or –aim will drop the i to take –ation
 Explain → explanation
Exclaim → exclamation
  4.(–ication):
 Some verbs ending in -ify drop the y and replace it with – ication
Beautify → beautification
Clarify → clarification

**5.(-ition):**

-ition verbs ending in –ish. The sh is dropped and replaced by –ition

Abolish → abolition

Demolish → demolition

**6.(– ution):**

Verbs ending in –olve have the ve replaced by –ution

Absolve → absolution

Revolve → revolution

**7.Double s suffix( –ssion):**

This occurs with verbs ending in –ee or –ede

Accede → accession

Proceed → procession

-ssion is also attracted by some verbs ending in –it

Omit → omission

Emit → emission

**8.(– ant, - ent):**

Celebrate → celebrant

Preside → president

**9.(–ism, - ysis):**

These suffixes are usually applied to adjectives and nouns. Sometimes, they are applied to some verbs in their conversion to nouns:

Criticize → criticism

The suffix –ysis is usually found in scientific vocabulary:

Analyze → analysis

Electrolyze → electrolysis

**10.( -age):**

-age is generally attached to nouns but in some cases, it is attached to verbs to form nouns:

Use → usage

Waste → wastage

Note:   Note that the e ending in the verb is dropped.

**11.( –ry, -ery):**

A few verbs are converted to nouns by the suffix – ry.The two suffixes  are usually attached to nouns.

Bake → bakery

Hatch → hatchery

**12.( -ee ):**

It can change verb to noun suffix.

Employ → employee

## 2.6.2. Conversion of Verbs to Adjectives:

The following suffixes are added to verbs to form adjectives: - able, -  ible, -ive, -ory, -al, -ant, -ent, -some,

**1.(–able):**

Some verbs ending in consonants take able without any alteration but if the basic verb end in –ate, this end is dropped and replaced with able:

Accept → acceptable

Educate → educable

If the basic verb ends in ce the e is retained but if it ends in y after a consonant, the y is replaced by i. Examples are:

Enforce → enforceable

Rely → reliable

If the basic verb ends in e after a consonant or after s, the e is usually dropped:

Move → movable

Debate → debatable

Finally, if the basic verb ends in y after a vowel, the y is retained:

Pay → payable

Convey → conveyable

**2.(-ible):**

The number of verbs taking –ible as suffix is limited. It is often more attracted to nouns. When added to verbs that end in e, the e is dropped, but when the verb ends in t or d, the last letter is dropped replaced with –sible or –ssible. Examples are:

Force → forcible

Comprehend → comprehensible
Permit → permissible → double ss

  3.(-ory):
This suffix can be added to only few verbs to form adjectives:
Explain → explanatory
Exclaim → exclamatory

4.(–some):
Some adjectives ending in some derived from verbs are:
Quarrel → quarrelsome

## 2.6.3. Conversion of Adjectives to Nouns:

Adjectives are converted to nouns by use of the following suffixes: -ness, -ity,

1. ( -ness):
Happy → happiness
Busy → business
Note: y in these words is replaced by i

2.(-ity):
The suffix –ity is added to some words without any alteration. In some cases, the e that ends the base adjective is dropped:
Diverse → diversity
Pure → purity

## 2.6.4. Conversion of Nouns to Adjectives:

Here are some examples for converting nouns to adjectives: -ly, -ish, -ous, -ic,-ical
1.( -ly):
Day → daily
 Friend → friendly

2. (-ish):
fever →feverish
boy → boyish

3.(-ous):
Disaster → disastrous
Lust → lustrous
Poison → poisonous

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**4.(-ic):**
 Economy → economic
Drama → dramatic

**5.(-ical):**
When applied to special studies the suffix –ic is pluralized. Adjectives formed from such nouns drop the s and extend the suffix to –ical.
economics → economical
politics → political


## 2.6.5  Conversion of noun to verb:

Some nouns can be converted to verbs by the addition of the following suffixes: (-en , -if, ize)

Length → lengthen
Beauty → beautify
Carbon → carbonize

## 2.6.6  Conversion of adjective to verb:

A common suffix for this purpose is –en or the prefix en- as in;
Large → enlarge
Rich → enrich
Deep → deepen
Tight → tighten

## 2.6.7  Summary:

From the literature review, the researcher found out that the majority of the students encounter problem of derivational suffixes than inflectional. The study revealed that the students have a great problem in recognizing the structure of English words. They unable to add morphemes to the convenient part of speech in order to get new lexical forms (words).

## 2.7. Previous related Empirical studies

In this section the researcher is taking consideration into some studies which have been achieved on the area of morphology, particularly the structure of words. The researcher is going to extract the major findings reached by the other researchers.

## 2.8 Study (1)

(Asaad mohammed Ahmed 2016) Investigating the use of English Language Affixes. MA thesis, Sudan university of science and technology.The study primary focuses on the misunderstanding the rules behind affixes addition, as well as the similarities within the affixes in general which can be in term of meaning, spelling or even pronunciation. The study will provide teachers as well as learners with some spelling rules concerning some Affixes usage to minimize the risk of committing
 mistakes.

## Questions of the study:

1.To what extent do the students use English affixes correctly in spine (4 and 5)?
2.to what extent do the students ignore the rules of English affixes addition in general?

**Hypothesis of the study:**

H0: the majority of the students are not able to use English affixes found  in spine (4 and 5) correctly.
H0: the majority of the students do not know the rules behind English affixes addition in general.

The researcher comes out with many findings.
1. the student reflects that English morphemes are considered to be as more problematic and complicated matter, so that it is not an easy task for English learners as second or foreign language in order to use derivational and inflectional morphemes correctly.
2.   the student's answer reveal that they actually have no background about the situation in which some derivational and inflectional morphemes are used. In other words it is difficult for the third secondary school students to identify in which case they can use a certain derivational and inflectional morphemes properly.
3.   the method of teaching derivational and inflectional morphemes needs a knowledgeable teacher

who knows more about the use of affixes and the differences of derivational and inflectional morphemes.

4. students ignorance of derivational and inflectional morphemes is resulted in wrong choice of affixes when they write or speak, this problem is due to being well- taught these affixes.

5.the morphological problems of the students are due to lack of proper practice. This practice may make students with no or less problems of using morphemes; the more students practice the better knowledge they gain.

## 2.7.2. Summary (1)

this study is related to my research, because the researcher clarified that morphemes are more problematic and complicated matter. The similarity of the study is that the researcher mentioned students have no background about derivational and inflectional morphemes.

## 2.8 Study (2)

(Mohammed Bakri M. El. Hassan 2010 - 1430) problem of vocabulary learning. Ph D thesis, Omdurman Islamic University. The study concentrates on the significance of second vocabulary acquisition.

Knowledge of vocabulary is essential to the development and demonstration of linguistic skills. The vocabulary problems among (L2) learners is a common matter at moment, this study is to reduce the problem of language acquisition.

Here are some questions of the study:

1. what are some of the problems faced by Atbara school students in acquiring vocabulary?

2. Is there a vocabulary loss among Atbara secondary school students?

3. how we can enrich the student's vocabulary acquisition?

4. how can we reduce the student's vocabulary loss?

The researcher comes out with summary of findings:

With reference the achievement test , the number of boys' correct response is 5558 (percentage 37%) and the number of the boys' partially correct response is 451, the study found that 75% of the

teachers of English in Atbara do support the assumption that there is a high rate of vocabulary loss among At bara secondary school students, third level- in the school year 2009 – 2010. They also agree that vocabulary loss increases in accordance with the target language exposure and that vocabulary loss represents a threat on the way of developing the target language.

## 2.7.4. Summary (2)

 the researcher mentioned the problems faced by Atbara secondary school students, this study focused on the vocabulary and how we reduce the students' vocabulary loss. This kind of problem is not only in Atbara secondary school students, but also in all secondary students. This research provided me many ideas about my study and is important for me due to related research.


## 2.10 Study (3)

 (Abdelrahim Khalid 2016) Investigating Morphology Awareness Among EFL Learners. MA thesis, Sudan University of science and technology.

## Statement of the problem:

The problem which the present study attempts to investigate in English derivational morphemes. It is observed that Sudanese undergraduate students have apparent difficulties with derivation. i.e difficulties on creating new words from the stem which would suits the context, also they have difficulties to distinguish the word class of the derived one.

## Research questions:

1.To what extent are students aware of derivational morpheme concerning affixes?
2.To what extent could students recognize the word class through derivation?
3.To what percentage could students recognize derivational through non affixation processes?

## Significance of the study:

This study is considered significant for the following reasons: Derivation is playing great role in forming

the word class of English language. That is why it is crucial to concentrate on derivational morphology that found among university students

## Findings:

According to the result of the data analysis, the study obtained the following results:

1.Students have a little knowledge about deriving new words from the stem through affixation process.

2.Students have some difficulties to recognize lexical category through derivation process.

3.Students encounter some difficulties in recognizing derivation through non affixation

## 2.11 Conclusion

From the previous study, the researcher concludes the problem of deriving new words from the stem through affixation process is clear among students. The students face problem of recognizing lexical category through derivation process, this research is related to my study. Because the researcher mentioned the problem of deriving new words, this is a similar to my research. Moreover, the researcher explained of recognizing lexical category is a complicated matter. Thus students do not know how to use derivational suffixes.

# Chapter three

# Design & Methodology of the study

# Chapter three

## Design and Methodology of the study

### 3.0 introduction:

This chapter provides a full description of the methodology of the study in term of the population, the sample, methods of choosing the sample, the instrument, the pilot study was carried out to determine the degree of the reliability of the tool used for collecting data. and the statistical way of analyzing the data.

### 3.1 The methodology:

Brown and Rodgers (2002: 117) define descriptive research as .A research that describes group characteristics or behaviors in numerical terms. Maintain that .the descriptive statistics is those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion.

For the researcher used the descriptive method of research to implement the purpose of the study. Accordingly, the researcher believes that the provided numerical terms help to identify the percentage of those problems that encounter university Students concerning morphology, particularly the structure of the English words

### 3.2 Population

(Richards . et al ,1992:282) defines population as follows.

"The population refers to any set of items ,individuals ,etc .which share some common and observable characteristics and from which a sample can be taken".

The population of the study is university students. The sample is the second year students of English Language at Al-Neelein University for the academic year (2016 - 2017) .The researcher targeted both the male and female students regardless of their age. The students have studied English morphology  as a subject in the first year of  university. Thus they are supposed to know the structure of words so as to deal properly with English vocabulary.

## 3.3 sample

Sampling as defined by al- Samawi (2000:112) is selecting a number of individuals to represent the population. Berg ( 2004 :34) states that the logic of using a sample of subjects is to make inferences about some larger population from a smaller one (a sample). Johnson (1997 :123-124) adds that "the larger the sample, the more reliable your data will be".

A sample of 50 students was selected randomly from population at Al - Neelein University , faculty of Arts, second year of English language. The reason of choosing the second level students is that the students have already done a course on morphology and therefore expected to deal properly with word structure. This means they are expected to answer. As well as understanding the meaning of the words. And how to create new lexical forms from the root(stem), in order to get new meanings or change the grammatical category (inflections)

## 3.4 Procedure:

The test was conducted on 5$^{th}$/4/2017. The test was performed in a regular classroom at Al- Nilein University,The researcher allowed 45 minutes for students in order to achieve the test.
The test was marked by the researcher and the total mark of each part is 20 marks.
The students were tested under examination condition, supervised by the researcher himself as a direct supervisor. This was done to make sure that the students did not receive any assistance from inside or outside of the classroom. It should be revealed that no student was prepared for the test.

## 3.5 Description of the Test:

The test was crucially designed to assess students' knowledge of recognizing the structure of English words. The test contains five parts.
The first part asks the students to recognize the words: whether they are nouns, verbs, adverbs or adjectives twelve words were used. Part two asks the students to put the words according to the convenient parts of speech, this part consists of ten items.
 part three requires students to select the correct meaning of the words by drawing a circle, It consist of ten items. Part four asks the students to de-attach(separate) the morphemes from the words in order to get the root word of( 10 items).

The last part is intended for students to attach the suffixes to the words in order to get new forms.

## 3.6 Data Collection Instrument:

(Seliger and shohamy) cited in Alaadin (1989: 176) a test as a procedure used to data on subjects' ability or knowledge of certain discipline. In second language acquisition research, test are generally to collect data about the subjects' ability in and knowledge of the second language in areas such as vocabulary, grammar, reading, metalinguistic awareness and general proficiency.
One method used to gather data in descriptive research is a test. In this study the researcher formulated a written test.

