SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF GRADUATE STUDIES

COLLEGE OF LANGUAGES

Investigating Difficulties Encountered by EFL Undergraduates in Using Derivational Morphemes

تقصـي الصـعـوبـات التـي تواجـه طلاب اللـغـة الإجْـليزية لغـةً أجنبية في اسـتخـدام الإشـتقاقات الصرفية

A Thesis Submitted In Partial Fulfillment of the Requirements of M.A Degree in English Language (Applied Linguistics)

Submitted by

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2017

Dedication

This work is dedicated to the souls of my parents, and my to members of my family.

Acknowledgements

Abstract

This study aimes at investigating difficulties encountered by EFL undergraduates in using derivational morphemes. The researcher used descriptive and lyrical method quantitatively in its designing task. The researcher used a test to collect data. The sample of the study consisted of 30 students at Sudan University of Science and Technology College of Languages department of English 2nd level. The data were analyzed by using the statical package for social sciences program (SPSS) . The analysis of the date showed that there were difficulties encountered by EFL students in using and understanding derivational morphemes.

At the end of the study the researcher presented some recommendations. These recommendations which focus on paying more attention to the use of derivational morphemes; moreover, students at university level should receive more practice on the use of derivational morphemes, along with some suggestions for further studies.

Arabic Version Abstract

المستخلص

تهدف هذه الدارسة لبحث الصعوبات التي تواجه طلاب اللغة الانجليزية لغة أجنبية في استخدام الاشتقاقات الصرفية . قد تبنى الباحث المنهج التحليلي الوصفي كماً وكيفاً ، حيث استخدم الباحث الاختبار. تكونت عينة الدراسة من ثلاثين طالباً بجامعة السودان للعلوم والتكنولوجيا كلية اللغات قسم اللغة الانجليزية المستوي الثاني لتحليل بيان الدراسة استخدم الباحث برنامج لتحليل الحزم الاحصائية للعلوم الاجتماعية اظهر تحليل البيانات ان هنالك صعوبات تواجه طلاب اللغة الانجليزية لغة اجنبية في استخدام الاشتقاقات الصرفية. في الختام ، وعلي ضوء النتائج المتحصل عليها ، أوصى الباحث بمزيد من الاهتمام لاستخدام الاشتقاقات الصرفية وأن يتلقى الطلاب الجامعين مزيداً من التطبيق والتدريب في استخدام الاشتقاقات الصرفية.

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CHAPTER ONE

INTRODUCTION

CHAPTER ONE

Introduction

1.0 Overview

Word formation is not an easy process to be achieved by thelanguage learners but it needs an intensive work .Without mastering the use of English derivational morphemes no correct language can be assumed.

The main purpose is mastering English derivational morphemes in order to be used properly as word formation process to give intended meaning.

English language teaching textbooks provide learners with a quantity of English derivational morphemes. These textbooks mainly introduce new words which have role in understanding the meaning of new words.

Good spelling knowledge is extremely important for effective word recognition which can greatlyenhance or hinder reading, as for writing poor spelling can make writing a labored activity with regular interruption to the thought processed by excessive attention to spelling .Louisa (2000).

Poor spelling also limits the writer's choice of words which negatively influence creativity and leads to short, and sometimes incoherent of pieces of writing. in addition , poor spellers often have low motivation to write,Sitton (1995).

Language is an abstract set of psychological and sociological consideration that considers a person's competence as a speaker in a given situation.

The psychological principles make viable to him and unlimited number of sentences he can drawn up upon inconcrete situations and provide him with ability to understand and createnew utterance (we can recognize that English words —forms such as talker, talked and talking most consist of one element talk and number of other element such as - s,er,ed,ing.

All these elements are described as morpheme.

The definition of a morpheme is a minimal linguistic unit of meaning, or grammatical function) George Yule (1947)

Based on the researcher observations during his work as a teacher in an institute he notices that EFL students encounter difficulties in using derivational morphemes. However this study mainly focuses on derivational morphemes and investigates the difficulties that encounter second year students in using derivational morphemes and the students deal with change of word class when using derivational morphemes.

1-1 Statement of the Study Problem

The study investigates difficulties face EFL students in using derivational morphemes when they form adjectives, nouns ,verbs and adverbs.

The researcher came across the problem during his work as teacher for English language in an institute therefore, the study will trace the problem face EFL in using derivational morphemes appropriately and tries to come out with solutions which will help in solving the(problem.

1-2 Significance of the Study

The **importance of this study stems from the following:**

1- Helping students, teacher as well as course designers to overcome the problem of using and understanding derivational morphemes.

2- Investigating difficulties encountered by EFL students in usingderivational morphemes.

3- Illustrating the function and use the derivational morphemes.

1-3 Research Questions

The study provides answers for the following questions.

1- To what extent do EFL students find difficulties in using and understanding derivational morphemes?

2- Which types of derivational morphemes do EFL students face most difficulty?

3- To what extent do EFL students distinguish between the different types of morphemes?

1-4 Hypotheses of the Study

1- EFL students do encounter difficulties in using and understanding derivational morphemes.

2- The most difficult derivational morphemes for EFL studentsis adjectival morpheme.

