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**Investigating Problems Encountered by EFL
Learners in Using English Derivational and
Inflectional Verb Morphemes**

تقصي المشكلات التي يواجهها دارسو اللغة
الإنجليزية لغة أجنبية في استخدام الاشتقاقات
الصرفية والإعرابية للفعل

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

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DEDICATION

This work is dedicated to my dear beloved parents .

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All praise is to Allah the almighty, Who enabled me to achieve this work . My thanks and gratitude are due to Him . My deep gratitude and respect to Dr. Hillary Marino Pitia for his patience , guidance and thoughtful comments . Thanks are due to Dr. Abbas Mukhtar and Dr. Abdelkarim Kakoum for reviewing my test . I am also thankful to Dr. Neglaa Taha for her help . I would also like to express special thanks to my family for their support and encouragement to achieve this work . And I am very grateful to the College of Languages for their co-operation .

ABSTRACT

This study aimed at investigating the problems encountered by EFL learners in using English derivational and inflectional verb morphemes .A test was used as a tool for data collection , which was handed by second year students of SUST. The sample of this study was 40 students chosen randomly. Data were analyzed statistically using SPSS programme . The findings showed that second year students have serious problems in deriving verbs from verb and other word classes with regard to prefixes and suffixes , second year students have problems in using inflectional verb morphemes . The study revealed that derivational verb morphemes are more difficult than inflectional . According to the above results , the researcher recommended that : students should widen their knowledge concerning derivational and inflectional verb morphemes . Students should study the word classes since verbs are one of them . Teachers should intensify the course of such morphemes and give students extra examples concerning these morphemes . The thesis was concluded in some suggestions for further studies .

المستخلص

(Arabic Version)

هدفت هذه الدراسة إلى تقصي المشكلات التي يواجهها دارسو اللغة الانجليزية لغة أجنبية في الاشتقاقات الصرفية والإعرابية للفعل . استخدم الباحث اختباراً لطلاب اللغة الانجليزية المستوى الثاني بجامعة السودان للعلوم والتكنولوجيا كأداة لجمع بيانات البحث . وتمثلت عينة البحث أربعون طالباً اختيروا عشوائياً . استخدم الباحث المنهج الكمي التحليلي للحصول على النتائج الحقيقية لتأكيد أو رفض فرضيات الدراسة . أظهرت نتائج الدراسة أن طلاب اللغة الانجليزية المستوى الثاني بجامعة السودان لديهم مشكلات حقيقية في استخدام السوابق والواحق للاشتقاق الصرفي للفعل(اشتقاق الفعل من الفعل نفسه ومن طبقات الكلمة الأخرى مثل الاسم والصفة) . أثبتت النتائج أن لديهم مشكلة في استخدام اللواحق لتصريف الفعل إعرابياً (تصريف الفعل حسب الزمن والعدد) . كذلك اكتشفت النتائج أن اشتقاق الفعل من الفعل وطبقات الكلمة الأخرى يصعب عليهم أكثر من تصريفه إعرابياً (حسب الزمن والعدد) . ووفقاً للنتائج أعلاه ، أوصى الباحث بأنه : يجب على طلاب اللغة الانجليزية الإمام بالاشتقاقات الصرفية والإعرابية للفعل . يجب عليهم أن يدرسوا طبقات الكلمة بما أن الفعل من أحد طبقاتها . يجب على معلمين اللغة الانجليزية أن يكتفوا للطلاب الدراسات التي تتعلق بالاشتقاقات الصرفية والإعرابية للفعل. ختمت الدراسة ببعض الاقتراحات ، بأن تكن هنالك دراسات أخرى في هذا المجال.

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CHAPTER ONE

Introduction

1.1 Background

Morphology refers to the study of forms. Linguistics morphology refers to the study of words, their internal structures and the mental processes that are involved in word formation. Arnoff and The Fudeman, (2005), O'Grady, Cuzman, (1997). Leong and Parkinson (1995:237) defines morphology as "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". The smallest units of morphology is morpheme, "Morphemes can be classified as free or bound. Simply free morphemes are those that can exist in their own, e.g 'book' in 'notebooks', whereas bound morphemes cannot e.g (-s) in 'books' " Cotes, (1999). The word 'reestablishments' can be broken into four morphemes: re-establish-ment-s. Establish is called the root. The root is the core of a word to which other morphological units are attached. Establish can also be a stem (A base morpheme to which other elements are attached) re-, ment, -s are called affixes. "An affix is any element in the morphological structure of a word other than a root" Matthews, (1997:11). "A prefix is an affix which comes before the form to which it is joined e.g 'un' in 'unkind' " Matthews, (1997:292). "A suffix is an affix which comes after the form to which it is joined, e.g 'ness' in 'sadness' ". Mathews, (19997:362). Morphemes are also divided into derivational and inflectional morphemes. Derivational morphemes can be suffixes or prefixes, while inflectional are only suffixes. All prefixes are derivational morphemes, they modify the meaning although they do not modify the syntactic category. For example, the derivational prefix (in) in inefficient, (un) in undo, (re) in

rewrite , (dis) in dislike change the positive meaning to the negative meaning , but do not change the syntactic category of the derived words .Efficient is an adjective and the derived word inefficient is also an adjective . Do is a verb and the derived word undo is also a verb . All the derivational prefixes explained above have the meaning (not) . Most derivational suffixes change both the syntactic category and the meaning , only few of them do not change the syntactic category . The derivational suffixes which change the syntactic category can be noun-forming suffixes , adjective-forming suffixes , adverb-forming suffixes and verb forming suffixes .The linguists summarize inflectional morphology in many definitions , for example Peter Mathews (1997:179) mentioned inflectional morphology as a branch of morphology concerned with inflections : hence especially with both the semantic and the formal structure of paradigms . An inflectional affix is similarly an affix described as an inflectional process . By which e.g an affix added in inflection formation .

Inflectional morphemes serve as grammatical markers that indicate tense, number , possession or comparison . Inflectional morphemes in English include the bound morphemes “(-s or es) , (-’s or -s’) , (-ed) , (-en) ,(-er), (-est) and (ing)” . Only four of them are used with the verb , they are the singular third person present tense morpheme (-s or -es) , the present participle tense morpheme (-ing), the past tense morpheme (-ed) , and the past participle tense morpheme (-en) .This study focuses on both derivational and inflectional verb morphemes .

1.2 Statement of the Study

EFL learners face problems when using morphemes , especially derivational and inflectional verb morphemes . Undoubtedly , the most common errors learners make with verb morphemes are in the use of

prefixes and suffixes . That is why the researcher would like to investigate these problems encountered by EFL learners .