Accordingly the researcher chose a test for the reason that knowledge of morphology, the structure of English words can better be assessed by a linguistic test. Because it gives more accurate result than seeking their views.

## 3.7 The pilot study:

The aims of this research is to find out the major problems that encounter university Students in recognizing word structure. In order to fulfill this purpose, the instrument used was a written test be done by students. To ensure validity and reliability, the researcher randomly chose the sample for the pilot study.

The researcher carried out a pilot study on two groups of 5 participants who are not included in the main sample of the study. To ensure the reliability of the test. Group(1) is from SUST, and group(2) is from Omdurman Islamic University. The researcher asked the participants to take the test within 45 minutes.

### 3.7.1 Group (1):

| N | Right | Percentage | Wrong | Percentage |
|-------|-------|------------|-------|------------|
| Q 1 | 18 | 36 % | 32 | 64 % |
| Q 2 | 25 | 50 % | 25 | 50 % |
| Q 3 | 28 | 56 % | 22 | 44 % |
| Q 4 | 18 | 36 % | 32 | %64 |
| Q 5 | 29 | 46 % | 21 | 54 % |
| Total | 118 | 47.2% | 132 | 52.8% |

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### 3.7.1 Group (1):

Total of right + wrong of all five questions = 5 x 50 = 250

The right answer:   118÷250 x 100 = 47.2 %
The wrong answer:  132 ÷ 250 x 100 = 52.8 %

**The pilot result of Omdurman Islamic university students**

### 3.7.2 Group (2):

| N | Right | Percentage | Wrong | Percentage |
|---|-------|-----------|-------|-----------|
| Q 1 | 21 | 42 % | 29 | 58 % |
| Q 2 | 32 | 64 % | 18 | 36 % |
| Q 3 | 22 | 44 % | 28 | 56 % |
| Q 4 | 32 | 64 % | 18 | 36 % |
| Q 5 | 25 | 50 % | 25 | 50 % |
| Total | 132 | 52.8% | 118 | 47.2% |

### 3.7.2 Group (2):
Total of right + wrong of all five questions = 5 x 50 = 250
The right answer:    132 ÷ 250 x 100 = 52.8 %
The wrong answer:  118÷250 x 100 = 47.2 %

## 3.8 Reliability:
Brown (1987:220) states that a reliable test is a test that is consistent and dependable. He adds (ibid) that if you give the same test to same subjects or match subjects on two different occasions, the test itself should yield similar results. Valette (1967:30) believes that reliability of a test is the consistency of the examination scores. In other words, reliability is concerned with the accuracy of the test.
As can be seen from the result in the two tables .The group(1) got score of 47.2 % overall the right answer, and 52.8 % as wrong answer. The group(2) got score of 47.2% as wrong answer. and 52.8% was right. Therefore, the test is reliable.

## 3.9 Validity:
The validity of any examination or test procedure may be defined as "the extent to which a test measures what is suppose to measure" (Heaton, 1975:135). In other word, it is the degree to which the test actually measures what it is intended to measure (Brown,1987:221).

The literature mentioned different types of validity. Generally, it can be divided into: content validity, construct validity, face validity, criterion validity and item analysis validity. In this study, the researcher employed both item analysis and face validity.

## 3.9.1 face validity:

The researcher showed the test to four English language experts from SUST, namely Dr. Areg Osman, Dr. Muntsir Hassan Mubarak, Dr. Mahmoud Abdalla and MA. Nejla Taha Yasin (MA). Those experts have verified that the questions are logical and appropriate for testing the second year university student's knowledge of word structure . The professors validate the test after doing their amendments and giving comments, then the researcher set the final version of the test before handing it to the students.

## 3.9.2  Scoring Scheme:

Al- Hamash et al (1982:23) assert that for the purpose of objectivity and reliability ,an accurate scoring scheme should be developed for the whole test. Each item was marked as either
correct or incorrect. Thus, accordingly the researcher has investigated every item individually within each test question in order to get the correct and the wrong answer.

# Chapter four

# Data analysis, interpretation of tables & summary of the study

# Chapter four

## Data analysis and interpretations of tables

**4.0 Introduction:**

This chapter deals with data analysis techniques, and the results of the analysis of the written test. The test consists of five questions. Each question to be interpreted.

 The researcher used descriptive statistic method. (SPSS) is a  method which concern with collection of quantitative data that can tabulated  in a  numerical form,  graphs or chart to present the numbers for the reader.

The purpose of a descriptive method is to make an accurate account of a subject or people during the research. This research attempts to giving an accurate of the problems that encounter university students in recognizing the structure of English words.

**Table (4.1):  Question one**

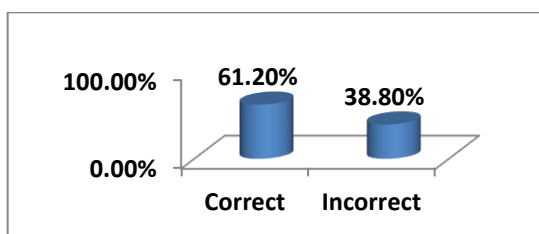| N | words | Correct | Percentage | Incorrect | Percentage | Total |
|---|---|---|---|---|---|---|
| 1 | friendship | 46 | 92 % | 4 | 8 % | 50 |
| 2 | Hateful | 38 | 76 % | 12 | 24 % | 50 |
| 3 | Quickly | 33 | 66 % | 17 | 34 % | 50 |
| 4 | Soften | 9 | 18 % | 41 | 82 % | 50 |
| 5 | Kindness | 25 | 50 % | 25 | 50 % | 50 |
| 6 | Taxable | 23 | 46 % | 27 | 54 % | 50 |
| 7 | Worker | 38 | 76 % | 12 | 24 % | 50 |
| 8 | Education | 45 | 90 % | 5 | 10 % | 50 |
| 9 | Deepen | 19 | 38 % | 31 | 62% | 50 |
| 10 | accurately | 30 | 60 % | 20 | 40 % | 50 |
| total | total | 306 | 61.2% | 194 | 38.8% | 500 |



**Figure (4.1)**

**From the table (4.1), the details as follows:**

**students have got (61.2 %) answered the first question correctly, while 38.8% is wrong answer. This emphasized that the most of them passed successfully in question one. Therefore, the students do not encounter a great problem in the first question which contradicted with my hypothesis which states that the students face difficulties of recognizing word form.**
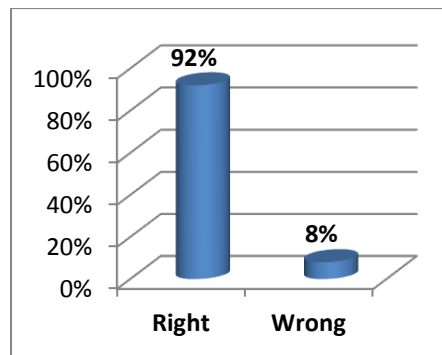
## 4.1 Question one

**Recognize the following words by stating whether they are nouns, verbs, adjectives or adverbs:**

**4.1.1 the word ( friendship)**

**Table (4.1.1)**

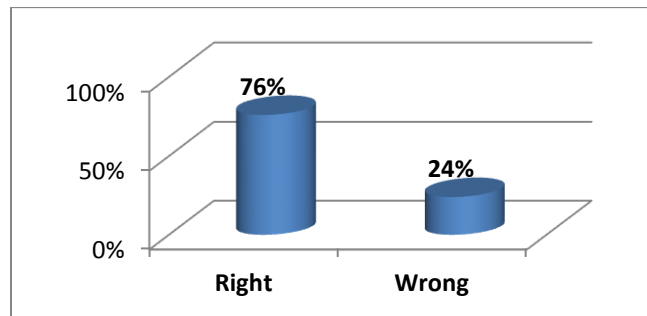| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 46 | 92 % |
| Wrong | 4 | 8 % |
| Total | 50 | 100 % |

**Figure (4.1.1):**



**This chart and the table emphasized that (92 %) of the students identified the lexical item (friendship) correctly, only (8 %) of them responded incorrectly. This means that most of the students aware thatthe suffix (-ship) changes  any form into a noun. It is very common to hear frequently or familiar with them.**

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**4.1.2the word ( hateful)**

**Table (4.1.2)**

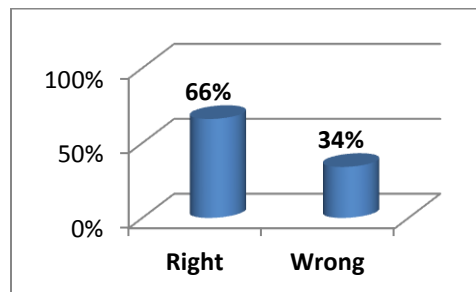| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 38        | 76 %       |
| Wrong  | 12        | 24 %       |
| Total  | 50        | 100 %      |

**Figure (4.1.2):**



 The students have answered  the word hateful (70 %), and (24 % ) answered it incorrectly. This clarifies the majority of them can recognize the adjective form that attached by the morpheme (ful)

**4.1.3  the word ( quickly)   Table (4.1.3)**

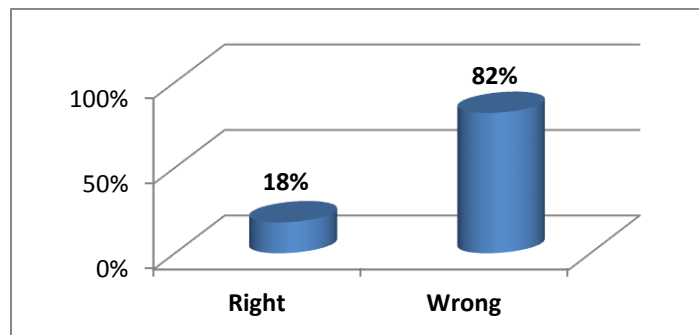| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 33        | 66 %       |
| Wrong  | 17        | 34 %       |
| Total  | 50        | 100 %      |

**Figure (4.1.3):**



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The researcher noted that (66 %) of the students answered the item quickly correctly. (34 %) of them are responded incorrectly. This shows that the most of the students know the adverb form with the suffix –ly.

**4.1.4  the word ( soften)**

**Table (4.1.4)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 9 | 18 % |
| Wrong | 41 | 82 % |
| Total | 50 | 100 % |

**Figure (4.1.4):**



This chart (4.1.4) explained that the students are incapable to answer the word (soften), because the rate of the answer correctly was (18 %). While 41 of them got 82% wrong answer, This means that the majority them of do not recognize the verbs that ended by the suffix (en).

**4.1.5  the word (kindness)**

**Table (4.1.5)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 25 | 50 % |
| Wrong | 25 | 50 % |
| Total | 50 | 100 % |

**Figure (4.1.5):**
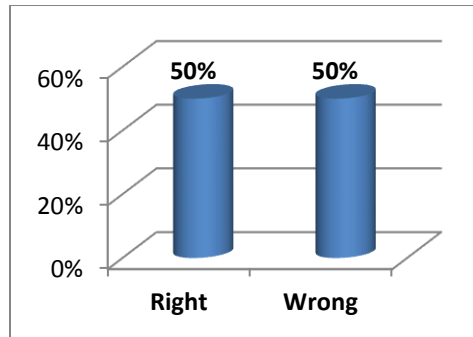


In Figure (4.1.5) both right and the wrong score are the same, so half of the students got 50%. The researcher found out that a half of the students have a little knowledge of noun form when attached by the suffix (ness).

**4.1.6the word ( taxable)**

Table (4.1.6)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 23 | 46 % |
| Wrong | 27 | 54 % |
| Total | 50 | 100 % |

Figure (4.1.6):
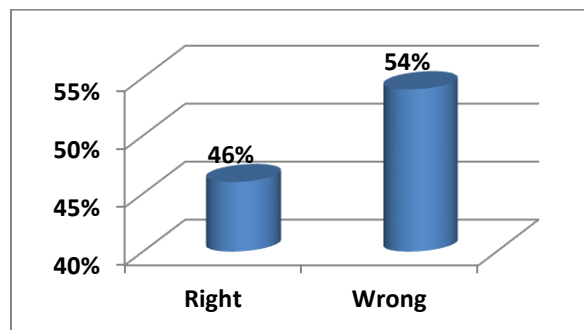


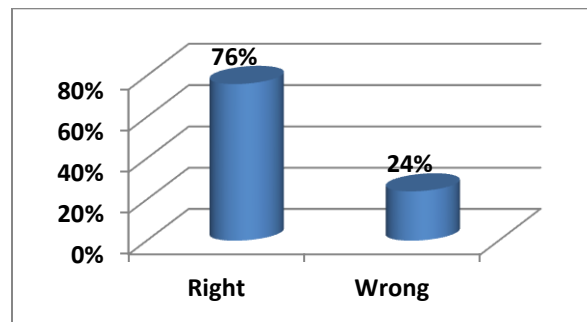In Figure (4.1.6) the word taxable is scored 54 % as wrong respond, while 46 % of the students got the right respond.