3- EFL students can't distinguish betweendifferent types of morphemes.

1-5Objectives of the Study

The following points represent the objectives of the study which are:

1- Examining the difficulties facing EFL students in using and understanding the derivational morpheme.

2- Exploring the most difficult type of derivational morpheme for EFL students.

3- Finding out whether EFL students can distinguish between types of morpheme.

1-6 Research Methodology

The researcher adopts the descriptive analytical method. A test is designed to collect data and to test the research hypotheses.

1-7 Limits of the Study

The study focuses on the problem of using Derivational Morphemes that face second year students at Sudan University of Science and Technology College of Languages Department of English during the academic year 2017 – 2018. The research is consisting of five chapters.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

Literature review and previous studies

2.0 Introduction

This chapter consists of two parts, part one reviews the literature related to the research topic such as definitions of morphology, derivational morphology, inflectional morphology, affixation, and types of morphemes. While part two discusses previous studies related to the research topics.

2.1 Morphology

Morphology is a branch of linguistics which studies word structure, words typically have maternal structure and in particular they consist of smaller units called morphemes, for example, the verb from taking" consists of two morphemes, the verb stem "take" and grammatical ending

Similarly, the nouns, "textbook" "consists of the morphemes", "text and book" and the adverb"slowly" consists of the morphemes, slow and, ly.

The term morphology is generally attributed to the German poet, novelist, playwright and philosopher Johann Wolfgang, Von Goethe 1749 – 1032, 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 and structure speaking; morphology refers to the mental system involved in wordformation or to the branch of linguistics that deals with words in form. Runoffs and fundament, (2004-p1).

„Morphology is conventionally divided into two main areas, these are inflection which refers to variation in form of a single unit for grammatical purpose as with Take, Takes, Took, Took, Taken Taking, The construction of new words form other words as with textbook from text and book, and with slowly form slow and ly".

A particular important type of word – formation is derivation, as in slowly, rewrite and unhappiness, track.

2.2 English Derivational Morphology

Definition of Derivational Morphology:

Derivational morphology is concerned with formation of new words in language and it is much concerned with words of different grammatical category the stem (root), Thus the addition of derivational morpheme (ment) changes the verb develop tonoune.g development, or morpheme-al changes the noun education to adjective educational – etc.

2.3 Morphemes

A morphemes is the smallest meaningful unit of the language, some words consist of one morpheme example (sing) ,table and have while many others are composed of two or more morphemes example (signs) design, signature and designation.

A helpful way to represent the morphological structure of words, is to use words, for example: signs is composed of two morphemes as illustrated, the following word sums, sum +s=sums ,another example is sign + s = signs. A major way in which morphologists investigate words internal structures and how they formed is through the identification and study of

morphemes other defines as the smallest linguistic piecewith a grammatical function.

A morpheme may consist of a word, such as hand or meaningful piece of a word such as the, (ed) of looked, that can not be divided into smaller meaningful parts. Some morphemes have no concrete or no continuous form, as we will see and some do not have meanings in conventional sense of the term.

2.4 Affixation

Affixes are words elements attached to the stems may either precede as prefixes do – and way – subwayor follow as suffixes do – doer – way, way word).

Suffixes are bound more closely than prefixes to the stems or roots elements of the words, consider for instance, the way variety of agent suffixes in the nouns actor, musician, artisan, engineer, financier, merchant scientist secretary, student, worker. suffixes may come to be attached, to the stem as if quiet fortuitously. But once attached, they are more likely to be permanent. At the same time one suffix can perform many functions, the suffix (er) denote the doer of action in the words worker driver and hunter are different than harvester, dweller and Londoner in term of function, Simon potter (2003), http:// www.Britanncia.com Another definition of affixes is that, an affix is 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 in dependently of another morphemes to which they must be attached. Trask(1998- p160).

Most but not all of the world languages contain grammatical affixes used for various purposes. English has fewer affixes other languages but it still has some for example: English usually expresses plurality in nouns using the sound /s / or / z / in cats or dogs or the older (en) affix as in oxen, children – women – etc.

Modern linguists have debated whether the medieval a strong plural mice (inflected with an internal vowel change should apply to multiple example for computer mouse and have decided that mouse to be right from.

Other meaning expressed by affixes in English include the comparative affix – er(faster) and the superlative affix– est (fastest) the vagueness of – ish , the abstraction of (ness)– the various oppositeness of anti– un– non– dis– and de– the repetition of re– the emptiness of – less and anticipation of pre-verbs in English also exhibit affixes.

For example the verb paint has many grammatical forms like paints (she paints pictures) painted (she painted pictures) and quite different, she has painted a picture, and painting (she is painting a picture other affixes can be added to the verb paint to obtain the verb repaint and the nouns painter and painting.

2.5 Types of morphemes

Besides being bound of free, morphemes can also be classified as root, derivational or in flectional.

1. A root morphemes is a basic morpheme to which morphemes are attached, it provides, the basic meaning of word. eg. The morpheme (saw is the root of, sewers.

2. Derivational morphemes are added to form to create separated words e.g. (– er) is a derivational morpheme or suffix whose addition turns a verb into a noun usually an agent for example (paint + er) creates, painter.