1.3 Questions of the Study

1-To what extent are EFL learners able to use derivational verb morphemes ?

2-To what extent are EFL learners able to use inflectional verb morphemes ?

3-What are the most difficult verb morphemes ?

1.4 Hypotheses of the Study

This study has the following as it's hypotheses :

1- EFL learners are not able to use derivational verb morphemes .

2-EFL learners are not able to use inflectional verb morphemes.

3-The most difficult verb morphemes are derivational morphemes.

1.5 Objectives of the Study

This study aims to :

1. Highlight the problems faced by EFL learners in using derivational and inflectional verb morphemes .

2. Examine whether EFL learners are able to use inflectional and derivational verb morphemes.

Find out the most difficult verb morphemes .

1.6 Significance of the Study

This study is considered significant for a number of reasons :

1. It aims to investigate the problems EFL learners face in using derivational and inflectional verb morphemes .

2. It helps EFL learners to overcome the problems of using derivational and inflectional verb morphemes.

1.7 Methodology of the Study :

The researcher designs a test for the English second year students of SUST to collect data . Data are analyzed statistically using SPSS programme .

1.8 Limits of the Study

This study is limited to the the problems that are encountered by EFL learners when using derivational and inflectional verb morphemes (prefixes and suffixes) . The population of this study is second year students at SUST , College of Languages , English Department .The time frame is the academic year 2017 - 2018 .

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 : Introduction

This chapter consists of two parts . In part one , the researcher defines the term morphology and morpheme , beside that , the researcher discusses the kinds of morphemes , the derivational and inflectional morphemes .Then the researcher discusses the derivational verb morphemes . While in part two , the researcher discusses the related previous studies related to the present study .

2.1 Definition of Morphology :

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

“Morphology is a branch of linguistics which studies word structure”
Trask (1998) .

“languages create new words systematically” Haspelmath and Andrea Sims (2010) .

According to Antonio Fabregas and Sergio Scalise (1988:1) , morphology is defined as : “ the part of linguistics that studies the grammatical properties of words and how words are related to each other in a language . Indeed , the central task of morphology is to study how words are related to each other” e.g “deep and deepen” .

Words typically have internal structure and in particular , they consist of smaller units called morphemes , for example , the verb form “taking” consists of two morphemes : the verb stem”take” and the grammatical ending “ing” . Similarly , the noun “textbook” consists of the morphemes ”text” and “book” , and the adverb “slowly” consists of the morphemes “slow” and the suffix “-ly” .

“Linguistically speaking , 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 “. Aronoff and Fundeman , (2004,p.1) .

The researcher supports the first definition , Mathews’ (1997:233) , because he sees it as the clearest one , he has defined it structurally and functionally , that is to say , that words are formed systematically according to their positions and functions in a sentence , whether it is a written or spoken language .

“Morphology is conventionally divided into two main areas , these are inflections which refers to the variation in form of a single unit for a grammatical purpose as in (take , takes , took , taken , taking) . The construction of new words from other words as in ”textbook” from “text” and “book” , and “slowly” from “slow” and “-ly” is derivation , as in “rewrite” and “unhappiness” . Trask , (1999, p.178) .

2.2 Morphemes

A morpheme is the smallest meaningful unit of a language . Some words consist of only one morpheme e.g “sing , table , and have”, while many others are composed of two or more morphemes e.g “sings , design , signature , and designation “ . A helpful way to represent the morphological structure of words is to use word sums , for example , “signs” is composed of two morphemes as illustrated , the following word sums : sign + s = signs .

A major way in which morphologists investigate words internal structures and how they are formed is through the identification and study of morphemes , often defined as the smallest linguistic pieces with 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 .

The field of study dedicated to morphemes is called morphology . A morpheme is not identical to a word , and the principal difference between the two is that a morpheme may or may not stand alone , whereas a word , by definition , is freestanding . When it stands by itself , it is considered as a root because it has a meaning of its own e.g the morpheme “cat” , and when it depends on another morpheme to express an idea , it is an affix because it has a grammatical function , e.g the “-s” in “cats” to indicate that it is plural . Every word comprises one or more morphemes .

2.2.1 Inflectional Morphemes

Inflectional morphemes are few in number , but at the same time , they are so common due to their importance and frequency .

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

The following are inflectional suffixes ,they are given here with their grammatical functions in order to highlight their importance in grammar as well as in spelling and they are : {(-s, or -es), (-’s or -s’) , -ing, -ed, -en , -er, and -est} .

Examples :

a - “-s” is used with nouns to make plurality as well as with verbs to play the role of (third person singular pronoun “-s”), for instance , a “car” is a singular noun i.e one car , while “cars” with additional “-s” means two or more cars . The boy plays football everyday , so “-s” in the verb “plays” is used as a third person singular to indicate the present simple tense .“-es” is added to verbs and nouns end with (ss , sh , ch , th , x , o) to make plurality and third person singular pronouns .

b - “-en” is used to make past participle verb . e.g He has taken one .

c - “-ed” to make past tense of the verbs and to form adjectives . He organised a meeting . It was an organised meeting . “

d - “ing” is used to make present participle , e.g He is playing now .

e - “er” is used to make comparative forms . e.g planes are faster than bicycles .

f - “est” is used to make superlative form of comparison . e.g planes are the fastest means of transport . Khalil , (1999 , p . 35) .

From the above inflectional morphemes , only four are used with verbs , they are : the third person singular present tense morpheme (-s or -es) , the past tense morpheme (-ed) , the present participle tense morpheme (-ing) , and the past participle verb morpheme (-en) .

2.2.2 Derivational Morphemes (affixes) :

When one wants to construct new vocabulary he/she can add affixes (suffixes and prefixes) . Therefore it’s better for the students to pay great attention to the affixes . Trask (1998) proposed that constructing new words by adding affixes to existing words . In most languages , derivation is one of the principal ways of obtaining new words from existing words , and its study is one of the major branches of morphology . The key point is to distinguish derivation from inflection . When we add certain affixes to a lemma like (write) , producing forms like (writes , writing , and

written, and also in a more complex manner wrote) , we don't get any new words , but only grammatically distinct forms of the same word : this is inflection . You wouldn't expect to find different dictionary entries for all these forms : there would just be one entry for all of them , under write . However ,other affixes produce genuinely different words , such as (rewrite , underwrite , and writer) , and these are examples of derivation . This time you would expect to find separate dictionary entries for these words , though a small dictionary might not bother with write , since it's meaning is so obvious . Like many languages , English is rich in both derivational prefixes and derivational suffixes . Examples of the first are : (re- , anti- , syn- , counter- , non- , un- , trans- , pre- , and mis-) . Examples of the second are : (-ness , -ity , -less , -wise , -ize , -dom , -ly) , (two different ones , -er , and -at/ion) . Multiple affixes are possible , though normally there are strict rules governing the order in which affixes may be added . Starting from (happy) , we can derive first (unhappy) then (unhappiness) . Starting with (derive) , we can obtain first (derivation) , and finally (transderivational) .