39

L

**This means that the responders can not fully identify the adjective form that attached by the suffix (able).**

**4.1.7the word ( worker)**

**Table (4.1.7)**

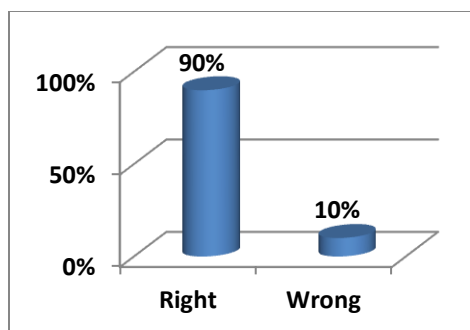| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 38 | 76 % |
| Wrong | 12 | 24 % |
| Total | 50 | 100 % |

**Figure (4.1.7):**



**The majority of the students answered the question of the word worker correctly, the chart (4.1.7)clarified that the lexical item worker is scored 76 %. While 24 % was answered incorrectly. This means that the most of students recognize the noun form with (er) suffix.**

**4.1.8the word ( education)**

**Table (4.1.8)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 45 | 90 % |
| Wrong | 5 | 10 % |
| Total | 50 | 100 % |

**Figure (4.1.8):**

**40**

**LI**

In Figure (4.1.8) the word education is scored 90% as right answer, while the students answer 10 % wrong. This emphasizes that the students capable to identify the noun form that attached by the suffix (ion). It is easy to them ,because this word is familiar with students since secondary school.

**4.1.9  the word (deepen)**

**Table (4.1.9)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 19        | 38 %       |
| Wrong  | 31        | 62 %       |
| Total  | 50        | 100 %      |

**Figure (4.1.9):**
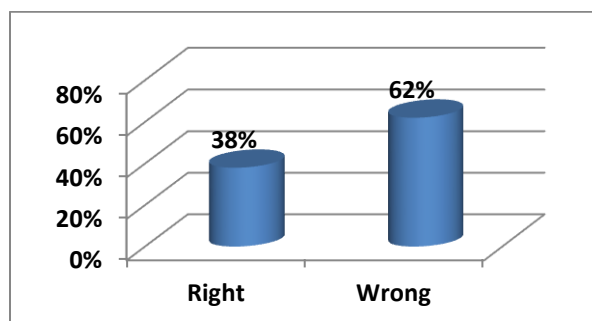


From table (4.1.9) and figure (4.1.9) the researcher noted that (19) students got 38 % right answer, and (31) of them obtained (62 %) as wrong. The majority of the students didn't recognize this kind of the verb form ended in (en).

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**4.1.10  the word (accurately)**

**Table (4.1.10)**

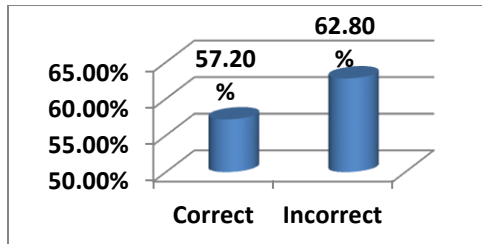| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 30 | 60 % |
| Wrong | 20 | 40 % |
| Total | 50 | 100 % |

**Figure (4.1.10):**
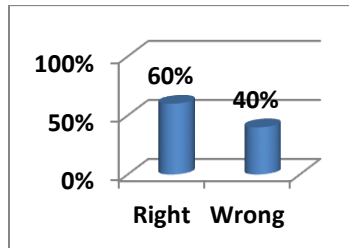


As the Figure (4.1.10) shows that the lexical item accurately (60%) was the right answer, and (40%) responded the right wrong . The researcher found out  that the students have no big problem in recognizing the adverb form with (ly).

**Table (4.2):    Question two**

| N | words | Correct | Percentage | Incorrect | Percentage | Total |
|---|-------|---------|------------|-----------|------------|-------|
| 1 | attachment | 37 | 74 % | 13 | 26 % | 50 |
| 2 | dryness | 25 | 76 % | 25 | 50 % | 50 |
| 3 | Undergraduation | 11 | 22 % | 39 | 78 % | 50 |
| 4 | civilization | 28 | 56 % | 22 | 44 % | 50 |
| 5 | randomly | 25 | 50 % | 25 | 50 % | 50 |
| 6 | afterward | 15 | 30 % | 35 | 70 % | 50 |
| 7 | calmly | 32 | 64 % | 18 | 36 % | 50 |
| 8 | sterilize | 21 | 42 % | 29 | 58 % | 50 |
| 9 | rewrite | 33 | 66 % | 17 | 34  % | 50 |
| 10 | zealous | 21 | 42 % | 29 | 58  % | 50 |
| 11 | unclear | 23 | 46 % | 27 | 54 % | 50 |
| 12 | childlike | 15 | 30 % | 35 | 70 % | 50 |
| total | total | 286 | 57.2% | 314 | 62.8% | 600 |

**Figure (4.2):**



# 4.2 Question two

**Put the following words according to the convenient parts of speech.**

**4.2.1 the word ( attachment)**

**Table (4.2.1)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 37 | 74 % |
| Wrong | 13 | 26 % |
| Total | 50 | 100% |
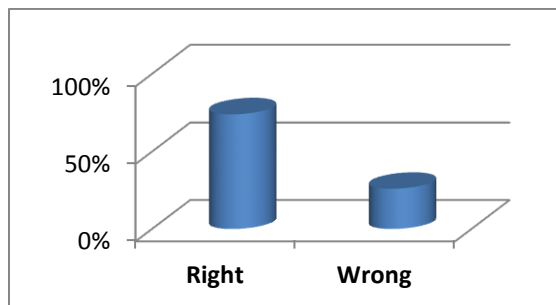


**From the Table (4.2.1) 37 of the students got (74%) the right answer, and (13) of them scored (26%). This chart shows that the majority of the students know how to distinguish the parts of speech (attachment) as a noun**

### 4.2.2 the word (dryness)

**Table (4.2.2)**

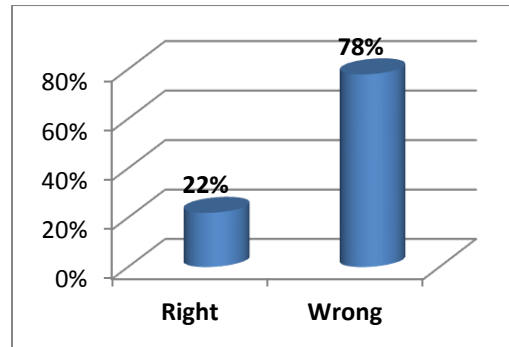| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 25        | 50 %       |
| Wrong  | 25        | 50 %       |
| Total  | 50        | 100%       |

**Figure (4.2.2):**
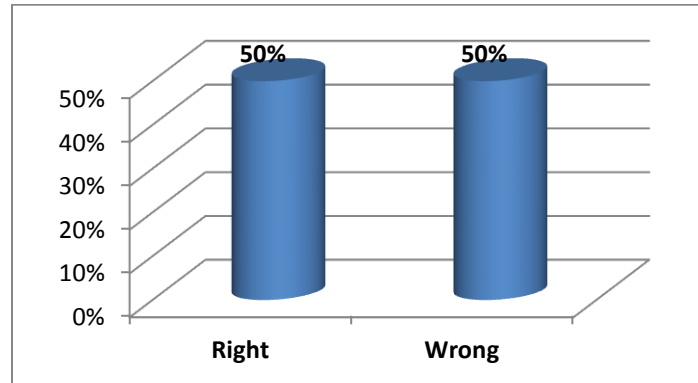


As the data written down in the Figure (4.2.2), the students got the same score in putting the word dryness as a noun form of parts of speech. This clarify that half of them have 50% knowledge about the suffix (ness).

### 4.2.3 the word (undergraduate)

**Table (4.2.3)**

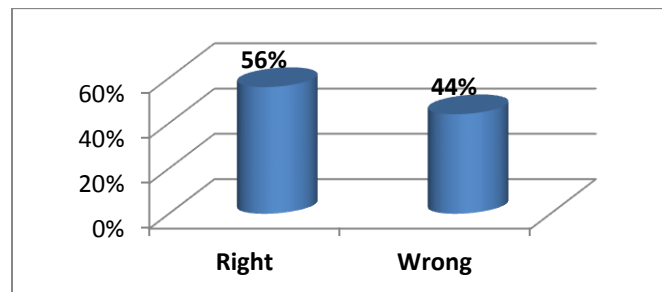| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 11        | 22 %       |
| Wrong  | 39        | 78 %       |
| Total  | 50        | 100%       |

**Figure (4.2.3):**



The Table (4.2.3) explain that (11) of the students got 22% the right answer, and (39) of them scored 78%. The majority of the students didn't put the word (undergraduate) in a convenient parts of speech.

**4.2.4  the word (civilization)**

**Table (4.2.4)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 28 | 56 % |
| Wrong | 12 | 44 % |
| Total | 50 | 100% |

**Figure (4.2.4):**



In this chart, the word civilization is answered 56% correctly, 44% was responded incorrectly.  the table(4.2.4) explains that the students enable to use the word civilization as a noun form of parts of speech.

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## 4.2.5 the word ( randomly)

**Table (4.2.5)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 25        | 50 %       |
| Wrong  | 25        | 50 %       |
| Total  | 50        | 100%       |

**Figure (4.2.5):**
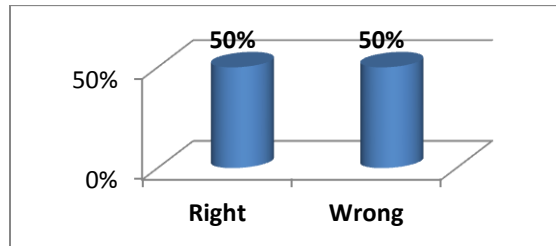


As the data written down in the Figure (4.2.5), the students got the same score in putting the word randomly as an adverb form( parts of speech). This clarify that half of them have 50% knowledge about the suffix (ly).

## 4.2.6 the word (afterward)

**Table (4.2.6)**

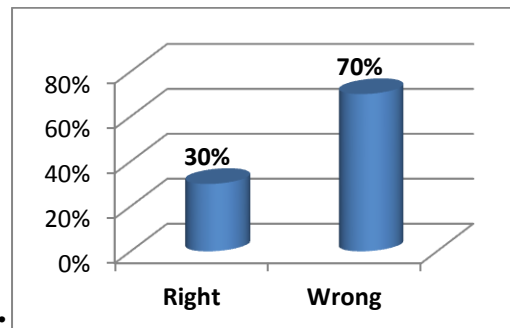| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 15        | 30 %       |
| Wrong  | 35        | 70 %       |
| Total  | 50        | 100%       |



**Figure (4.2.6):**

In Figure (4.2.6) 30% the right answer, while 70% the wrong answer. From the table (4.2.6), (35) of the students got the wrong score of 70%.
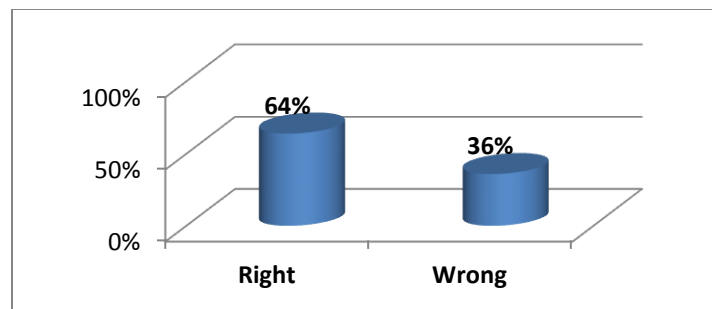
This means that the most of students did not put the item afterward in its adverb form correctly.