3. Inflectional morphemes do not create separate words, they merely modify word, to fit in certain grammatical contexts such as plurality as the (s) of magazine does or past tense (ed) of barbecued does, English has eight inflectional morphemes.

4. A root of word is a morpheme that is left over when all derivational and inflectional morphemes have been removed. For example in immovability (– im), – able and (– ity) are all derivational morphemes and when they are removed we are left with, (move) which cannot be further divided into meaningful pieces and must be the words root.

2.6 English Inflectional morphology

As Delahunt Gravely (2010) states inflectional morphemes change the form of the word to indicate grammatical properties – English has eight inflectional morphemes listed table below – along with properties they indicate:

Table No (1):

Noun Noun phrase	(s) [s]	Plural Genitive/possessive	The birds The birds song
adjectives /adverb	(er)	Comparative	Faster
	(est)	Superlative	Fastest
Verbs	(s)	3rd person singular Present tense	Proves
	(ed)	Past tense	Proved
	(ing)	Progressive Present participle	Is proving
	(en)	Past participle	Has proven
			Was proven

As stated in table (1) these are the regular English inflections that are added to the majority verbs, nouns, adjective and adverbs to indicate grammatical properties such as tense number and degree.

They are also the inflections that are added to new words coming into the language for example an (-s) is added to the noun through word, are borrowed from other language, regular English inflections are added to them in most cases for example we pluralize the Italian noun operetta as operettas rather than operettas the Italian does.

As the table (1) shows that English has eight inflectional morphemes those morphemes are used to indicate grammatical properties, such as plurality, tense and number.

However, because of its long history English has many irregular forms.

- first irregular words may use different inflections than regular ones for example, the modern past of a verb is (ed) but the past participle of freeze is frozen.
- Second irregular form may involve internal vowel changes as in man/ Men, grow/ grew.
- Third, some forms are historically unrelated forms, went the past tense of, go historically was the past tense of different verb (wend), this sort of realignment is known as suppletion other example of suppletion include good, better, best and bad, worse and worst.
- Fourth, some word, show no inflectional change sheep, is both singular and plural (hit) is both present and past as well as past participle.
- Fifth, many borrowed words especially nouns have irregular inflected forms, for example alumna and cherubim are the plural of alumna and cherub respectively, irregular forms demonstrate the abstract status of morphemes, thus the word men realizes the how morphemes (man + plural) went, realizes (go + past) English.
- A final issue is that different groups of English speaker, use different inflected form of words especially of verbs when this happens the standard variety selects for example English speaker use the singular form of the verb to (be) in the past tense (was) regardless of what the subjects of its clause the e.g, we was there yesterday.

2.7 The function of affixes

Affixes are said to be having many meanings, the following prefixes mean (not) or opposite (dis-il- ir – non- un) however, the spelling of these prefixes often does not change to match the first letter of the base word this sometime results in a double letter so if we want to say the opposite of legal, year, tongue, around.

A prefix is placed at the beginning of a word to change its meaning, for example, the prefix re – mean either again or back as in return rewrite.

Negative statement are the opposite of affirmative statements in English, one way to make negative statements is by adding negative prefixes to nouns, adjectives and verbs prefixes usually do not change the class of the base word but suffixes do change the class of the word.

2.8 derivational affixes

Table (2) lists some example of English derivational affixes, Along with information about the category of their base and the resulting word.

Affix	Change	Example
Suffixes		
-able	V → A	Fix – able, do-able, understand-able
-(at)ion	V → N	Realize- ation, assert-ion, protect-tion
-er	V → N	Teach-er, work-er
-ing	V → N	The shoot–ing, the danc-ing
-ive	V → A	Assert-ive, impress-ive, restrict-ive
-al	V → N	Refusal , disposal
-ment	V → N	Adjourn-ment, treat-ment, amaze-ment

-ful	V → A	Faith-ful, hope-ful,dread-ful
-(i)an	V → A	President-ial, nation-al, medic-al
-(i)an	V → A	Arab-ian
-(i)an	V → A	Einstein-ian, newtown-ian, chomsky-an
-ic	V → A	Cub-ic, optimist-ic, moron-ic
-ize	N → V	Hospital-ize, crystal-ize
-les	V → A	Penni-elss, brain-less
-ous	N → A	Poison-ous, leacher-ous
-ate	A → V	Active-ate, captive-ate
-en	A → V	Dead-en, black-en, g\hard-en
-ity	A → N	Stupid-ity, prior-ity
-ize	A → V	Modern-ize, familiar-ize
-ly	A → Adv	Quiet-ly, slow-ly, careful,ly
-ness	A → N	Happi-ness, sad-ness
Prefixes		
Anti-	N → N	Anti-abortion, anti-pollution
de-	V → V	De-activate, de-mystify
dis-	V → V	Dis-continue, dis-obey
Ex-	N → N	Ex-president, ex-wife, ex-friend
In-	A → A	In-compoetent, in-complete
Mis-	V → V	Mis-identify, mis-place
Re-	V → V	Re-think, re-do, re-state

Sometime beginning students have trouble determining the category of base to which an affix is added. In the case of worker, for instance, the base (work) is sometimes used as a verb (as in they work hard) and sometimes as a noun (as in the work is time- consuming), this may then make it difficult to know which category occurs with the suffix-er in word worker. The solution to this problem is to consider the use of

-er (in the sense of one who x,s) with base whose category can be unequivocally determined. In the words teacher and writer, for instance, we see this affix used with base (teach and write).