Here are examples of the most common English verb prefixes:

Table (2.1)

Prefixes +verb = verb

Prefix	Meaning	Example
re-	Again or back	Rewrite , rebuild , replace
dis-	Reverses the meaning of the verb	Disagree , discount , discharge discover
over-	too much	overwork , oversleep , overcharge , overshadow

un-	Reverses the meaning of the verb	Undo , unfasten , unlock , unload , unpack , undress ,
mis-	Badly or wrongly	Misguide , mislead , misjudge , mislay, misread , mispronounce , mistake , mistrust , mismanage , misinterpret
out-	More or better than others	Outweigh , outwit , outperform
be-	Make or cause	Befriend , belittle
co-	together	Co-exist , co-operate
de-	Do the opposite of	Decrease , decend , devalue
fore-	Earlier , before	Forsee , forecast ,foreword
inter-	between	Interact , intersect , interrupt ,intermediate
pre-	before	Pre-test , pre-expose , prejudice
sub-	Under , below	Subcontrast , subdivide
trans-	Across , over	Transform , transcribe , transplant
under-	Not enough	Underfund , undersell , underweigh

2.3 Types of Morphemes

Within any one of the languages of the world , morphemes come in many shapes and types . Some change their shapes to fit the stems they are attached to , others preserve their phonological identity wherever

they occur . The focus in the following section will be in types of morphemes of English language .

Morphemes can be classified of where they are allowed to appear . In English language , morphemes fall into two principal types . Some morphemes are capable of occurring in isolation on their own acting as independent words , while others are only allowed to occur in combination with other words or morphemes .Hence , they are incapable of standing by themselves as separate words . Those two major groups are termed **Free Morphemes** and **Bound Morphemes** respectively .

The following examples illustrate the different types of morphemes .

Bound morphemes are undrelined .

Deriver , recharge , starting , lovely , words , cats , taller , argues

2.3.1 Free Morphemes

“A free morpheme is identified as “... a minimal grammatical unit which can be used as a word without the need for further morphological modification” ”Crystal (1991:141) .

The category of free morphemes contains all the word-forms which can occur on their own , such as **read , poet , red, at , the , ...** . It is worth mentioning here that every English word must have at least one free morpheme referred to as a **root** or a **stem** . In addition to that , a free morpheme is the one that can be uttered alone with meaning .

2.3.2 Bound Morphemes

“A bound morpheme is a one that “cannot occur on it’s own as a separate word” Crystal (1991:41) . The class of bound morphemes represents one of the most important resources for language production . It contains all the word-forms that are unable to stand -alone . Upon the examination of the following words , **restart , discharge , unable , cats ,**

opened , cleaning , all of them are stems , which are either **preceded** or **followed** by some addition .

2.4 Word Formation

2.4.1 The Word

The term **word** occupies the next grammatical level above the morpheme in language structure hierarchy . Words are considered as the building blocks upon which language is constructed . On the other hand , however , words constitute the component parts of language and they are made up of morphemes .

The term **word** is defined as “the smallest unit of language that people can understand if it is said or written on it’s own” (Longman Dictionary of contemporary English , 1995:1648) . Towards a precise understanding for the term **word** , it would be better to consider some definitions in this domain . Katamba assigns one of the most valuable definitions to the word in which he combines both , the definition and the function that a word can serve in the grammar of the language ; he said : “... the **word** is the smallest meaningful unit of language that can function independently in the grammar.” (2005:27) . This definition agrees to some extent with what was stated by the greatest American linguist Leonard Bloomfield . “... a minimum free form is a word” (Katamba ,2005:27) .

In the same track and according to Alkhuli the word is considered as “...the smallest free meaningful unit in a language ...” (2004:12) . In other words , that grammatically , a word plays the role of the element or one of the elements in the structure of language .

An alternative contribution was stated by the famous linguist Hall who considered words as “the basic building blocks of human language”

(2005:133) . Apparently all the above mentioned contributions have something in common , therefore the following characteristics can be assigned to the term **word** :

- It has an internal structure .
- It has a meaning .
- It has a phonemic , spoken form .
- It has a written , spelled form .
- It obeys the phonological rules of the language .

The study of **word-formation** goes in parallel lines with the study of language . Linguists theorize that **words** have internal structures , therefore , there must be several elements used to construct these structures . Then , when exploring this internal structure of words , the output should be the identity of the units , which are used to create words .

2.4.2 Definitions of Word Formation :

Word -formation is such a confused area of study at the moment that it would be necessary to explain the definition of the concept of word formation to clarify the meaning of word formation . The study of word formation offers many puzzles to present-day students of language . A major problem and much of the confusion in the study of word formation is terminological because of the lack of uniformity in the terminologies used by different scholars . There is at the moment no single theory of word formation or even agreement on the kind of the data that are relevant for the construction of such a theory , and there are many different linguists have defined and described word formation . For example , Mc Arthur , (1992:1122-23) suggests the following points to give a comprehensive definition of the term word formation :

1. The formation of longer , more complex words from shorter, simple words .
2. The formation of all words , simple or composite , from more basic elements of language .
3. The study of the formation of words through different processes .

According to Crystal (1985:421) , in it's most general sense , the term refers to the whole processes of morphological variation in the constitution of words , e.g including the two main divisions of inflection (word variations signaling grammatical relationships) and derivation (word variations signaling lexical relationships). In a more restricted sense , word formation refers to the latter processes only , these being sub classified into such types of “compositional” or “compound” e.g “national” , “nationalise” , etc. from the addition of the bound elements “-al_” , “-ize” , etc.

Matthews (1997):405) defines it as :

1. The formation of words in general .
2. The formation of words as lexical units , subsuming compounding and derivational morphology .
3. Derivational morphology .

Marchand (1969:2) states that “word formation is a branch of science of language which studies the patterns of which a language forms new lexical units , e.g words . Word-formation can only be concerned with composites , which are analyzable both formally and semantically . By this token , do-er , un-do , rain-bow are relevant to word-formation , but do , rain , bow , are not .”

2.5 Derivational Morphology :

Derivation means, the formation of new words , this can be achieved through such morphological processes as affixation , compounding , and abbreviation , our concern here on affixation .