**4.2.7 the word (calmly)**

Table (4.2.7)

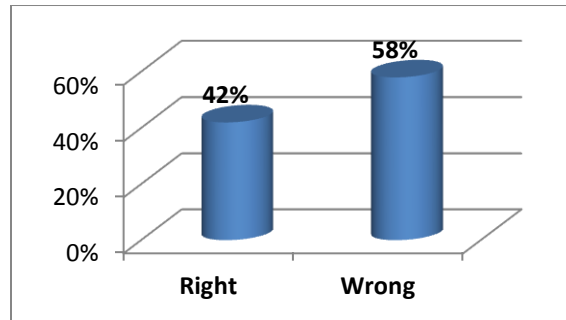| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 32 | 64% |
| Wrong | 18 | 36 % |
| Total | 50 | 100% |

 **Figure (4.2.7):**



In the chart (4.2.7) the students aware of putting the word calmly in the space of parts of speech as indicating by an arrow. Because (32) of them got 64%.

**4.2.8 the word ( sterilize)**

Table (4.2.8)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 21 | 42 % |
| Wrong | 29 | 58 % |
| Total | 50 | 100% |

**Figure (4.2.8):**

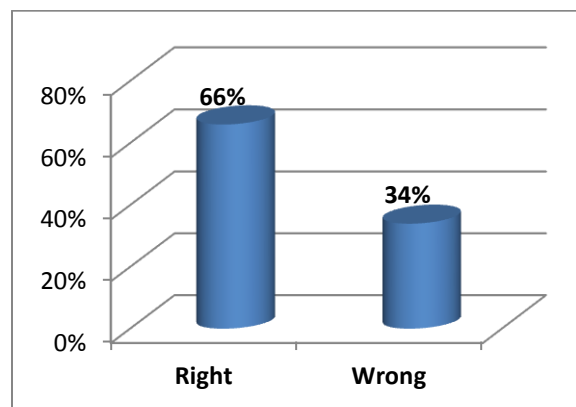

The word  sterilize in the chart(4.2.8), (29) of the students  scored 58% as wrong answer. the most of students do not know how to put it with appropriate parts of speech as a verb.

**4.2.9 the word ( rewrite)**

**Table (4.2.9)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 33 | 66 % |
| Wrong | 17 | 34 % |
| Total | 50 | 100% |

**Figure (4.2.9):**



The  Figure  (4.2.9)  identified  that  the  majority  of  the  students  have answered the lexical item rewrite correctly.
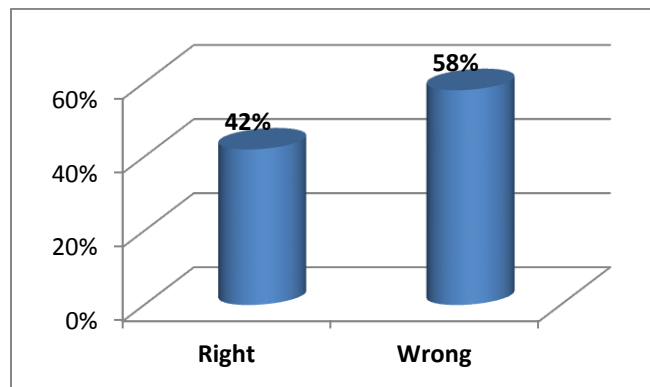
So 66% correctly, and 34% wrong answer. the students aware of using this word in its parts of speech, part of them failed to put in a correct space.

 4.2.10 the word ( zealous)

Table (4.2.10)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 21 | 42 % |
| Wrong | 29 | 58 % |
| Total | 50 | 100% |

Figure (4.2.10):



From the Table (4.2.10) 21 of the students got 42% as right answer of the word zealous, while 29 of the scored 58% as wrong. The rate of right answer  is low, the majority of them incapable to put in its space.

4.2.11 the word ( unclear)

Table (4.2.11)

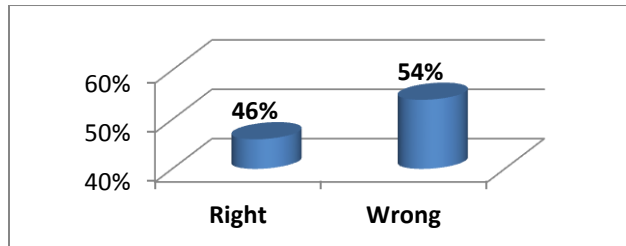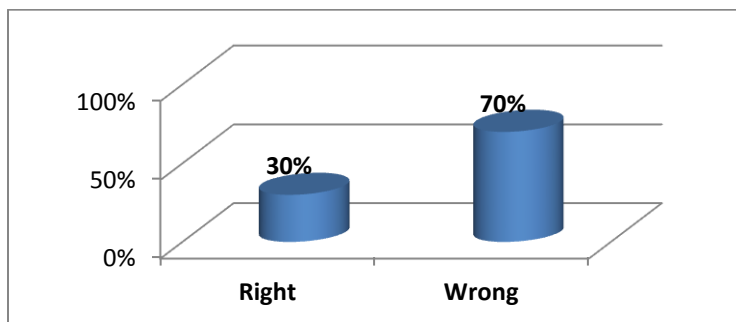| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 23 | 46% |
| Wrong | 27 | 54 % |
| Total | 50 | 100% |
|  |  |  |

**Figure (4.2.11):**



Figure (4.2.11) shows that many students can not use this word in a convenient parts of speech as adjective. As indicated in the chart, 54% answered incorrectly.

**4.2.12  the word (childlike)**

**Table (4.2.12)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 15 | 30 % |
| Wrong | 35 | 70 % |
| Total | 50 | 100% |

**Figure (4.2.12):**



The chart  (4.2.12) explained that the word childlike was only 30% answered correctly, while 35 of the students answered 70% incorrectly. This means that most of them didn't distinguish it to put in the space of adjective. They encountered suffix problem.

**50**

**4.2.13 The Summary of question two:**

**(62. 8%) of students have answered the first question incorrectly, this clarified that the most of them inability to pass in question one. Because 57.4 of the answered correctly, Therefore, the students encounter a great problem in second question which proved with my first hypothesis which states that the students have not yet developed efficient skills in the recognizing of word structure.**

**Table (4.3):   Question three**

| N | words | Correct | Percentage | Incorrect | Percentage | Total |
|---|-------|---------|------------|-----------|------------|-------|
| 1 | disappear | 36 | 72 % | 14 | 28% | 50 |
| 2 | misuse | 25 | 50 % | 25 | 50 % | 50 |
| 3 | devalue | 19 | 38 % | 31 | 62 % | 50 |
| 4 | disagree | 44 | 88 % | 6 | 12 % | 50 |
| 5 | outgrowth | 23 | 46 % | 27 | 54 % | 50 |
| 6 | Exchange | 37 | 74 % | 13 | 26 % | 50 |
| 7 | repay | 32 | 62 % | 18 | 36 % | 50 |
| 8 | Illegal | 41 | 82 % | 9 | 18% | 50 |
| 9 | unclear | 31 | 62 % | 19 | 38 % | 50 |
| 10 | improper | 18 | 36 % | 32 | 64 % | 50 |
| total | total | 306 | 61.2 % | 194% | 38.8% | 500 |

**Figure (4.3):**
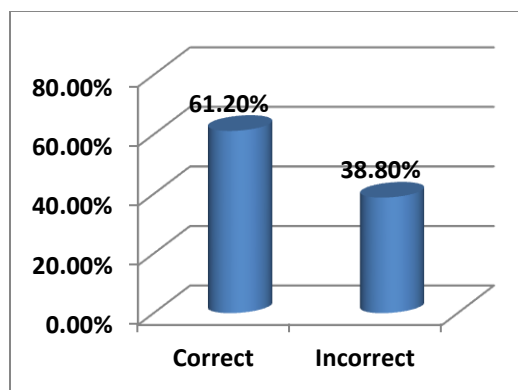
# Question three

## Select the correct meaning of the words by drawing a circle:

**4.3.1 the word (disappear )**

**Table (4.3.1)**

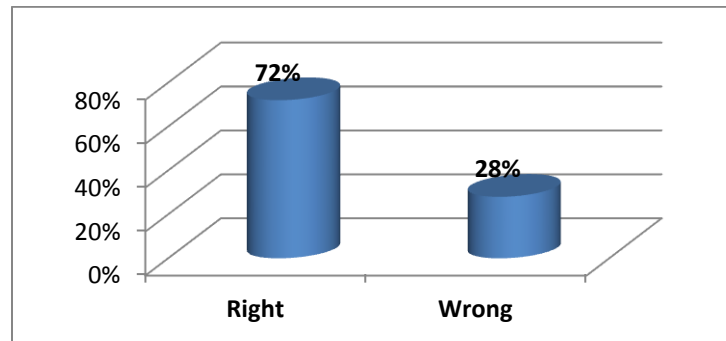| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 36 | 72 % |
| Wrong | 14 | 28 % |
| Total | 50 | 100% |

**Figure (4.3.1):**
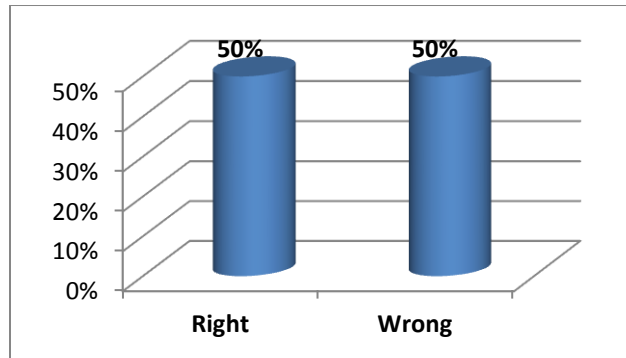


Figure (4.3.1) indicates that most of the students selected the correct meaning of the word disappear, while **28%** only answered wrong. This mean that the majority of them understand meaning of this word.

**4.3.2 the word (misuse)**

**Table (4.3.2)**

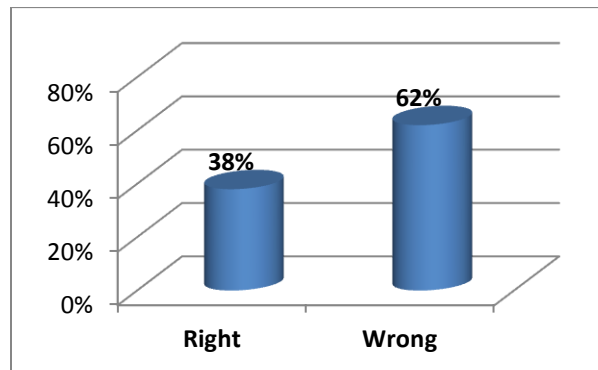| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 25 | 50 % |
| Wrong | 25 | 50 % |
| Total | 50 | 100% |

**Figure (4.3.2):**



**As the data written down in the Figure (4.3.2), the students got the same score in selecting the meaning of the word  misuse by drawing a circle. This clarify that half of them have 50%  a little knowledge of this word.**

 **4.3.3 the word (devalue)**

**Table (4.3.3)**

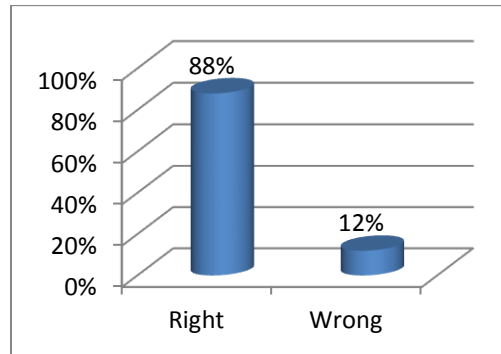| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 19 | 38 % |
| Wrong | 31 | 62 % |
| Total | 50 | 100% |

**Figure (4.3.3):**



**From the Table (4.3.3) 19 individuals scored 38% correct answer. 62% incorrect answer. the majority of the students failed to select the correct meaning of the word devalue by drawing a circle**

### 4.3.4  the word (disagree )

**Table (4.3.4)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 44        | 88 %       |
| Wrong  | 6         | 12 %       |
| Total  | 50        | 100%       |

**Figure (4.3.4):**



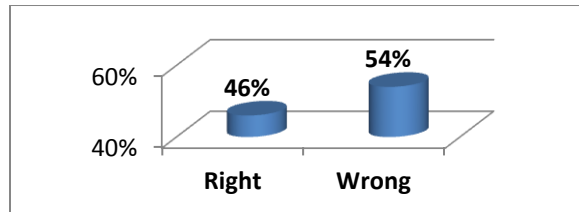The chart (4.3.4) shows that **44 of the students got 88%, while 6 of them got 12%. The student fully identified the meaning of the word disagree. So they don't have big problem of its meaning.**

### 4.3.5  the word ( outgrowth)

**Table (4.3.5)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 23        | 46 %       |
| Wrong  | 27        | 54 %       |
| Total  | 50        | 100%       |

**Figure (4.3.5):**



The Figure (4.3.5) emphasized that 54% marked wrong, and 46% marked right. The most of students selected the meaning of the word outgrowth incorrectly. So they encounter problem of its meaning because of compounds.