That are clearly verbs, these facts allow us to conclude that the base which in combines in the word worker must be a verb rather than a noun.

2.9 Suffixes associated with nouns

According to Yule (2010 pp- 58-59):

Words ending with bound morphemes – acy, ation, er, or – ess – ity, ment, ness and ship are usually nouns diplomacy, similarity-jubilation-compartment conductor- relationship, writer- sadness.

Suffixes associated with adjective:

Words with suffixes like able, ful-ical-less, like-ous and Y are usually adjectives.

A profitable	An animal like nose	A gloomy day
A courageous child	A theatrical show	A godless society

Suffixes associated with adverbs:

Words with suffixed – ly are usually adverbs.

The bus moved off slowly – the dog ate eagerly.

2.10 Morpheme-based Morphology

According to: Throne (1997 p 24):

In this model of morphology morphological rules combines morphemes to form words.

The same way as syntactic rules combine word to form sentence, there are often problems involve in determining morphemes such cases include the problems of zero morphs/ truncation vowel mutation and extended exponence. In the other words especially non-concatenative morphology see to pose problems for morpheme based approach.

In what follows, we will, however not focus on the tricky cases of non-concatenative morphology can be integrated into a morpheme based form work because it seems that at least in language like English the majority of morphological phenomena is affixational and therefore be straight for worldly analyzed in such a model rather, We will explore the theoretical consequences of strictly morpheme based morphology for relationship between syntax and morphology.

Linguists like SelkIrk (1982) or Libber (1992) have claimed that a morpheme based model would be the important advantage that the theory of language could be stream lined in such way that no separate morphological component is needed.

Syntactic rules would be essentially the same kinds of rule, with only the entities on which the rules operatic being different for obvious reasons such an approach has been labeled word syntax. In order to understand how syntax works, a little bit of syntactic theory.

2.11 Compounding

According to: Plag (2002 p-231):

Still another common morphological process in human language involves compounding, the combination of lexical categories (nouns adjective, verbs) to create a large word.

There are countless Compounding in English, some of which are shown in table (3):

Noun + noun	Adjective + noun	Verb + noun	Preposition + noun
Street light	Blue bird	Swear word	Overlord
Campsite	Happy hour	Wash cloth	Outhouse
Book case	High chair	Scrub lady	In-group

As these example show, the elements making up a compound can all typically occur as independent words elsewhere in language.

2.12 Cranberry Morpheme (advanced)

If a word contains elements whose morphological status is ambiguous, as in the case of cranberry and huckleberry, determining its internal structure can be a tricky business.

Although berry is clear a morpheme, one is not sure what to make of cran-and huckle-comparable words like elderberry and waxberry be analyzed uncontroversial as noun + noun compounds – edler denotes the elder tree which produces elderberries and wax is short for wax-myrtle, the shrub which produces waxberries. However, similar treatment of cranberry and huckleberry is untenable because there is no cran or huckle tree or shrub that produces cranberry or huckleberry fruits, the forms

cran- and huckle never occur elsewhere in the language as independent words, or even as bound morphemes.

2.13 Derivation

Derivation forms a word with a meaning and or category distinct form that of its base through the addition of an affix.

Table (4) contains words formed by adding the suffix-er to a verb to form a noun with meaning one who does x.

Table (4) the er affix:

Verb base	Resulting noun
Sell	Sell-er
Write	Write-er
Teach	Teach-er
Sing	Sing-er
Discover	Discover-er

Writer usually refers to someone who writes for a living comparable (with stress on the first syllable) means similar rather than able to be professing and so on.

2.14 Review of previous study

Study1: Abdelrahim (2016) conducted a study entitled investigating Derivational Morphology Awareness Among EFL learners at SUST A case study of College of Languages English Department 3rd level: Master Degree this study is conducted in the field of word formation, derivational morphology the study came under the title (Investigating Derivational Morphology Awareness Among EFL Learners at SUST.

The study found that students have some difficulties when dealing with derivational morphology then the researcher recommended derivational morphology must be given attention when it is taught and should be thought form he first year of school.

Study 2:Adam (2016) conducted a study entitled The role of morphological Awareness on vocabulary learning MA this study examines the relationship, between morphological awareness and vocabulary size in Sudanese students as EFL learners, the aims of this study is to investigate to what extent the students are aware of analytic and synthetic word formation rules, determine the relationship between morphological awareness and vocabulary size and determine the morphological awareness between students performance on complex and simple words, the results reveal that students displaced low overall morphological awareness of word formation. The result also shows that the students vocabulary size is relatively low.

This indicates that they will struggle to understand on an average text the study recommend to administer morphological awareness test and vocabulary test separate to minimize cognitive load on the students, teaching affixes to promote students vocabulary size. The participants in the study were 30 suddenness EFL learners. All the participants completed the test.