2.5.1 Affixation :

“Affixation is the collective term for the types of formatives that can be used only when added to another morpheme (the root or stem) , i.e . affixes are a type of morphemes . Affixes are limited in number in a language , and are generally classified into two types , depending on their position with reference to the root or stem of the word . Those which are added to the beginning of a root or stem are called prefixes , e.g “un-” in “unhappy” ; those which follow root or stem are called suffixes , e.g “-ness” in “happiness” . Accordingly , the morphological process whereby , grammatical or lexical information is added to a stem is known as affixation (prefixation and suffixation)” (Crystal , 1985:12) .

“Affixation is the process of adding an affix . An affix is any element in the morphological structure of a word other than a root . For example , the word “un kind er” consists of the root “kind” plus the affixes “ un-” and “er” . Affixes are divided into prefixes , which come before the form to which they are joined , e. g “un-” , and suffixes , which come after the form to which they are joined , e.g “-er” (Matthews , 1997:11) .

“An affix is a bound morpheme that is attached to roots , stems or bases . For example , “un-” must always be attached before the central meaningful element of the word , i.e the stem or base , whereas “-ity” must follow the root , stem or base . the bound morpheme “un-” is called a prefix , whereas “-ity” is a suffix” (Plag , 2003:10,72) .

2.5.1.1 Prefixation:

“Prefixation is the process of adding a prefix . A prefix is an affix which comes before the form to which it is joined = e.g “un-” in “un kind”” (Matthews , 1997:292) .

Its a term used in morphology referring to an affix which is added initially to a root or stem . The process of prefixation is common in

English , for forming new lexical items , e.g “para-” , “mini-” , “un-” (Crystal , 1985:304) .

“There are many prefixation in English , e.g “re-” in “rethink” , “dis-” in “dislike” , “non-” in “non-existent” , etc . They are added to a word-form initially . In English , prefixation is primarily class-maintaining , that is , prefixes do not generally alter the word-class of the base . The treatment of prefixes is on a generally semantic basis . prefixes primarily effect a semantic modification of the base . It is convenient to group and classify prefixes according to their similar meanings (synonymous semantic relations” (Quirk , 1985:1546-47) .

“The primary function of a prefix in English is to change the meaning of the base to which it is added . It is only in a small number of cases that a prefix in English changes the grammatical class of the base . The best way of classifying prefixes in English , therefore , is to classify them on the basis of their meaning . They can be classified semantically” (Thakur , 1997:21) .

2.5.1.2 Suffixation :

“Suffixation is the process of adding a suffix . A suffix is an affix which comes 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 derivation formation of new lexical items , e.g “-ize” , “-tion” and for expressing grammatical relationships (inflectional endings) . e.g “-s” , “-ed” “-ing” (Crystal , 1985:371) .

Suffixes can be both derivational and inflectional in English , e.g “The usual form of (-fy) suffix when combined with English roots , as (acidify v. , Frenchify v. , personify v. , etc.) Etymology : In loanwords (directly or indirectly) from classical Latin with this ending the (-i-)

belongs to the stem of the preceding element .

-ly” in “manly” (derivational) , “-ed” in “walked” is inflectional .They are added to a word form finally .

The usual form of (-fy) suffix when combined with English roots , as (acidify v. , Frenchify v. , personify v. , etc.) Etymology : In loanwords (directly or indirectly) from classical Latin with this ending the (-i-) belongs to the stem of the preceding element .

2.5.1.3.1 Classification of Suffixes :

In English , suffixation is primarily class-changing , that is , suffixes generally grammatical basis , that is their primary function is to change the grammatical 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-classes , it is also convenient to speak of them as de-nominal suffixes , de-adjectival suffixes etc. For example , “-ness” is a “de-adjectival 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” formation . (Quirk, 1985:1546) .

Suffixes , except in the cases of inflections nearly , always change the grammatical class of the base to which they are added . The best way of classifying suffixes in English is to classify them on the basis of their grammatical function . They can be classified with reference to their word-classes that results when they they are added to a base . Alternatively , they can be classified with reference to the grammatical class of the base

to which they are added . The suffix “-ish” at the end of words like “boyish” , “childish” and snobbish” , for example , can be described as an adjective suffix , because the addition of this suffix results in the forming of an adjective . We can also say that the suffix has a adnominal function in the sense that it changes a noun into another word word-class The suffix “-ee” at the end of words like “employee” and “examinee” is a noun suffix, because the addition this suffix results in the formation of a noun . The suffix has a deverbal function in the sense of that it is added to a verb . A suffix may belong to one grammatical class in the case of some words , but it may have to be classified differently in the case of some other words . In words like “brotherly” , “friendly” and “scholarly” “-ly” is an adjective suffix having a dnominal function but in words like “foolishly” and “wisely” , it operates like an adverb suffix having a de-adjectival function . In view of these principles of classification , suffixes in English can be classified in terms of their grammatical function .(Thakur, 1997:26) .

So , there are four kinds of suffixes , they are :

1. Nominal suffixes :e.g “-ation” , (form - formation) , “-ity” (mobile - mobility)
2. Verbal suffixes : e.g “-ize”, (modern -modernize)
3. Adjectival suffixes: e.g “-al” , (education - educational)
4. Adverbial suffixes : e.g “-ly” , (nice -nicely)

2.6 Morphemes that Derive Verbs from Other Word Classes:

2.6.1 - ify

This suffix attaches to three kinds of base word : to monosyllabic words , to words stressed on the final syllable , and to words stressed on the penult followed by a final syllable ending in unstressed / I / .

Neologisms usually do not show stress shift , but some older forms do (humid- humidify , solid- solidify) . These restrictions have the effect that (-ify) is in almost complementary distribution with the suffix (-ize) . The only , but systematic , exception to the complementarity of (-ize , -ify) can be observed with the said base words ending in / I / , which take (-ify) under loss of that segment as in (nazify) or take (-ize) with no accompanying segmental changes apart from optional glide insertion , as in (toddy [j]ize) . Semantically , (ify) shows the same range of meanings as (-ize) and the two suffixes could therefore be considered phonologically conditioned allomorphs {emphasis mine - vitality} .

The usual form of (-fy) suffix when combined with English roots , as (acidify v. , Frenchify v. , personify v. , etc.) Etymology : In loanwords (directly or indirectly) from classical Latin with this ending the (-i-) belongs to the stem of the preceding element . Formations on English words (in some cases ultimately of Latin origin) are found from at least the 16th cent . , e.g gracify v. , foolify v. , neatify v.

Other meanings can , however , be found in this set - example , in (beautify , classify , glorify) .In some words the suffix has a clearly derogatory , flavour , as in (countrify , Frenchify , speechify , preachify) .(Stackexchange.com) .