**4.3.6 the word ( exchange)**

**Table (4.3.6)**

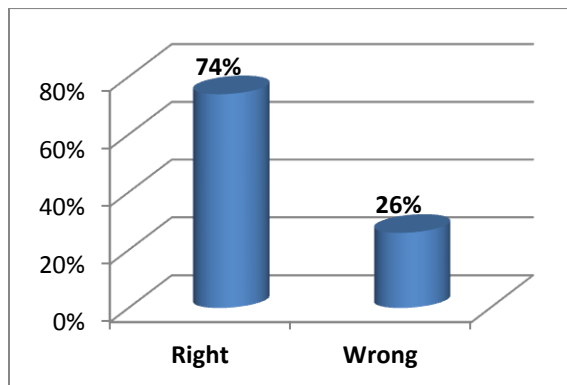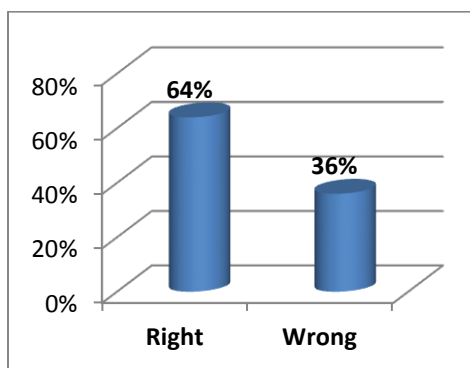| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 37 | 74 % |
| Wrong | 13 | 26 % |
| Total | 50 | 100% |

**Figure (4.3.6):**



Table (4.3.6) the right answer of the word exchange is 74%, and 26% is wrong answer. the majority of the students enable to select the correct meaning of this word.

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**4.3.7 the word ( repay )**

**Table (4.3.7)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 32        | 64 %       |
| Wrong  | 18        | 36 %       |
| Total  | 50        | 100%       |

**Figure (4.3.7):**



In the Figure (4.3.7) the word repay is scored 64% right answer, and 36% wrong. The meaning of the word repay is selected correctly by the majority of the students. They don't hinder a problem of this word.

**4.3.8 the word ( illegal)**

**Table (4.3.8)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 41        | 82 %       |
| Wrong  | 9         | 18 %       |
| Total  | 50        | 100%       |

**Figure (4.3.8):**
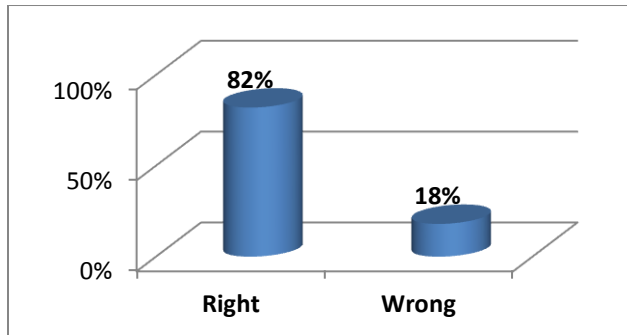


The data in the chart(4.3.8) explained that the most of students have knowledge of selecting the meaning of disagree. That is why (41) of them scored 82%, while the wrong answer is 18%.

**4.3.9  the word (unclear)**

**Table (4.3.9)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 31 | 62 % |
| Wrong | 19 | 38 % |
| Total | 50 | 100% |

**Figure (4.3.9):**
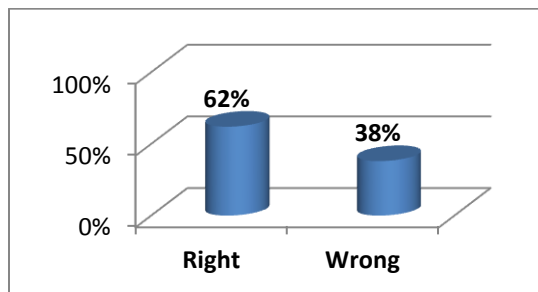


In the Figure (4.3.9) 31 individuals got 62%, while 19 of them got 34%. The rate of right answer is higher than wrong answer. this denotes that the word unclear is selected correctly by the majority of the students

**4.3.10  the word (improper)**

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**Table (4.3.10)**

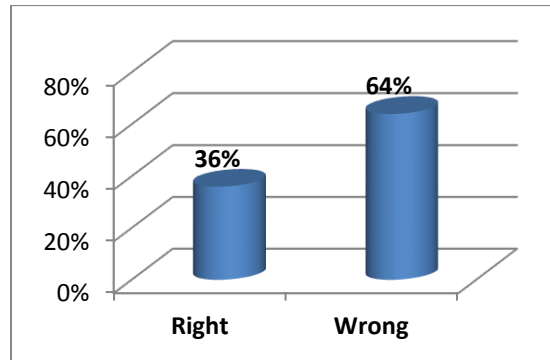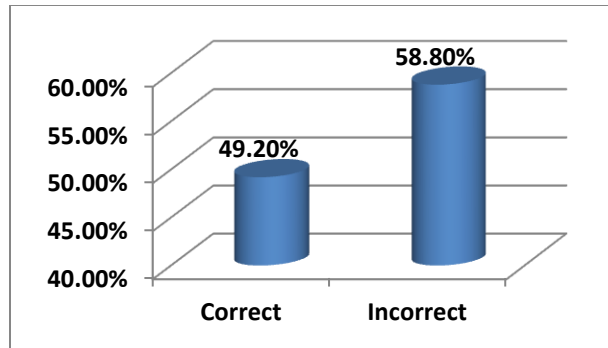| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 18 | 36 % |
| Wrong | 32 | 64 % |
| Total | 50 | 100% |

**Figure (4.3.10):**



Figure (4.3.10) explained that 32 of the students got 64% wrong answer. this chart clarify that most of the students didn't select the meaning of improper correctly.

**Table (4.4)   Question four**

| N | words | Correct | Percentage | Incorrect | Percentage | Total |
|---|-------|---------|------------|-----------|------------|-------|
| 1 | Rewriting | 35 | 70 % | 15 | 30 % | 50 |
| 2 | Revision | 13 | 26 % | 37 | 74 % | 50 |
| 3 | Unbelievable | 21 | 42 % | 29 | 58 % | 50 |
| 4 | economics | 12 | 24% | 38 | 76 % | 50 |
| 5 | daily | 34 | 68 % | 16 | 32 % | 50 |
| 6 | Selfishness | 16 | 32 % | 34 | 68 % | 50 |
| 7 | Reconstruction | 12 | 24 % | 38 | 76 % | 50 |
| 8 | Expressive | 20 | 58 % | 21 | 42 % | 50 |
| 9 | Watching | 43 | 86 % | 7 | 14 % | 50 |
| 10 | Roughly | 40 | 80 % | 10 | 20 % | 50 |
| total | total | 246 | 49.2% | 254 | 58.8% | 500 |

**Figure (4.4)**

## Question four:

**De-attach (separate) the morphemes from the following words in order to get the root word of the lexical items(words):**

**4.4.1 the word (rewriting )**

Table (4.4.1)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 35 | 70 % |
| Wrong | 15 | 30 % |
| Total | 50 | 100% |

Figure (4.4.1):
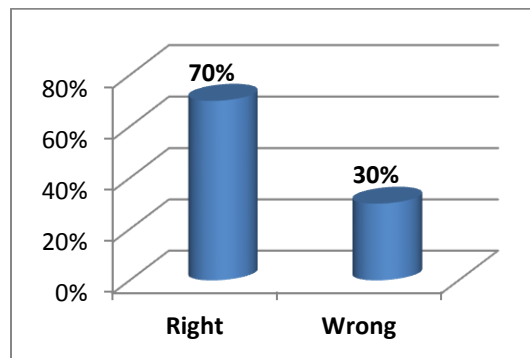


According to the Figure (4.4.1), 35 individual got 70% as right answer, and 15 of them have obtained 30%. The majority of the students de-attached the morpheme (re- and -ing) from the word rewriting to get the root word.

**4.4.2 the word ( revision)**

**Table (4.4.2)**

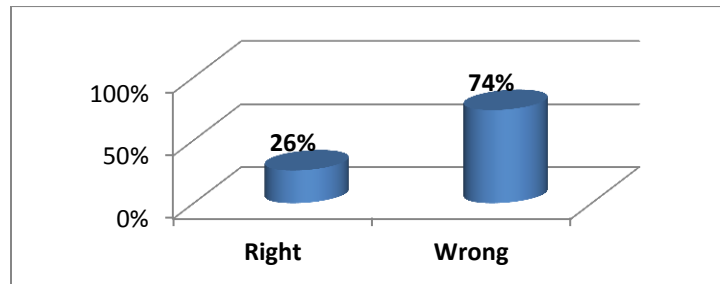| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 13 | 26 % |
| Wrong | 37 | 74 % |
| Total | 50 | 100% |

**Figure (4.4.2):**



From the Figure (4.4.2) the researcher found out that the word revision is encountered problem with most of the students, so 37 of them got 74% wrong answer. Only 13 students got 26% right. The majority of them incapable to de-attach the morpheme(re- and ion) so as to get the root word.

**4.4.3 the word ( unbelievable)**

**Table (4.4.3)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 21 | 42 % |
| Wrong | 29 | 58 % |
| Total | 50 | 100% |

60

**Figure (4.4.3):**
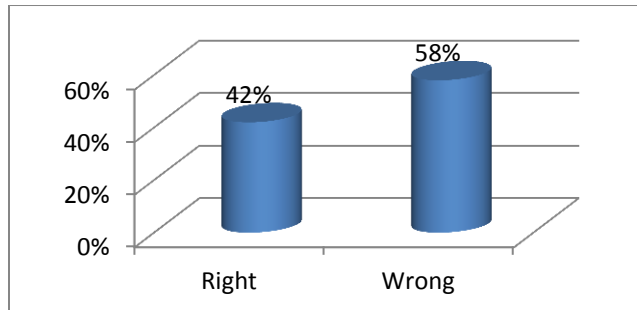


The score in the chart **(4.4.3)** identified that the word **unbelievable 58%** answered wrong, while **42% was right answer. More students can not able to de-attach two morphemes in one lexical item in order to get the root word.**

**4.4.4 the word (economics)**

**Table (4.4.4)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 12 | 24 % |
| Wrong | 38 | 76 % |
| Total | 50 | 100% |

**Figure (4.4.4):**
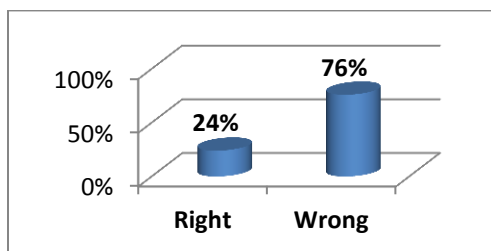


The **Figure (4.4.4)** shows that the majority of the students can not de-attach the morpheme –ic from the word economic in order to get the root word economy. Its clear from the chart that 38 of them have got 76% wrong answer.

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**4.4.5  the word (daily)**

**Table (4.4.5)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 34 | 68 % |
| Wrong | 16 | 32 % |
| Total | 50 | 100% |

**Figure (4.4.5):**
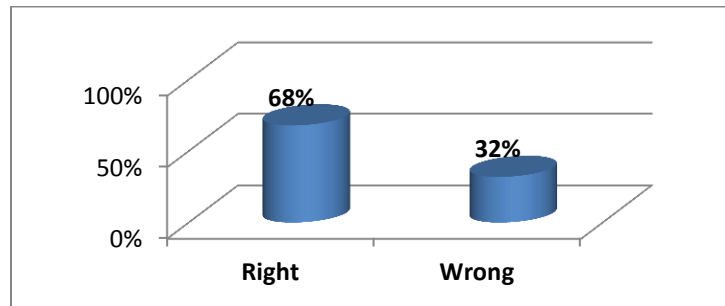


**In the Figure (4.4.5) the right answer is 68%, while 32% was incorrect. The most of them can de-attach the morpheme ly from the word daily.**

**4.4.6 the word ( selfishness)**

**Table (4.4.6)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 16 | 32 % |
| Wrong | 34 | 68 % |
| Total | 50 | 100% |

**62**

**Figure (4.4.6):**



According to the chart(4.4.6) the students encountered problem to de-attach suffixes from the word selfishness, therefore the score of wrong answer is very high comparing with right answer.