Descriptive statistics reliability measure and correlation coefficients were calculated and reported.

The results indicate that, the students overall morphological awareness and vocabulary size were limited, and that the relationship between the two constructs could not be established, owing to the appearance of floor effect in test scores and task difficulty. Although no statistical relationship was established between morphological Awareness and vocabulary in this study, it is premature to discount the potential importance of morphological awareness in there L2 vocabulary development, particularly for the of learner examined in this study.

Study 3:Asaad (2016) conducted a study entitled Investigating the use of English language affixes as a problem facing third year secondary school students MA the current study is an investigation into the use of English language affixes as a problem facing third secondary school students, the sample of the population includes fifty students if third year schools how are all EFL leaner's in some Sudanese schools in Khartoum state.

The researcher has adopted the descriptive analytical approach to accomplish the aims of the research, the results of the study reveal that students have no background about the situation in which some derivational and inflectional morphemes are used, they also reveal the method of teaching derivational and inflectional morphemes needs a knowledgeable teachers who know more about the use of affixes and inflectional morphemes, finally the morphological problem of the students are due to lack of proper practice and students ignorance of derivational and inflectional morphemes, resulted in wrong choice of affixes.

Eventually the study recommend that techniques of teaching English affixes need to be regarded by the teachers at Sudanese secondary school, at the sometime students should be taught explicitly that derivational morphemes changes the meaning or the part of speech, while inflectional morphemes change the tense or aspect. Should be given more practices so as to master the usage of affixation the study at the end recommends that the students should work hard to know how and in what way they use certain derivational or inflectional morphemes and teachers of English language should know about the derivational and inflectional morphemes.

Study 4:Almukashfi , conducted study entitled in investigating the problems that encounter EFL students in morphology skills at tertiary level SUST 2018.

This study investigates the problems that encounter EFL students in morphological skills of university level. The study adopts a descriptive analytical method. A test is using as an instrument for data collection a sample of 35 students is randomly selected from Sudan university of science and technology, college of languages. The data obtained from the sample provides answers for the research questions. The data is analyzed using SPSS program, the most important results of the study one: First EFL students morphological knowledge is better than their practice and applications of morphology, second the types of question given by EFL teachers provide suitable ways for the students to practice morphology. Third, question three reveals that EFL students have some difficulties in using some morphemes to form words. Fourth, EFL student slow performance in morphological skills is attributed to inappropriate teaching methods, moreover, the study offers the following recommendations:

1- Teachers should encourage EFL students, to practice morphology.
2- Teachers should offer continuous proposal and exercises for EFL students to experience various types of forming words.
3- To improve EFL students' performance in morphology teachers should improve their teaching methods of morphology.

Study 5: Adam, Y 2014 , conducted a study under titleof English morphemes (ed) at Omdurman Islamic university. The study stated the Sudanese English learners make morphological errors when they use morpheme (ed) to indicate the past tense and they mispronounce the morpheme (ed). As I student experience the problem of mispronunciation of the morpheme (ed) which indicate the past tense. Students pronouns the morpheme (ed) because the morpheme (ed) has different representations or different ways of pronunciations. Also students face a problem because of their mother tongue interference.

The findings of the study reported that, errors analysis showed that it is difficult for students in first year to focus on the last sound. Errors are made because students do not care about their studies and do not use the dictionaries to follow the correct pronunciation. Students face difficulties in choosing the right allomorph of the morpheme (ed). Most of the students succeed in choosing the correct allomorph in the words that ended with two sounds /t/ and /d/.

CHAPTER THREE

METHODOLOGY OF THE STUDY

CHAPTER THREE

Methodology of the study

3.0 Overview

This chapter outlines the methodology and research design. It includes research methodology used in this study and gives information about the population and sample. It also describes the validity and reliability of the instruments and gives information about the data analysis.

3.1 The methodology

This study is descriptive in nature in order to investigate derivational morpheme difficulties encountered by EFL students. this study adopts a quantitative approach. Quantitative methods are research techniques that are used to together quantitative data. Information dealing with numbers and anything that is measurable (Nunan, 2001 -87-92)

3.2 Populations

The study population consisted of all students in Sudan University of Science and Technology English department.

Mount (1996)p-132)Defines a sample as elements selected with intention to finding out something about population from which they are taken. The sample included in this study consist of 30 female and male undergraduate second year English, Department students of the academic year 2017-2018 to select the participants of present study.

Random sampling method was used because it is regarded as one of the most reliable methods to obtain a represented sample, the participants selected for the purpose of this study ,are between 20 to 22 years of age all of them were Arabic native speakers, they live in Exclusively Arabic – speaking community .

All the participants are homogeneous in terms of their linguistic, educational and socioeconomic background.

3.3Research tools

A test

The instrument used for derivational morpheme was a test the subjects were given a test to evaluate their performance.

3.4 Data collection procedure

All the 30 participants were required to do a test. They were asked to answer certain questions within a period of half and hour. The students did not know their work is going to be under investigating.

3.5 Reliability

Polit and Hungler (1993 p 445) refer to reliability as the degree of consistency with which an instrument measures the attribute. The researcher used a test device to measure the reliability of the instrument.