2.6.2 - ize

The suffix (-ize) attaches primarily to bases ending in an unstressed syllable and the resulting derivatives show rather complex patterns of base allomorphy . For example , bases are systematically truncated (i.e. they lose the rime of the final syllable) if they are vowel-final and end in two unstressed syllables (truncated vowel-final , memory - memorise , vs. nontruncated consonant-final , hospital - hospitalise) . Furthermore , polysyllabic derivatives in (-ize) are not allowed to have identical onset in the two last syllables , if these are . in the pertinent cases truncation is

used as a repair strategy , as in(feminine , feminize , and emphasis-emphasize (Ibid) .

2.6.3 -fy

It is now used as the regular rendering o “-ficare” in new words adopted from Latin types , and is also freely added to English adjs. and ns. to form vbs. , mostly somewhat jocular or trivial , with the senses (to make a specified thing) , as in “speechify”(to assimilate to the character of something) , chiefly in pa. Pple., as in “countrified” ; to invest with certain attributes , as in “frenchify” . (a large proportion of these vbs. are from ns. And adjs. ending in “-y” or “-ey” ,the suffix then having the form “-fy” instead of the usual “-ify” . An early example is “beautify” , but the analogy on which this word was formed is not clear) . In a few cases the suffix has been quite irregularly added to vb. Stem , but the words are either obsolete , as in “dedify , hindrify , ornify” or merely jocular or illiterate as in “argufy” . (Ibid) .

2.6.4 -ate

The vast majority of verbs in “-ate” , if not direct loans from Latin , were based on Latin forms rather than on English ones . Although we may recognise the “-ate” in such words as in “alleviate , equate , locate , etc.” , the bases are bound and can be found only in other words borrowed from Latin or founded firmly on Latin models . Even those words which appear to have English bases are frequently , from a historical perspective , either backformations from nouns in “ation” , “orientate , vacinate , “ or base on Latin as in “captivate , domesticate” . Nevertheless , there are some geninely English formations mainly from noun bases , such as “hydrogenate ,hyphenate , orchestrate” or (with adjective base) “activate” .(Ibid) .

2.6.5 -ise , -ize

These are variant spellings of a single suffix ; in BrE both are widely used , AmE has “-ize” , while AusE and NzE increasingly prefer “-ise” . The variation does not apply to words ending in an “-ise or -ize” that is not a suffix, but part of the base ; there are a considerable number of such words in “-ise” e.g ” advertise , advise , circumcise , comprise , despise , exercise , improvise , surprise , televise , etc.” , but very few in “-ize” e.g “capsize , size” . This is the most productive suffix for forming verbs in present day English ; relatively recent examples include “colourise , computerise , walkmanise “ . So productive is it , indeed , that prescriptive criticism is levelled against what some perceive as the unnecessary proliferation of “-ise” verbs .

Most “-ise” verbs are transitive , but we also find intransitives such as “deputise , philosophise , theorise , etc.” . With adjective bases the meaning is typically “ make~ “ : as in, “equalise , italicise , legalise , liquidise , urbanise” . Often , however , there are more specialized meanings as in “penalise , nationalise , visualise “ . With noun bases , there is no single generalised meaning : compare anthologise , burgalarise , computerise , hospitalise , idolise , itemise , pasteurise , scrutinise , standerdis , terrorise , etc.” Noun bases drop final “-y” as in “apologise , colonise , economise” . There are also cases where “-ise” attaches to a bound base (or a bound form of one) , and can be seen as replacing “-ic” as in “ dramatise , systematise hypnotise” .(Ibid) .

2.6.6 -en

This morpheme derives verbs from other word classes in two ways , it derives verbs from adjectives when it attaches to adjectives and nouns at the end of words e.g “sharp-sharpen , short-shorten , light-lighten” .

The other way is when it attaches to nouns at the beginning , e.g “range-enrange , courage-encourage” , or to adjectives , e.g “large-enlarge , sure-ensure , danger-endanger , able-enable” . So , this morpheme has two patterns of deriving verbs from other word classes , as a prefix and a suffix .

2.7 Pedagogical Significance of Prefixes and Suffixes :

The knowledge of prefixes and suffixes can add greatly to students’ word stock . Knowing prefixes and suffixes can improve and increase their vocabulary . Once they have built up a basic vocabulary of English , they can begin to say what they want to . As they add more and more words to their vocabulary , they are able to master and use them effectively and productively to express a greater range of ideas or talk about a wider range of topics , because mastery of vocabulary is essential for communication .

The knowledge of prefixes and suffixes is important in the acquisition of English as a foreign language . It helps students to learn English in better way . It is easier to improve vocabulary by becoming familiar with commonly recurring prefixes and suffixes , than by memorizing each word saperately . Lists to be memorized are more useful and profitable if grouped and classified by similar meanings and same word-class than if arranged alphabetically . The lists of prefixes and suffixes , with their limited range of similar meanings and same word-classes give clear evidence of this grouping and classification and the students will find their memory aided by the arrangement of these lists of prefixes and suffixes . (Monson, 1968:83-88, 97-105) ; (Quirk, 1972:981-1008) ; (Thakur , 1997:21-24, 26-29) .

2.8 Morphological Awareness and it's Relationship to Language Skills :

A considerable number of studies have accentuated that morphological awareness is a predictor of some language skills such as understanding the spelling system Fowler and Liberman , (1995) , Bear , invenizzi , Templeton and Johnston (2004) ; Treiman and Casar , (1996) , and vocabulary growth , single word reading and reading comprehension see Lisle (19995) , Fowler and Liberman (1995) , Qian (2002) ; Tyler and Nagy , (1990) . Much of the interest of this study is the correlation between morphological awareness and vocabulary growth and reading the knowledge of morphological units contributes to vocabulary growth that helps developing reading proficiency . The sub sequent sections provide an account of the role of morphological awareness in vocabulary knowledge .

2.9 Vocabulary Size and Exposure to Derived Words:

Vocabulary size refers to the number of words of which some aspect of meaning is known to the learners . Vocabulary size is contrasted to vocabulary depth that refers to how well a word is known . The current study capitalizes on vocabulary size rather than vocabulary depth .