**4.4.7 the word ( reconstruction )**

**Table (4.4.7)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 12 | 24 % |
| Wrong | 38 | 76 % |
| Total | 50 | 100% |

**Figure (4.4.7):**



According to the chart(4.4.7) the students encountered problem to de-attach suffixes from the word reconstruction, therefore the score of wrong answer is 76% very high comparing with right answer. Reconstruction consist of two morphemes (re and - ion).

**4.4.8 the word ( expressive)**
**Table (4.4.8)**

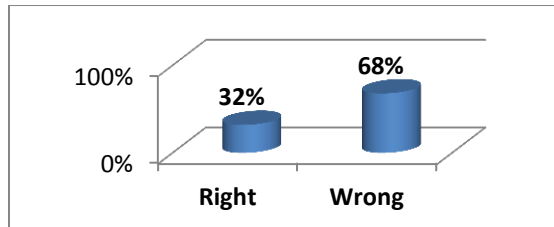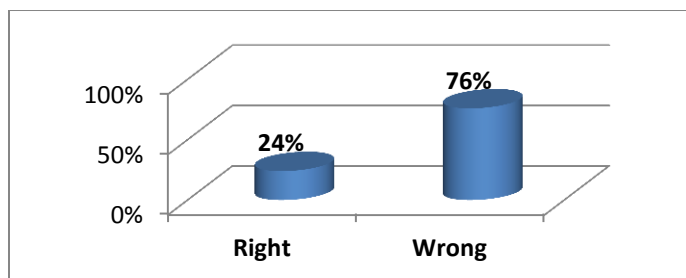| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 29        | 58 %       |
| Wrong  | 21        | 42 %       |
| Total  | 50        | 100%       |

**Figure (4.4.8):**
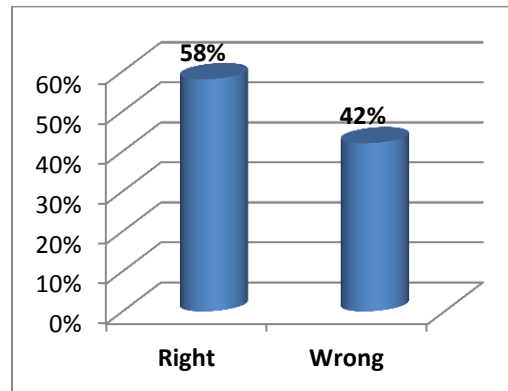


From the Figure (4.4.8) 58% right answer, 42% wrong answer. the majority of the students de-attached the morpheme (ive) from the word expressive in order to get the root word expressive.

**4.4.9  the word (watching)**

**Table (4.4.9)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 43        | 86 %       |
| Wrong  | 7         | 14 %       |
| Total  | 50        | 100%       |

**Figure (4.4.9):**
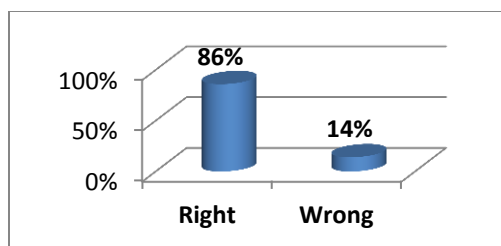
According to the chart (4.4.9) 43 of students got 86% the right the answer, while 14% was wrong answer. So the most of students de-attached the inflectional suffix (ing) correctly from the word watching.

**4.4.10  the word (roughly )**

**Table (4.4.10)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 40        | 80 %       |
| Wrong  | 10        | 20 %       |
| Total  | 50        | 100%       |

**Figure (4.4.10):**
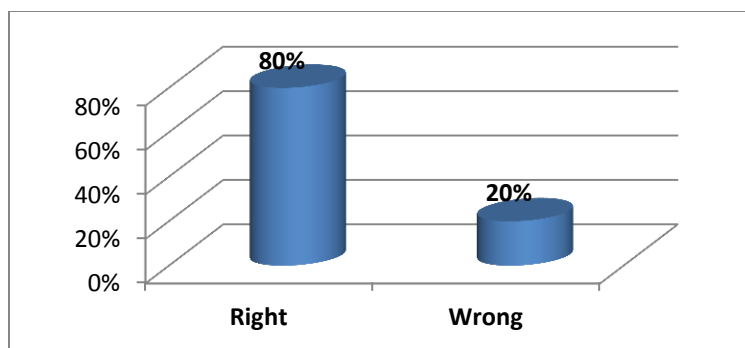


  From the Table (4.4.10) emphasized that 40 students have got 80% the right answer, and 10 of them have got 20%. Its clear that the majority of them have no problem to de-attach the morpheme (ly) from the adverb form roughly in order to get the root rough.

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## Table (4.5):   Question five

| N | words | Correct | Percentage | Incorrect | Percentage | Total |
|---|---|---|---|---|---|---|
| 1 | Employ + suffix = N | 19 | 38 % | 31 | 62 % | 50 |
| 2 | Use + suffix = N | 10 | 20% | 40 | 80 % | 50 |
| 3 | Educate + suffix = N | 40 | 80 % | 10 | 20 % | 50 |
| 4 | Work + suffix = N | 31 | 62% | 19 | 38 % | 50 |
| 5 | Depend + suffix = N | 26 | 52 % | 24 | 48 % | 50 |
| 6 | Force + suffix = Adj | 0 | 0 % | 50 | 100% | 50 |
| 7 | Friend + suffix = Adj | 24 | 48 % | 26 | 52 % | 50 |
| 8 | Beauty + suffix = Adj | 41 | 82 % | 9 | 18% | 50 |
| 9 | Danger + suffix = Adj | 46 | 92 % | 4 | 8 % | 50 |
| 10 | Father + suffix = Adj | 7 | 14 % | 43 | 86 % | 50 |
| 11 | Conscious + suffix = Adv | 22 | 44 % | 28 | 56 % | 50 |
| 12 | Quick + suffix = Adv | 45 | 90% | 5 | 10 | 50 |
| 13 | Slow + suffix = Adv | 43 | 86 % | 7 | 14 % | 50 |
| 14 | Nice + suffix = Adv | 24 | 48 % | 26 | 52% | 50 |
| 15 | Simultaneous + suffix = Adv | 22 | 44 % | 28 | 56 % | 50 |
|  | total | 400 | 53.3% | 350 | 46.7% | 750 |

### Figure (4.5):
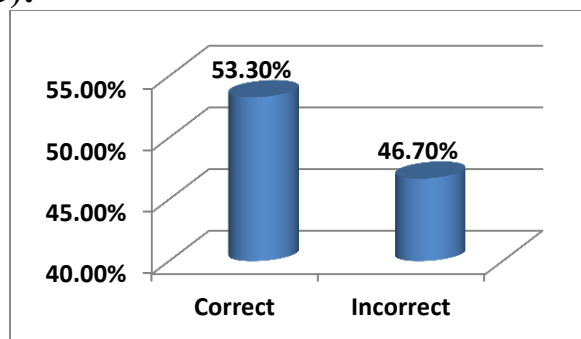


## Question five

**Attach the (suffixes) to the following words in order to get new forms:**

**4.5.1 the word ( employ+ suffix = N)**

**Table (4.5.1)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 19        | 38 %       |
| Wrong  | 31        | 62 %       |
| Total  | 50        | 100%       |
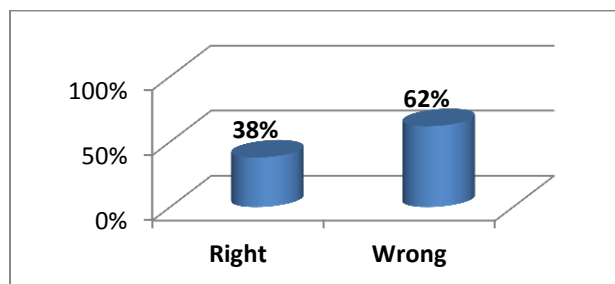
**Figure (4.5.1):**



In the Figure (4.5.1), the majority of the students can not attach the suffix (ee) to the verb employ in order to get new noun form. It is obvious from the chart that 31 of them got 62% wrong answer, while the students got 38% right answer. they encountered great problem.

**4.5.2 the word ( use + suffix = N )**

**Table (4.5.2)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 10        | 20 %       |
| Wrong  | 40        | 80 %       |
| Total  | 50        | 100%       |

**Figure (4.5.2):**



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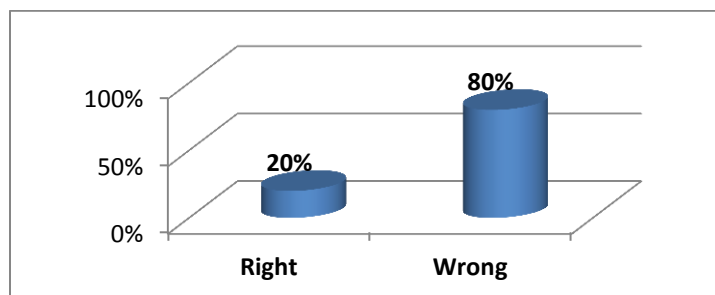In the Figure (4.5.2), the majority of the students can not attach the suffix (age) to the verb use in order to get new noun form. It is clear from the chart that 40 of them got 80% answered incorrectly. Because they do not  know that the item age will be attached as a suffix.

 4.5.3 the word (educate + suffix = N)

Table (4.5.3)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 40        | 80 %       |
| Wrong  | 10        | 20 %       |
| Total  | 50        | 100%       |

Figure (4.5.3):
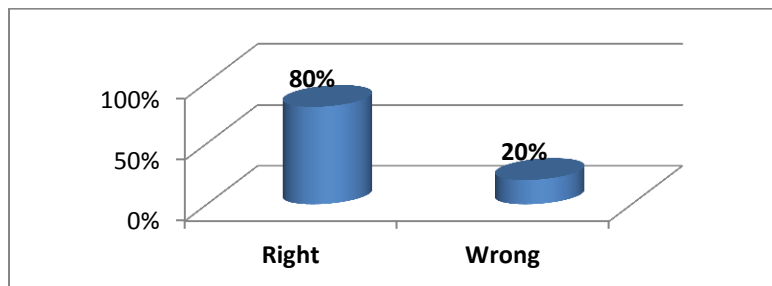


According to the table (4.5.3) , the majority of the students   able to attach the suffix (ion) to the lexical item educate  in order to get a noun form. the chart that shows that 40 of them got 80% the right answer.

   4.1.4  the word (work + suffix = N)

   Table (4.5.4)

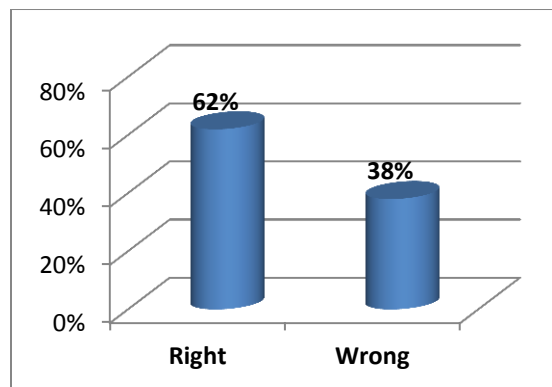| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 31        | 62 %       |
| Wrong  | 19        | 38 %       |
| Total  | 50        | 100%       |

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**Figure (4.5.4):**



According to the table (4.5.4) , the majority of the students  able to attach the suffix (er) to the lexical item work in order to get a noun form. the chart that shows that 31 of them got 62% the right answer.

**4.5.5  the word (depend + suffix = N )**

**Table (4.5.5)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 26        | 52 %       |
| Wrong  | 24        | 48 %       |
| Total  | 50        | 100%       |

**Figure (4.5.5):**
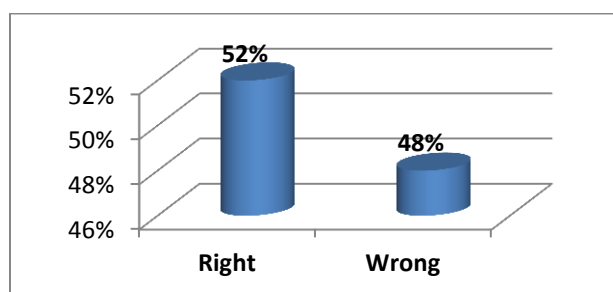


According to the chart (4.5.5) , the most of the students  able to attach the suffix (ant) to the word dependant so as to change it into a noun form. the chart that 26 of them obtained 52% the right answer. this mean that the students have a little problem of the word depend.