Reliability Statistics

Cronbach's Alpha	Number of questions
.79	30

3.6Validity

In order to assure the validity of his tool, the researcher designed a test for EFL students before the tool was tested it was given to the supervisor for final evaluation. panel of judges consisting of three academic college instructors Dr. Muntasir Mobarak Sudan University of Science and Technology, College of Education, Department of English, Dr. Abbas Mukhtar Sudan University of Science and Technology, College of Languages, Department of English Dr. Areej Othman Sudan University of Science and Technology, College of Languages Department of

English were asked to evaluate the given test . They approved that test was taken from materials appropriate to students standard and their ages.

3.7 Summary of the Chapter

This chapter gives full description of methods and techniques which researcher used to conduct his study it exhibits that this study is descriptive and analytical method. Then it describes the population and sample of the study. It explains the procedures which the researcher followed to test validity and reliability of his tool and how he collected the data of the study.

CHAPTER FOUR

DATA ANALYSIS, RESULT AND DISCUSSION

CHAPTER FOUR

Data analysis, result and discussion

4.0 Introduction

This chapter is devoted to data analysis, results and their discussion .

Tables and figures are used to display the results.

4.1 Data and Analysis

Below the analysis and results of the study are shown .

Statistical analysis

Reliability and validity:

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement produces the same results on repeated trials.

Validity is defines as the extent to which the instrument measure and calculates in many ways represents the easiest being the square root of the reliability coefficient.

4.2 The statistical methods

Statistical methods used to achieve the objectives of the study and verify the hypotheses, used following:

1-charts

2-frequency distribution of answers

3-percentages

4-alph equitation, to calculate the reliability coefficient ,to get results ,as accurate as possible .SPSS has been used .

DATA ANALYSIS

## Statistical Reliability for students' test

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the follows:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the attest to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient.

1- EFL students encounter difficulties in using and understanding derivational morpheme

Table No (1.4) The Frequency Distribution for the Respondent's Answers of part number (1)

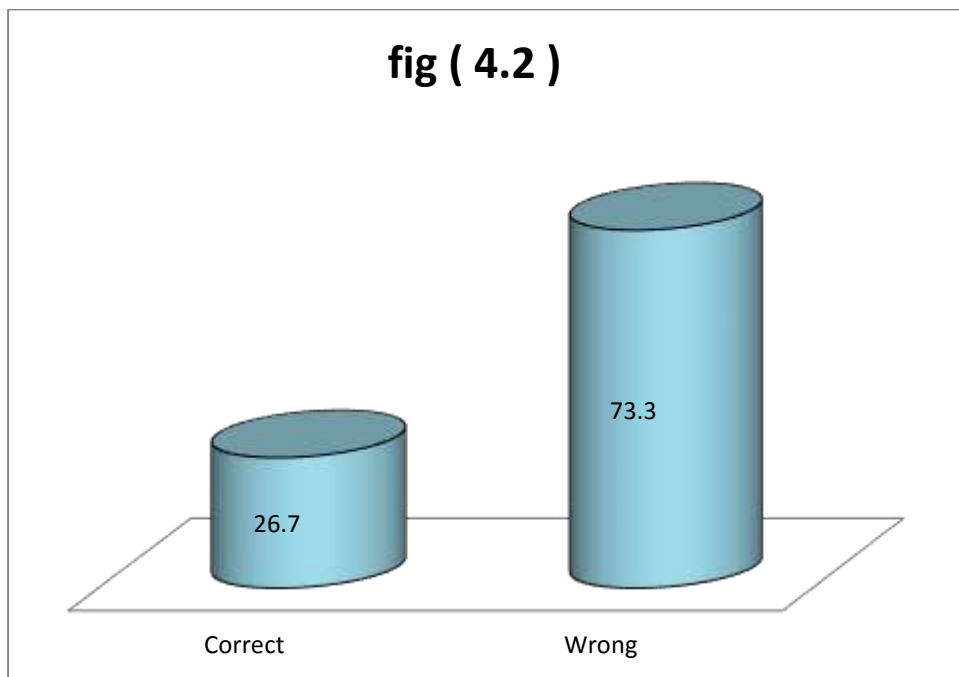| Answers	Frequencies	Percentage
Correct	4	13.3
Wrong	26	86.7
Total	30	100