The amount of children , exposure to derivatives is considerable . Nagy , Osborn , Winsor and O'flahavan (1994) estimates that 4,000 words out of 10,000 words encountered by fifth graders in use are derived from frequent words , in the same vein , 13,000 out of 30,000 words encountered by high school students are derivatives (Beimiler, 2004) . test , the estimation of vocabulary size varies from one study to another according to the criteria for defining a word , source of word pool and word sampling , for instance , D'Anna and Zechmesiters (1991) study indicates that the vocabulary size of college student were 1,700 words as

the researchers define , a word as lemmas , or dictionary man entry and therefore the derived words are not considered as part of the vocabulary Size .Those estimation are consistent Anglin's (1993) study of vocabulary knowledge growth among first and fifth graders . She and other researchers report that the growth of derivatives increases three times compared to the growth of root words among the children . This can be ascribed to the increasing awareness of internal structure of words as readings become more sophisticated . Nagy and Scott (1990) conducted a study of students word schemas on seventh and twelfth graders and undergraduate students . All are asked to rate the plausibility of 96 definitions on a four-point scale (implausible - 4 : plusible) ; the items word class . Definitions and sentences that illustrate word usage were presented the results show that there is increasing sensitivity to semantic regularities e.g (morphological units that share same semantic meaning) among the students . The results also highlight that undergraduates developed specific information about the types of meaning associated with English verbs , e.g (morphological awareness) .

The tremendous amount of exposure to complex words underlines the importance of morphological awareness in promoting vocabulary size and substantiates morphological awareness intervention as part of vocabulary instruction . Morphological awareness intervention can equip L1 children L2 learners with some strategies for talking the meaning of new words , although KUO and Anderson (2006) suggest that vocabulary size is one of the variable to be controlled when assessing morphological awareness .

2.10 Vocabulary Growth :

Vocabulary growth among beginner learners of a language mirrors their ability to use morphological analysis . It has been demonstrated that

morphological awareness and vocabulary growth are correlated , Nagy and Anderson (1984) ; singson , Mahony and Mann (2000) ; Stern berge (1987) ; White power and White (1989) ; Wtsock and Jenkins (1987) . Sandrela (1994) points out that morphology can play an important role in developing poly morphemic vocabulary and in retaining their meaning . Learners vocabulary rapid growth is greatly attributed to their ability to apply word formation rules Wxsoki and Jenkins (1987) learners who understand the meaning of adopt are likely to understand adoptive and adaptation by means of morpheme identification and morpheme synthesis

A number of studies show that learners are able to use their knowledge of morphological units (affixes - roots) to extract meaning of complex words they encounter . As evidence in the following studies , these complex words are parsed into smaller more understandable units of meanings .

Gordon (1989) and Carlisle and Stone (2003) found that high stem frequently auditory primes facilitate children's lexical decision of low - frequency suffixed words , which manifests that learners deal with complex words analytically . Proficient readers apply analytic rules to low frequency complex words - especially when the stem frequency is high, Kats , Rexer , Lukatalg (1991) .

Wysocki and Jenkins (1987) investigated whether fourth , sixth , and eight graders use morphological analysis to arrive to the meaning . Students are given training session of aset of words two weeks prior to the test they are tested on some words related to unrelated to the words in the training session . The researchers found that the students perform better in the related words and that learners have difficulty with implicit transformation rules , e.g word formation rules of analysis and synthesis , therefore, the researcher recommends explicit instruction of transformation rules , word formationrules and morphological structure .

In short morphological awareness contributes to vocabulary growth and reading proficiency . The relationship between morphological awareness and vocabulary knowledge and reading abilities can best understood in the light of the lexical access at word level and sentential level .

Part Two

2.11 Previous Studies

In this section , the researcher traces some methods and techniques used by researchers who worked in the same field . It provides information concerning the issues of instrumentation , sampling and data analysis .

2.11.1 The First Study

This study was carried out in 2016 by Eman Ahmed Mohamed . The researcher investigated the reliability to improve vocabulary learning through morphology among Sudanese University students of English (2nd year) . The study was carried out in the Sudan University of Science and Technology . The study randomly selected thirty students of (2nd year) as sample , and used a test to collect the necessary information .

Data were analyzed and discussed . As illustrated by the final results, the majority of the participants showed weak level at understanding and applying affixes .

Results were used to variety the validity of the hypotheses which turned out to be negative , this called for the suggestion to remedial producer to writing the situation through a well planned teaching strategy , putting an English dictionary to concentrate use , including vocabulary study in university courses attaching special care to reinforce learners to improve their awreness of affixes .

This study is similar to the present study in a number of aspects . One of them is that both studies select second year students as a sample . Another one is that , the two studies aim improving vocabulary learning through morphology among Sudanese university students of English language . A third one is that both of them use a test to collect data .

The only difference between the two studies is that , Eman's deals with the all types of affixes , while the present study concentrates on the derivational verb affixes .

2.11.2 The Second Study

The study was carried in 2009 by Abdelmagied Elhadi Elameen . The researcher investigated the problematic areas of inflectional morphemes in English language , with regards to the allomorphs of the plural morpheme for English nouns and the allomorphs of the past tense morpheme for English verbs . The study was carried out in the university of Al Neelain , faculty of Arts . The researcher examined third year English language students . The data was elicited from the respondents via testing methodology . The test was preceded by a pilot study (ps) . In this PS a sample of sixteen students were selected randomly to represent the population . The PS was conducted as a simple pioneer to overcome the weakness in the instrument before the final administration . The PS was executed and only four of sixteen students passed the test ,consisting 25% of the total students , while twelve of them failed , consisting 75% of the total students . In the light of the results of this PS , test questions were reconstructed and some terms were added , while others were omitted .

As continuity for the research methodology , the test was modified and made ready to be implemented . The subjects chosen for this study were a group of one hundred students majority in English language at the Faculty of Arts - University of Al-Neelain . The aim of the test was to asses the respondents on the production and use of English inflectional morphemes . The test consisted of two parts , the first was to test the respondents on the spelling of plurals of English nouns , and the past tense of English verbs . The second part was about the pronunciation of

these English morphemes . The test was implemented and the respondents made it in the allocated time and place . Upon the completion of the test , the data was then analyzed and the scores were arranged in quantities and then transferred into percentages . It was found that 72 of the 100 respondents were failed the test , 72% , while only 13 of them , 13% , hardly passed , leaving 15% who passed , with good marks .

The findings of this study reflected some of the problems that encounter Sudanese EFL when dealing with the spelling and pronunciation of English inflectional morphemes . Findings also illustrated that errors are related to how and what have been taught , that is , teaching techniques and processes have not been adequate . The findings also showed that irregular nouns and verbs are the difficult ones for Sudanese EFL learners ; because they don't conform to any given rule , in addition to that , students didn't have enough practice .

Finally the researcher provides some recommendations , one of them is that Sudanese EFL learners are to be more exposed to the Target Language (TL) so as to reduce the Mother Language (ML) interference in learning and teaching processes . Another suggestion is to modify and intensify the course of morphology in this syllabus . This research is concluded with some suggestions for further researches .

Abdel-Magied's study is similar to this study in that both of them concern with spelling rules .