**4.5.6 the word ( force + suffix = Adj)**

**Table (4.5.6)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 0 | 0.0% |
| Wrong | 50 | 100 % |
| Total | 50 | 100% |

**Figure (4.5.6):**
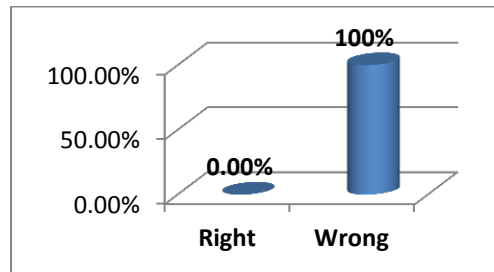


The chart (4.5.6) , shows that no one of the students got the right answer. All the students failed to attach (ible) to the word force in order to get new adjective form.

**4.5.7 the word (friend + suffix = Adj )   Table (4.5.7)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 24 | 48 % |
| Wrong | 26 | 52 % |
| Total | 50 | 100% |

**Figure (4.5.7):**



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According to the table (4.5.7) , the majority of the students do not use the suffix (ly) to the lexical item friend in order to get an adjective form. the chart shows that 24 of them got 48% the right answer.

**4.5.8 the word (beauty + suffix = Adj )**

Table (4.5.8)

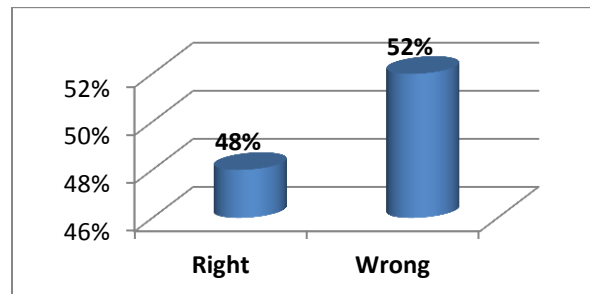| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 41 | 82 % |
| Wrong | 9 | 18 % |
| Total | 50 | 100% |

Figure (4.5.8):
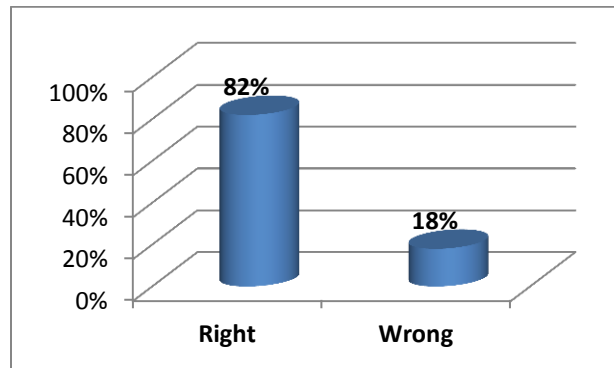


According to the chart (4.5.8) , the majority of the students  able to attach the suffix (ful) to the item beauty in order  to create new adjective form. the chart shows that 82% responded the right answer. this reflects that the students know how use the morpheme (ful).

**4.5.9  the word (danger + suffix = Adj )**

Table (4.5.9)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right | 46 | 92 % |
| Wrong | 4 | 8 % |
| Total | 50 | 100% |

**Figure (4.5.9):**
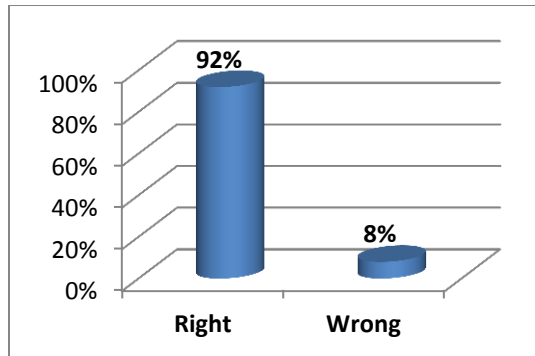


 The chart (4.5.9) emphasized that the students have got the of **92%** as right answer, and **8%** wrong answer.

The most of the students can attach the suffix (-ous) to the word danger in order  to get an adjective form. This reflects that the majority of them know how to  use the morpheme (ous).

**4.5.10  the word (father + suffix = Adj )**

Table (4.5.10)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 7         | 14 %       |
| Wrong  | 43        | 86 %       |
| Total  | 50        | 100%       |

**Figure (4.5.10):**



The chart (4.5.10) explained that the students have got the of **86%** as wrong answer, and **14%** is the right  answer.
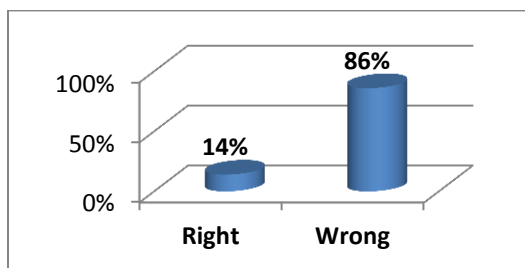
The most of the students can not  attach the suffix (less) to the word father  in order  to get an

adjective form. This highlights that the majority of them don't   know how to use the morpheme (less).

 4.5.11  the word ( conscious + suffix = Adv  )

Table (4.5.11)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 22        | 44 %       |
| Wrong  | 28        | 54 %       |
| Total  | 50        | 100%       |

**Figure (4.5.11):**



The chart (4.5.11) explained that the students have got the of 54% as wrong answer, and 44% is the right  answer.  the students have a little knowledge to  attach the suffix (ly) to the word conscious  in order  to get an adverb form. This highlights that some of them don't   know how to  use the morpheme (ly).

4.5.12 the word (quick + suffix = Adv   )

Table (4.5.12)

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 45        | 90 %       |
| Wrong  | 5         | 10 %       |
| Total  | 50        | 100%       |

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**Figure (4.5.12):**
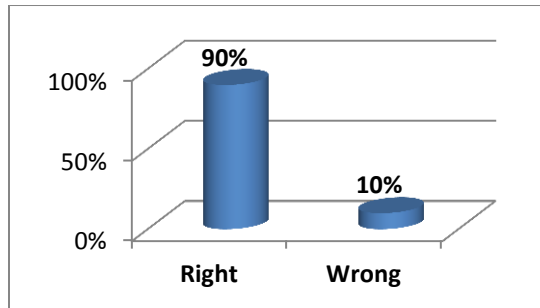


The chart (4.5.12) explained that the students have got high score of 90% as right answer, and 10% is the wrong answer.  The most of the students able to  atta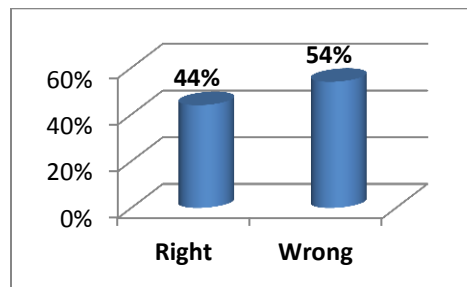ch the suffix (ly) to the lexical item quick  in order to get an adverb form. This highlights that the majority of them  know how to  use the morpheme (ly).

**4.5.13  the word (slow + suffix = Adv )**

**Table (4.5.13)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 43        | 86 %       |
| Wrong  | 7         | 14 %       |
| Total  | 50        | 100%       |

**Figure (4.5.13):**
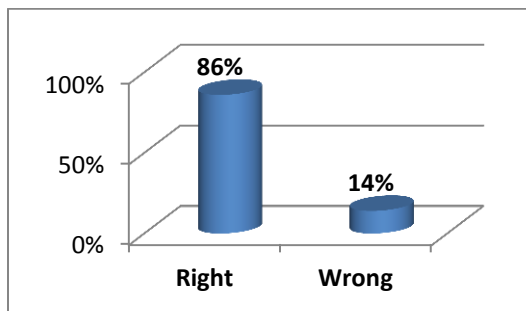


The chart (4.5.13) clarified that the students have got high score of 86% as right answer, and 14% is the wrong answer.

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The majority of them able to attach the suffix (ly) to the lexical item slow in order to get an adverb form. This means that the majority of them know how to use the morpheme (ly) generally.

**4.5.14 the word (nice + suffix = Adv )**

**Table (4.5.14)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 24        | 48 %       |
| Wrong  | 26        | 52 %       |
| Total  | 50        | 100%       |

**Figure (4.5.14):**
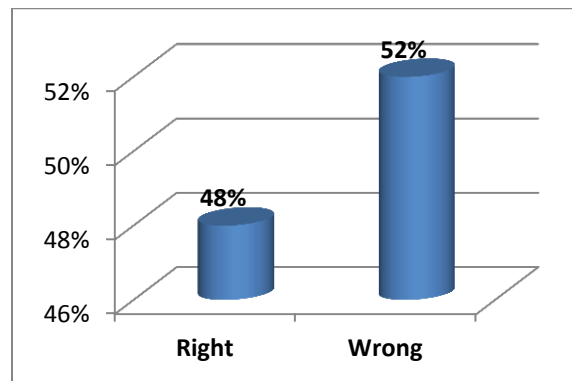


The chart (4.5.14) indicated that the students have answered 48% as right answer, and 52% is the wrong answer. The majority of them are not able to attach the suffix (ly) to the lexical item nice in order to get new adverb form. This means that the majority of the students can not attach the morpheme (ly).

**4.5.15 the word (simultaneous + suffix = Adv )**

**Table (4.5.15)**

| Factor | Frequency | Percentage |
|--------|-----------|------------|
| Right  | 22        | 44 %       |
| Wrong  | 28        | 56 %       |
| Total  | 50        | 100%       |

**Figure (4.5.15):**
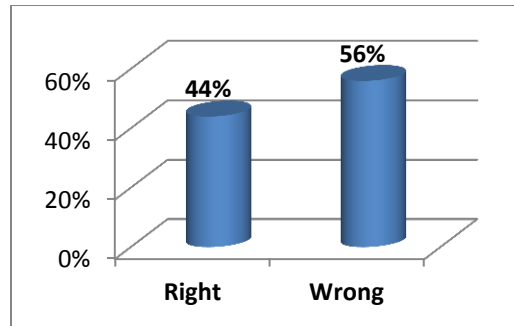


The chart (4.5.15) identified that **44%** as right answer, and **56%** is the wrong answer. The majority of them can not attach the suffix (ly) to the lexical item simultaneous correctly in order to get an adverb form. This reflects that the majority of them have a little knowledge to use the morpheme (ly).

## 4.5.16 The summary of the chapter:

Table (4.5.16)

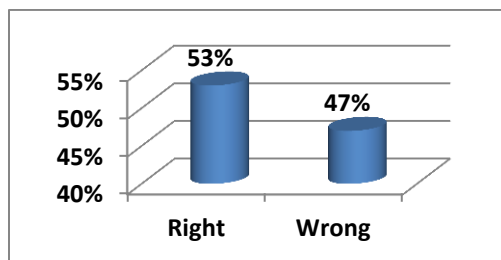| N | Right | Percentage | Wrong | Percentage |
|---|-------|------------|-------|------------|
| Q 1 | 296 | %59.2 | 194 | %38.8 |
| Q 2 | 286 | %47.7% | 314 | %52.3 |
| Q 3 | 306 | %61.2 | 194 | %38.8 |
| Q 4 | 225 | %45 | 245 | %49 |
| Q 5 | 400 | %53.3 | 350 | %46.7 |
| Total | 1513 | 53% | 1297 | 47% |

Table (4.5.16)

Total of  right + wrong  of all five questions = 1513 + 1297= 2850

The right answer:    $1513 \div 2850 \times 100 = 53$ %
The wrong answer:  $1297 \div 2850 \times 100 = 47$ %

**Figure (4.5.16)**



**The Table (4.5.16), the details as follows:**
**In (Q 1): The overall frequency right answer is 296, the students scored 59.2 %. While the wrong answer was 194 with score of 38.8. This means that the students are not encounter a great problem to identify parts of speech. They have a little background about morphemes when attached to the parts of speech. This question is contradicted with my hypothesis which states that the students face difficulties of recognizing word form**
**In (Q 2): The total right answer of all 50 students is 286 and they got score of 47.7 %. Where as the wrong answer is 314 with 52.3 %. This shows that the majority of the students incapable to respond question two. They have great problem to put the words with convenient parts of speech. This question is coped with my first hypothesis which states that the students have not yet developed efficient skills in the recognizing of word structure. They don't recognize the appropriate morphemes for each part of speech in order to put them in a convenient space. Question two is**
**In (Q 3): The overall frequency right answer is 306 and they scored 61.2 %, where as the wrong answer is 194 with 38.8 %. In question three, the students have no great problem. So they have knowledge about prefixes, therefore they able to select the correct meaning of words which attached by different types of prefixes. This question is contradicted with my second hypothesis which states that the students lack of knowledge of word structure has led to insufficient vocabulary in English.**
**In (Q 4): The table explain that the total right lexical items are 225 with score of 45 %, and 245 wrong answer with 49 %. This reveal that the majority of the students inability to de-attach (separate) the morphemes from the words in order to get the root word of the lexical items (words).**

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This question is cope with my second hypothesis which states that the students lack of knowledge of word structure has led to insufficient vocabulary in English. They encountered problem of how to separate different types of words with different prefixes and suffixes. The researcher found out that most of them inability to de-attach affixes that attached as prefix and suffix in one word. For example: unbelievable. In addition to the words that ended in (ics).