fig (1.4)
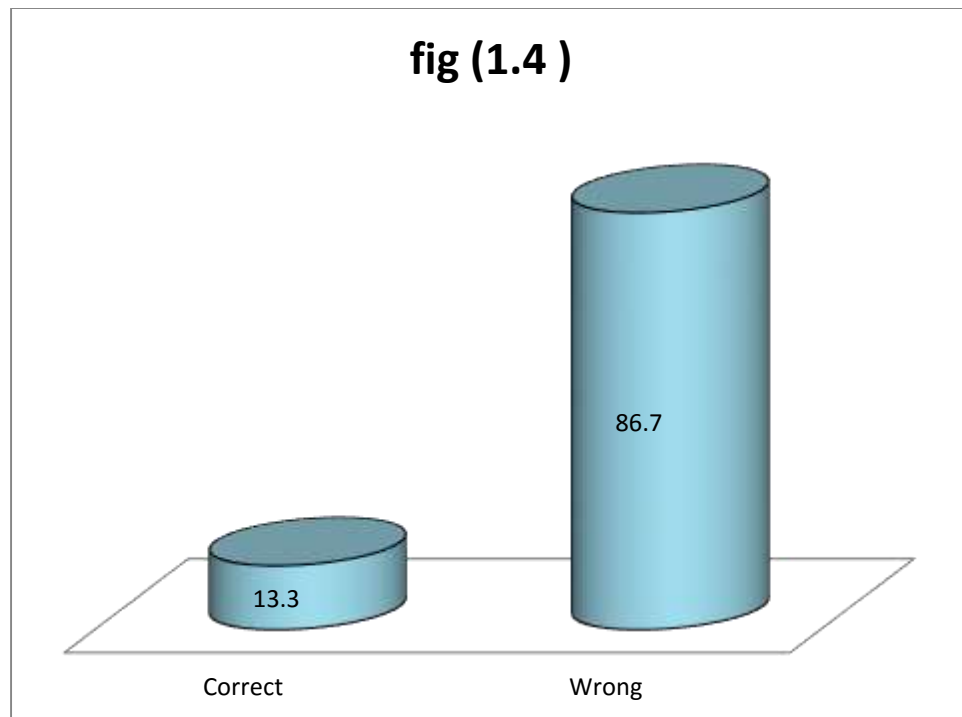
from the above table No.(1.4) and figure No (1.4) have shown that there are (4) students in the study's sample with percentage (13.3%) have the correct answers to the question , and There are (26) persons with percentage (86.7 %) have the wrong answers.

2-the most difficult derivational morpheme for EFL students is derivational morpheme

Table No (4.2) The Frequency Distribution for the Respondent's Answers of part number (2)

| Answers	Frequencies	Percentage
Correct	8	26.7
Wrong	22	73.3
Total	30	100

fig (4.2)

from the above table No.(2) and figure No (4.2) have shown that there are (8) students in the study's sample with percentage (26.7%) have the correct answers to the question ,There are (22) persons with percentage (73.3 %) have the wrong answers.

3- EFL students cant distinguish between different types of morphemes

Table No (4.3) The Frequency Distribution for the Respondent's Answers of part number (3)

Answers	Frequencies	Percentage
Correct	10	33.3
Wrong	20	66.7
Total	30	100

fig (4.3)
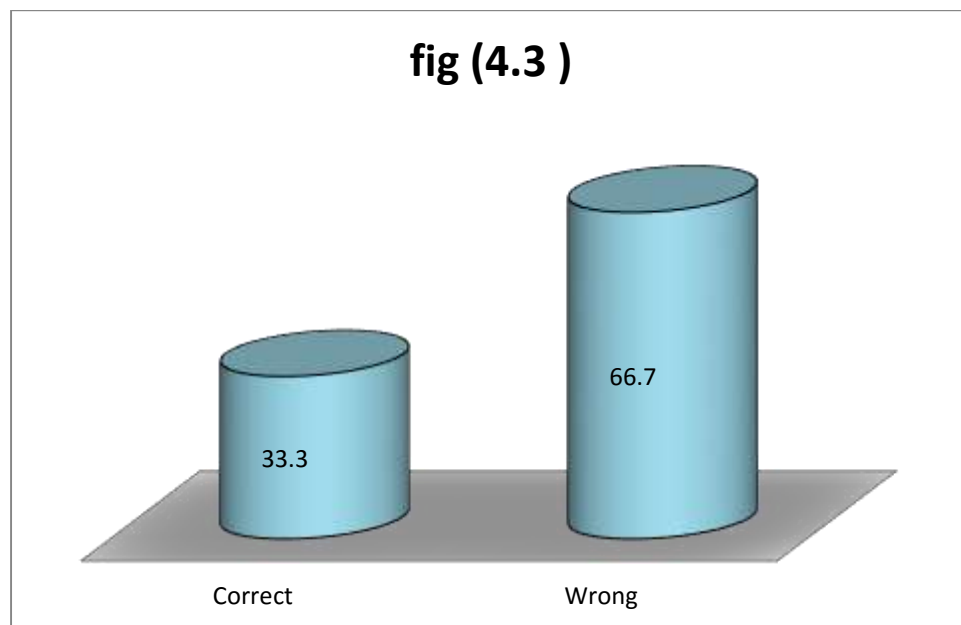
from the above table No.(3) and figure No (4.3) have shown that there are (10) students in the study's sample with percentage (33.3%) have the correct answers to the question ,There are (20) persons with percentage (66.7 %) have the wrong answers

Table No (4.4) The Frequency Distribution and decisions for the Respondent's Answers of all questions

Questions	Correct		wrong		Decision
	frequency	Percentage	frequency	Percentage	
Question 1	4	13.3	26	86.7	Accept
Question 2	8	26.7	22	73.3	Accept
Question 3	10	33.3	20	66.6	Accept

This table No.(4.4) have shown the summery of the results . for the part 1 of the study , andits clear that the number of students who have the wrong answers is greater than the number of correct answers with percent (86.7%) so our first hypothesis of the study has been accepted.

for the part 2 its clear that the number of students who having the wrong answers is greater than the number of students who have the correct answers with percent (73.3%) so the second hypothesis of the study is accepted .

for the part 3 its clear that the number of students who have the wrong answers is greater than the number of students who have the correct answers with percent (66.6%) so the third hypothesis of the study is accepted .