The differences between the two are that , while Abdel Magied's was conducted at the level of English third year (AL Neelain university) , this study was carried out at second year of English language (SUST) . As well as that each one deals with different type of morphemes , Abdel Magied's deals with inflectional , while the present study with derivational .

2.11.3 The Third Study

(Yeon Hee Choi) Ewha Womans University , Korea . Rol of L1 and L2 Derivational Morphology Awareness in L2 Reading Through the Mediation of L2 Vocabulary Knowledge

This study explores the direct and indirect contribution of L1 and L2 derivational morphological awareness of Korean EFL high school and university students to their reading comprehension in L2 through mediation of L2 vocabulary knowledge by using structural equation modeling analysis .

The results of the study present significant direct contribution of L2 derivational morphological awareness and L2 vocabulary knowledge to L2 reading comprehension . The contribution of L2 derivational morphological awareness appeared larger than L2 vocabulary knowledge . Which suggest relatively more important role of the former than the later in L2 reading comprehension . They also reveal a significant indirect contribution of L1 derivational morphological awareness to L2 reading comprehension , but not that of L2 derivational morphological awareness via L2 vocabulary knowledge .

Finding from the study suggest potential benefits of cross-linguistic transfer of derivation morphological knowledge as well as of L2 derivational morphology intervention in L2 reading development .

2.12 Summary

This chapter discusses and defines the terms morphology and morphemes , beside that , the researcher points out the functions of morphemes , the derivational and inflectional morphemes . then the researcher discusses the derivational verb morphemes .And at the end of the chapter , the researcher traces some related previous studies of this work .

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter , the researcher discusses the methods that are used for collecting and analyzing the data and describes the participants of the study .Then the researcher discusses the validity and reliability of the study .

3.1 Population

The population of this study are Sudanese universities second year students in Khartoum State . The researcher has collected the data using a test distributed to the sample of population (second year students of SUST) .

3.2 The Sample

The sample of this study is second year students of SUST , who are doing for their first semester (January 2018) in Khartoum State . It consists of 40 students . These 40 students are from both sexes (boys and girls) ,they are bilingual , English and Arabic users .

3.3 Tool and Procedures

Data of this study are collected through a test .The test consists of two questions , **Question One** is divided into two sub-questions (**A** and **B**) . (**A**) tests derivational verb prefixes , students are required to use the given appropriate prefixes to complete the words between the brackets . (**B**) tests derivational verb suffixes. In this part , students are asked to find the verb forms of the given words using the correct suffix . And **Question Two** tests inflectional verb morphemes , in which students are required to put the verbs between the brackets in their correct forms .

Second year students of SUST agreed to allow the researcher to conduct the test .The test was conducted in a classroom at SUST . The students were given 30 minutes to do the test .The test was marked by the researcher , and the total marks of each papaer is 24marks .

The researcher analyzes the data statistically using the **SPSS** programme .
The results of the test will be shown in the following chapter .

3.5 Validity and Reliability

The researcher discussed the questions of the test with some experts of English Language : Dr. Abbas Mukhtar and Dr. Abdelkarim Kakoum .
They agreed that the questions of the test are appropriate to cover the questions and hypotheses of the study and to achieve the study aims .

3.6 Summary

In this chapter , the researcher shows how the data are collected .
The data are collected through a test, and in the following chapter , the researcher analyzes the data using **SPSS** programme .

CHAPTER FOUR

DATA ANALYSIS ,RESULTS AND

DISCUSSIONS

4.0 Introduction

This chapter analyzes the results that are obtained from the students' test . The test consists of two questions , **Question One** is divided into two sub-questions (**A** and **B**) , (**A**) tests derivational verb prefixes , (**B**) tests derivational verb suffixes . And **Question Two** tests inflectional verb morphemes . The researcher creates tables of frequency and percentage with regard to the successful and failed students .

4.1 Data Analysis

4.1.1 Statistical Reliability and Validity for Students' Test

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

For calculating the validity and reliability of the test from the above equation, the researcher distributes the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient , the results have been shown in the following table .

	<u>Reliability</u>	<u>validity</u>	<u>N</u>
ALPH – CRONBACH	0.89	0.93	40

Table (4.1) validity= $\sqrt{\text{reliability}}$

From the above table its clear that the validity of the test is very high (0.93) . This indicates that if we repeat the test ,we are sure with 93% that its going to give us the same results .

Hypothesis1: EFL learners are not able to use derivational verb morphemes .

Valid	Frequency	Percentage
Success	11	27.5%
Failure	29	72.5%
Total	40	100%

Table (4.2) ,the frequency and percentage distribution of the students test results according to section (1)

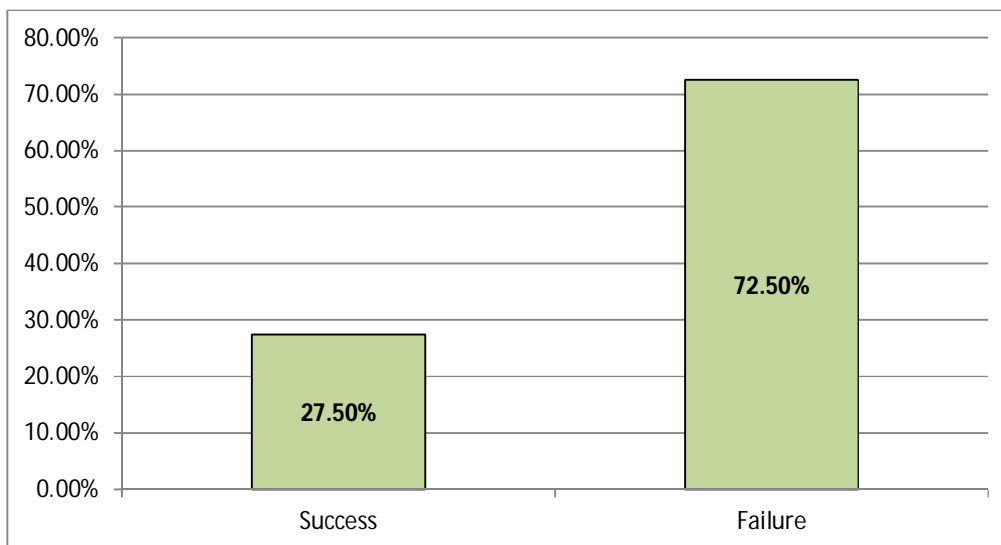


Figure (4.1) ,the frequency and percentage distribution of the students test results according to section (1)

From the above table (4.2) and figure (4.1) , its clear that there are (11) students in the study's sample with percentage of (27.5%) are successful . There are (29) students with percentage of (72.5%) are failed .