In (Q 5): The right answer is 400 with score of 53.3 %, while the wrong answer 350 with score of 46.7 %. The table (4.5.16) shows that most of the student answered question five rightly. They have knowledge of how to attach suffix morphemes to the words in order get new forms. The researcher asked the students to attach appropriate morphemes to different types of verbs so as to get noun forms. Moreover, they attach suffixes to the convenient words in order to form adjectives. And finally, the students asked to form adverbs by attaching appropriate morphemes. Most of them encountered problems of the suffix (age), may be their view in terms of this lexical item is used more as age of human or any animal.

Source: The researcher analyzed this data by using SPSS in order to find out the data results.

# Chapter five

## Results, Discussion, conclusion, Recommendations and suggestion for further Research

# Chapter five

**Results, discussion, conclusion, Recommendations and suggestion for further Research.**

## 5.1 Overview

This study is concerned with morphology, particularly the problem of recognizing the structure of English words as encountered by university students. Thus, the researcher attempted to find out the problematic area. The researcher chose a descriptive analytical method. The researcher used the written test as an instrument for data collection. A sample of 50 students is randomly selected from Al-Nilein University, faculty of Arts, Department of English language (second year students). Moreover, The researcher carried out a pilot study on two groups of 5 participants who are not included in the main sample of the study. Group(1) is from SUST, and group(2) is from Omdurman Islamic University. The data was analyzed by using SPSS method.

The researcher reached the final results of this study as shown:

## 5.2 Results:

1. With reference to the table (4.1.11), in overall question one, the students got score of 61.2 % correct answer with 38.8 %  as wrong answer. This explains that the most of them passed successfully in question one. Therefore, the most of  students (61.2 %)  do not encounter a problem in this area. They able to identify the parts of speech from different types of words.

2. From the table (4.2.13), the students have scored 57.2% right answer of all question two, where as 62.8 % responded wrong answer. This clarified that the majority (62.8 %) of students unable to understand meaning of the words. They were incapable to put the words to the convenient part of speech. Therefore, the students encounter a great problem in question two.

3.  The table (4.3.11) in question three revealed that the students  scored 61.2 % the right answer,  and 38.8 % was the wrong answer. This shows that the most of students (61.2 %) were  able to select the right meaning of the words that have suffix morpheme. And they do not have a great problem in this area.

4.  In question four, the table(4.4.11) shows that the total correct was 49.2 %, where as the students got 58.8 % as wrong answer. Therefore, the majority (49.2 %) of students encounter a great problem . They inability to de-attaching  morphemes from the words in order to get the root word.

5. The table(4.5.16) explained that the right answer was 53.3 %, while the wrong answer was 46.7 %  overall question five. This shows half of students only are not able to attach different kind of suffixes to the words in order to get new lexical forms. Therefore, the students encounter problem in question five.

## 5.3 Discussion of Results

In order to know the real problems faced by university students in recognition of word  structure. Relating to this problem, the following four questions have been asked.
1-   To what extent do the university Students face problems in recognition of words structure ?
2- What are the main problematic areas encountered by university students in recognition of word structure.?
3- To what extent does students lack of knowledge of words structure lead to university students lack of proficiency in English vocabulary ?
4- How can teachers raise university Students awareness of words structure?
With reference to question one, analysis has revealed that the students encounter a great problem in recognizing the structure of words.(62.2 %) of students got the correct answer. This question disproved the hypothesis 1 which states that the most university Students have not yet developed efficient skills in the  recognition of word structure.

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With reference to question two, analysis has shown that the main problematic area of students is the suffixes, (62.8 %) of students got wrong answer.

This result proved the hypothesis 3 which states that University students encounter more problems in the area of suffixes than prefixes. Particularly, in the area of adjective suffixes and noun suffixes .The adjective suffixes that attached with (-able, - ible,- less, ). The area that encounter students in terms of noun suffixes is the prefix and suffix in one word. For example: the word revision in the table(4.4.2), the students got 74 % wrong answer, only 26 % is the right answer. the word reconstruction in the table(4.4.7) shows the correct answer was 67%, only 24 % was the right answer. They can not de-attach morphemes from the words in order to get the root word.

With reference to question three, To what extent does students lack of knowledge of words structure lead to university students lack of proficiency in English vocabulary ?. in the table (4.3.11), 62.2 % of students got the right answer. This question disproved the hypothesis 2 which states that the students lack of knowledge of words structure let them inability to understand the right meaning of the words and put them in a convenient part of speech.

With reference to question four, explains how can teachers raise university Students awareness of words structure?
 the table(4.4.11) shows that the total correct was 49.2 %, where as the students got 58.8 % as wrong answer. Therefore, the majority (49.2 %) of students encounter a great problem . They are inability to de-attaching morphemes from the words in order to get the root word, analysis has identified that the students have no awareness of how to attach the a appropriate suffixes to the words in order to get new forms. This question proved hypothesis 2 which states that University students lack of knowledge of word structure has led to insufficient vocabulary in English.Similar findings were reached by (Asaad mohammed Ahmed 2016) Investigating the use of English Language Affixes. MA thesis, Sudan university of science and technology.

The study primary focuses on the misunderstanding the rules behind affixes addition, as well as the similarities within the affixes in general.

(Mohammed Bakri M. El. Hassan 2010 - 1430) problem of vocabulary learning. Ph D thesis, Omdurman Islamic University.

The study concentrates on the significance of second vocabulary acquisition.

Knowledge of vocabulary is essential to the development and demonstration of linguistic skills.

## 5.4 Conclusion

The purpose of this study is to identify if the university students are capable to recognize the structure of English words. It was hypothesized that the students encounter problem of recognizing the word structure and how to create new form correctly. Besides, students have a little awareness about affixation which lead them can not attach or de-attach the morphemes from the part of speech in order to get new form.
To test these hypotheses, primary data was collected using the data collection tool namely a written test. The test of this study contains five questions relating to the morphology particularly, the recognizing of the word structure. The test was intended at testing students' ability to identify parts of speech and how to create them by adding or de-attaching affixes. The researcher has given the test to the students to answer it. The researcher analyzed the whole lexical items(words) individually to get the problems that encounter university students in recognizing structure of the English words. And the researcher wants to know about students' ability of how to creating new forms. The students have a great problem in recognizing the word structure and adding the appropriate morphemes to the parts of speech.

Fifty (50) students from  Al – Nilein University were targeted by this test.  The researcher analyzed the data by using descriptive statistic methods(SPSS). It was found out that the result of the data analysis answered the research questions and verified the hypotheses.

## 5.5. Recommendations for Teachers

**From the results, these recommendations were made:**
Recognizing of English word structure should be taken into more consideration from teachers and more practical performance from students.
1. Teachers should  give students full details about affixes and the way of using them with the parts of speech.
2.This information should be at an earlier stage in learning English when preparing  their teaching materials.
3. Teachers should intensify  different kind of written tests related to the word form. This  helps students to improve their knowledge of meaning.
 4. University should concentrate on suffixes than prefixes, because the data analysis revealed that the majority of the students got wrong answer in the area of suffixes.
5. Students themselves should do revisions and discussion in groups, so to identify the area problems in the word structure.

## 5.5.1 The suggesting for further studies (for the  future):

The researcher suggested  for further studies on the creating or adding morphemes to the words to get new forms. Investigating other aspects such as, word formation, word analysis, connected vowels, and conversion of parts of speech from one lexical category to another. In addition to, the impact of periodical courses in English vocabulary.
1. The problem of word formation among university students.
2.  The difficulties that encounters students in recognizing  parts of speech when affix is attached.
3. The difficulties that encounters students in recognizing the root word of affixes words
4. The difficulties that encounters university students how to de-attach morphemes from the parts of speech.
5.The impact of affixation in terms of vocabulary building.

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**Appendix :**

**Subject :    Morphology test, in the area of word structure.**

**Sudan University of Science and Technology
College of Graduate studies**

**Department of English**

**MA in Linguistics: Batch ( 4) 2016 – 2017**

**Researchers' name: Bashir AbdAlla Adam Ishag**

**Research title: Problems of Recognizing the Structure of English words as encountered by Sudan University Students**

# Test:
**This test is intended for second year students of English Language at Al – Nilein university .The test contains five questions related to the topic under investigation.**

## Question one:
**Recognize the following words by stating whether they are nouns, verbs, adjectives or adverbs.**
**1.Friendship:  …………………..**

**2.Hateful : ……………………**

**3.quickly: ........................**

**4.soften:  …………….............**

**5. kindness: ………………………..**

**6. taxable : ……………………….**

**7.worker : …………………………..**

**8. education :……………………..**

**9.  deepen : ………………………….**

**10. accurately : ……………………**

**Question two:**

**put the following words according to the convenient parts of speech.**(attachment, sterilize, zealous, randomly, dryness, rewrite, unclear, undergraduate, childlike, civilization, afterward, calmly).

1.nouns→…………………………………….......................................

2.adverbs→…………………………………….......................................

3.verbs→…………………………………….......................................

4.adjectives→…………………………………….......................................

**Question three: select the correct meaning of the words by drawing a circle.**

1.disappear means:

(a) go out of sight (b) be seen more (c) able to do

(2)misuse means:
(a) Treat wrongly (b) proper use of something (c)  treat correctly

3.devalue means:
(a)  to remove value of something (b)  to add value(c) to upgrade value

4. disagree means:
(a) Express different opinion from some one else
(b) misunderstanding (c)  the same opinion

(5) outgrowth means:
(a)  something that developed from something else
(b)  that growing within something else(c) under growing

(6) exchange means:
(a) giving something and receiving something else from them (b) receiving (c) sending out

7. Repay means:
(a) to pay money that you have borrowed
(b) stop paying (b) to transfer money out

8. Illegal means:
(a) not allowed by the law (b) allowed by the law (c) something else

**9. unclear means:**
**(a) difficult to understand or be sure about (b) not be sure about**
**(c) very far**

**10. Improper means:**
**(a) dishonest, illegal (b) it is proper for some body to do (c) misleading**

**Question four:**
**De-attach (separate) the morphemes from the following words in order to get the root word of the lexical items(words).**
Example: unhappiness → the root word is happy.
1.Rewriting → the root is………………………..

2.revision→ the root is……………………………..

3.unbelievable→ the root is………………….

4.economics→ the root is……………………….

5.daily→ the root is………………………………...

6. selfishness→ the root is……………………..

7.reconstruction→the root is…………………

8. expressive→the root is……………………….
9. watching →the root is……………………….
10. roughly →the root is……………………….

**Question five: Attach the (suffixes) to the following words in order to get new forms.(  -ous, -ee, -age,- ible, -ion, -ly, -ant,-ish, -er,-ful,-less**

| Verb | Noun | Adjective | adverb |
|---|---|---|---|
| **employ** | ………………………… | force…….. | conscious… |
| Use | ………………………… | friend……. | quick…. |
| educate | ………………………… | beauty….. | slow…. |
| Work | ………………………… | danger…. | nice…. |
| depend | ………………………… | father…… | simultaneous…. |