Table (4.4) one sample T-TEST for the questions of the study

Questions	N	mean	SD	t-value	DF	p-value
1	30	6.6	0.2	12.8	29	0.00
2	30	5.7	1.81	7.4	29	0.00
3	30	3.4	2.44	8.3	29	0.00
For all	30	6.33	4.0	15.1	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (12.8) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34).   this indicates that, there is no statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our first hypothesis is accepted . so its true that   EFL students encounter difficulties in using and understanding derivational morpheme

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1) was (7.4) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our second hypothesis is accepted. the most difficult derivational morpheme for EFL students is derivational morpheme.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (3) was (8.3) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). this indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our third hypothesis is accepted. EFL students can't distinguish between different types of morphemes

Testing hypotheses

This study consists of three hypotheses , below each one is tested to assert or reject

1-EFL students encountered difficulties in using and understanding derivational morphemes .
Concerning this hypothesis the majority of students encountered difficulties in using and understanding derivational morphemes. The results asserts the hypothesis.
2-the most difficult derivational morpheme for EFL students is adjectival morpheme .regarding this hypothesis , the majority of students encountered difficulties in using adjectival morpheme .the results asserts the hypothesis.

CHAPTER FIVE

MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

Main Findings, Recommendations and Suggestions for Further Studies

5.0 Introduction

This is last chapter of the study .it provides conclusions and recommendations based on findings of the study and suggestions for further studies.

5.1 conclusions

This study investigates difficulties encountered by EFL undergraduate in using derivational morphemes.

There are three hypotheses concerning this study.

1- EFL students encountered difficulties in using and understanding derivational morphemes.
2- The most difficult derivational morpheme for EFL students is adjectival morpheme.
3- EFL students can't distinguish between types of morphemes.

In order to verify the above hypotheses, the researcher used one tool, a test for students. The sample consisted of thirty students from SUST.

Here are major findings of the study that fulfill its objectives.

1-students have little knowledge of derivational morphemes.

2- Mastering the knowledge of derivational morphemes helps a lot in enhancing and developing vocabulary of EFL students.

3-Negligence of derivational morphemes lead to such difficulties.

4- EFL students do not differentiate between different types of morphemes.

5.2 Recommendations

According to findings discussed above, there are some recommendations are incorporated in conclusion of the study.

1-Students should extend their knowledge in derivational morphemes.

2- EFL students need practice to master derivational morphemes.

3- teaching of derivational morphemes should be integrated in early stage of EFL students studies.

5.3 Suggestions for further studies

On basis of the findings the researcher suggests some further studies:

1-Teacher should bear in mind that, the students must master English derivational morphemes.

2-The usage of affixes and the problems that encountered EFL students .

3-the educational system in many Sudanese Universities is faced with challenges and problem such as one handled in this study.

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APPENDICES

Sudan University of Science And Technology College Of Graduate Studies

College Of Languages

Diagnostic test

2nd year Undergraduate Students

Department Of English

Time allowed1:30 ………………….

Question One:

Use the following words to write   sentence by using one of parts of speech:

1. Messi is a (quick)……………player, He runs……………….(quick).
2. My friend Khalid is a (present)….. he works at Sudan radio station
3. Mohamed is a………….(carful) boy, He climbed up the ladder carful……...
4. The train is…………..(slow), it goes slow ………………..……..
5. My cat is habitual bird (kill)………………………..……………..
6. The (broadcast)………. said that there will be heavy rain tomorrow .
7. Sudan is (develop) ………………………Country.
8. There are many (education) … ……………… centers in the town.
9. He has been a (Teach)…………… before he become a musician.
10. He is a trouble (make) ……he always has argument with his neighbors.

Question Two:

Make sentences from these following words:

1. Wild animals need more (protect)……………………………………..
2. My dog is very (faith) ……………………………………………
3. The(president)……………………palace is a beautiful building.
4. I am in an (optimist) ……………………………………….mood.
5. Do you have any (medic) ………………………..………..experience
6. The shoes were (reasonable)……………priced.

7.The (hunt)……………….. becomes the hunted

8.The professor talked(brief)……..in the seminar.

9.there are many (dictator)……. Government in Africa.

10.carbon monoxide is a silent (kill)………………

Distinguish Between The Following Types Of Morphemes, Derivational, Inflectional, And Compounding:

Tick The Correct Answer:

No		Derivational	Inflectional	Compounding
1	The **ex. President** visited the national museum			
2	I saw **bluebird** yesterday			
3	He **spent** happy hours with his friends			
4	He crossed the **street light** last month			
5	**Rethink** twice before you make a decision			
6	We are hopeful that our **economic** situation will improve			
7	He drives **slowly**			
8	He is a **teacher** of English			
9	That is **Ahmed's** car			
10	English language is **easier** than French language			

My best wishes