Hypotheses 2 : EFL learners are not able to use inflectional verb morphemes

Valid	Frequency	Percentage
Success	15	37.5%
Failure	25	62.5%
Total	40	100%

Table (4.3) ,the frequency and percentage distribution of the students test results according to section (2)

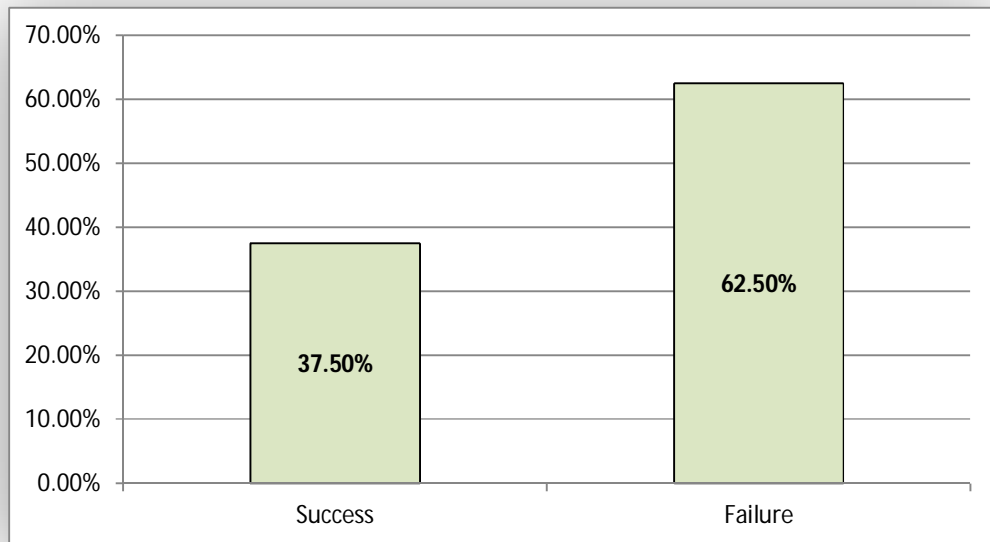


Figure (4.2) ,the frequency and percentage distribution of the students test results according to section (2)

From the above table (4.3) and figure (4.2) , its clear that there are (15) students in the study's sample with percentage of (37.5%) are successful .In section number 2 of the test (*put the verbs between the*

brackets in their correct forms) . There are (25) students with percentage (62.5%) are failed .

Sections	N	mean	SD	t-value	DF	p-value
1	40	3.6	0.2	14.5	49	0.002
2	40	2.7	1.81	17.1	49	0.001
For all	40	6.33	4.03	15.50	49	0.032

Table (4.3) a sample of T-TEST for the questions of the study

The calculated value of T – TEST for the significance of the differences of the respondents’ answers in section No (1) is (14.5) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which is (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents . This means that our first hypothesis is accepted .

The calculated value of T – TEST for the significance of differences Of the respondents’ answers in section No (2) is (17.1) which is greater than the tabulated value of T – TEST at the degree of freedom (49) , and the significant value level (0.05%) which is (2.34). This indicates that there are statistically significant differences at the level (0.05 %) among the answers of respondents . This means that our second hypothesis is accepted too .

4.2 Summary

The researcher has analyzed the test results that have been obtained . The final results show that students face serious problems in deriving verbs from verbs and other word classes and in using inflectional verb morphemes .

CHAPTER FIVE

MAIN FINDINGS , RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

In this chapter , the researcher looks at the findings that are to be obtained from the study chapters and the analysis of the students' test . later on , the researcher states some recommendations that may help students to overcome these problems .Then the researcher shows some suggestions that may be useful in further studies .

5.1 Main Findings

1. second year students have serious problems in deriving verbs from verb and other word classes with regard to prefixes and suffixes .
2. Second year students have problems in using inflectional verb morphemes .
3. Derivational verb morphemes are more difficult than inflectional for the second year students .

5.2 Recommendations

1. Students should look for away to widen their knowledge concerning derivational and inflectional verb morphemes .
2. Teachers should intensify the course of such morphemes and give students extra examples concerning these morphemes especially to the students of second year of SUST .
3. The researcher recommends further studies in the area of derivational and inflectional verb morphemes , so as to look close at the cause of the main problem.
4. Students have to work hard to enrich their vocabulary , since vocabulary helps them to overcome the problem .

5. Students should study about the word classes since verbs are one of them .

5.3 Suggestions for Further Studies

Referring to the findings of this study , the researcher provides some suggestions for the future researchers , teachers and students .

This study aims to investigate the problems encountered by EFL learners in using English derivational and inflectional verb morphemes . The researcher suggests that it would be better for future researchers to conduct studies on this topic by adding other instruments such as interview and questionair .

For the teachers , they should pay attention to derivational and inflectional verb morphemes . Moreover , it would be interesting if the teachers teach explicitly about these morphemes so that the students understand and apply them in their general reading and writing .

Finally , for the students , this study would give much information for improvement of their use of these morphemes .

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Appendix

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

English Language Department

Diagnostic Test - English Second Year Students

Time Allowed: 30.m

Hypothesis One: EFL learners are not able to use derivational verb morphemes .

Question One:

A-Fill in the blanks with each of the following suitable derivational verb prefixes:

im-	un-	re-	ex-
pre-	en-	ac-	mis-

- 1-Simon is planning tolarge his garden .
- 2-His interpreter mustcompany him wherever he goes .
- 3-I think the court willprison him for his shameful waste of public money .
- 4-Indiaports tea and cotton .
- 5-The teacher asked the student towrite the essay .
- 6-Scientists still cannotdict when earthquakes will happen .
- 7-Be careful not topronounce “live” as “leave” .
- 8-Please take this key and.....lock the door .

B-Find the verb forms of the following words:

word	verb	word	verb
summary		scandal	
short		sharp	
facility		decor	
beauty		intensive	

Question two :

Hypothesis Two: EFL learners are not able to use inflectional verb morphemes .

Put the verbs between the brackets in their correct forms :

- 1-We football yesterday . (play)
- 2-Look at my brother ! he is his car .(wash)
- 3-I have a camel once in my life . (ride)
- 4-My father milk every night . (drink)
- 5-They not to invite Isabel . (decide)
- 6-Teachers are breakfast now . (have)
- 7-The temperature has to nearly fourty degrees .
(rise)
- 8-He hardly Arabic . (write)

Thank you ,,,

Chapter One

Introduction

Chapter Two
Literature Review and
Previous Studies

Chapter Three

Research Methodology

Chapter Four
Data Analysis , Results and
Discussions

Chapter Five
Main Findings ,
Recommendations and
Suggestions for Further
Studies