



Sudan University of Science and Technology



College of Graduate Studies

College of Languages

**Investigating the Difficulties Encountered by EFL Learners in
Using Derivational Morphemes**

تقصى الصعوبات التي يواجهها دارسو اللغة الإنجليزية كلغة أجنبية عند إستخدامهم
الإشتقاقات الصرفية

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of M.A Degree in English Language (Applied Linguistics)

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Dedication

I dedicate this work to my parents and my family members who gave me the encouragement to finish this study.

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My gratitude and all respect to **Dr Abbas Mukhtar Mohammed** for his, guidance and encouragement throughout the study without his could not be done. I would also like to express my whole hearted thanks to my family for their generous support they provided to me throughout my entire life and particularly through the process of pursuing the master degree. I am also very grateful to the College of Languages for giving me encouragement to carry out this study.

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Abstract

This study aimed at investigating the difficulties encountered by EFL learners in using derivational morphemes. In order to find out,, the researcher adopted the descriptive, methods. The total number of the students who participated in the test is fifty students. They are 3rd year students of Sudan University of Science and Technology, College of Languages, the academic year 2018. To collect the data needed the researcher designed a test. After the test was marked by the researcher and analyzed statistic using Excel, programme. The final findings revealed that: The third year students have serious difficulties in using derivational morphemes. Based on the final findings, the researcher recommends that: and advise students do many class activities and exercises about derivational morphemes. Teachers should intensify the course of such morphemes and be giving extra examples concerning these morphemes.

المستخلص

تهدف هذه الدراسة إلى تقصي الصعوبات التي يواجهها دارسو اللغة الإنجليزية كلغة أجنبية عند استخدامهم الإشتقاقات الصرفية؛ حيث تتبع المنهج الوصفي. ولإكتشاف الصعوبات قام الباحث بوضع إختبار، لطلاب اللغة الإنجليزية المستوي الثالث بجامعة السودان للعلوم والتكنولوجيا. عدد الطلاب المشاركين في هذا الإختبار خمسون طالباً يدرسون في كلية اللغات' العام الدراسي 2018 بعد تصحيح الإختبار وتحليل البيانات إحصائاً عبر البرنامج Excel' أشارت النتائج النهائية إلي الآتي : إن طلاب المستوى الثالث لديهم مشكلة حقيقية في استخدام الأشتقاقات الصرفية بناءً علي النتائج النهائية التي توصلت إليها الدراسة يوصى الباحث بالآتي : أن يتلقي الطلاب المزيد من التدريبات والأنشطة في استخدام الاشتقاقات الصرفية . كما ينبغي على معلمى اللغة الإنجليزية أن يكتفوا للطلاب الدراسات التي تتعلق بالإشتقاقات الصرفية.

Table of Contents

Contents	Page no
Dedication	
Acknowledgements	
Abstract in English	
Abstract in Arabic	
Table of Contents	
List of Tables	
List of Graphs	
Chapter One	
Introduction	
1.1 Overview	1
1.2 Statement of the Problem	2
1.3 Study Questions	2
1.4 Hypotheses of the Study	3
1.5 Significance of the Study	3
1.6 Objectives of the Study	3
1.7 Research Methodology	3
1.8 Limits of the Study	4
Chapter Two	
Literature Review and Previous Study	
2.1 Introduction	5
2.2.2 Morphology	5
2.2.3 English Derivational Morphology	6
2.2.4 Morphemes	8
2.2.5 Affixation	8

2.2.6 Types of Morphemes	8
2.2.6.1 A root Morphemes	8
2.2.6.2 Derivational Morphemes	8
2.2.6.3 Inflectional Morphemes	9
2.2.7 English Inflectional Morphology	9
2.2.8 Derivational Affixes	10
2.2.9 Suffixes Associated with Adjective	12
2.2.10 Suffixes Associated with Nouns	12
2.2.11 Suffixes Associated with Adverbs	12
2.2.12 Compounding	12
2.2.13 Morpheme –based Morphology	13
2.2.14 Cranberry Morpheme (advanced)	14
2.2.15 Derivation	14
2.2 .16 Review of Previous Study	15
2.2.17 Summary of the Chapter	
Chapter three Research Methodology	
3.1 Introduction	19
3.2 Population and Samples of the Study	19
3.3 Methodology	19
3.5 Tool of Data Collection	20
3.6 Reliability	20
3.7 Face Validity	20
3.8 Procedures	21
3.9 Summary of the Chapter	21
Chapter Four Data Analysis, result and Discussion	
4.1 Introduction	22
4.2 Descriptive Analysis and Discussion	22
Chapter Five Summary, Findings, Recommendations and Suggestions for Further Studies	
5.1 Introduction	44
5.1 Findings	44

5.2 Recommendations	44
5.3 Suggestions for Further Studies	45
5.4 Summary	45
References	46
Appendix	

List of Tables

Table	Pages
4.1 Learners Ability to Derive From Verb to Noun	22
4.2 Learners Ability to Derive From Noun to Adjective	23
4.3 Learners Ability to Derive From Noun to Adjective	24
4.4 Learners Ability to Derive From Adjective to Verb	25
4.5 Learners Ability to Derive From Adjective to Noun	26
4.6 Learners Ability to Derive From Verb to Adjective	27
4.7 Learners Ability to Derive From Verb to Noun	28
4.8 Learners Ability to Derive From Noun to Adjective	29
4.9 Learners Ability to Derive From Adjective to Verb	30
4.10 Learners Ability to Distinguish Derivational	31
4.11 The Result of the Learners Distinguish Compounding	32
4.12 The Result of the Learners to Distinguish Derivational	33
4.13 The Result of the Learners to Distinguish Compounding	34
4.14 The Result of the Learners to Distinguish Inflectional	35
4.15 The Result of the Learners to Distinguish Derivational	36
4.16 The Result of the Learners to Distinguish Derivational	37
4.17 The Result of the Learners to Distinguish Derivational	38
4.18 The Result of the Learners to Distinguish Inflectional	39

List of Graphs

Graphs	Pages
4.1 Word protect	22
4.2 Word faith	23
4.3 Word president	24
4.4 Word familiar	25
4.5 Word medicine	26
4.6 Word a develop	27
4.7 Word kill	28
4.8 Word brain	29
4.9 Word active	30
4.10 Word quickly	31
4.11 Word blackbird	32
4.12 Word economic	33
4.13 Word streetlight	34
4.14 Word Andrew's	35
4.15 Word rethink	36
4.16 Word ex. president	37
4.17 Word teacher	38
4.18 Word louder	39

CHAPTER ONE
INTRODUCTION

Chapter One

Introduction

1.1 Overview

English language is an international language and the most dominant language all over the world. Language is an essential part of human life; it would be very hard to live without a language.

Language is one of the great signs of almighty Allah, who says in the Holy Quran, (Verily, in that are indeed signs for a people who reflect. And among His Signs is the Creation of the Heavens and the Earth, and the Difference of your Language and Colors. Verily, in that are Indeed Signs for men of Sound Knowledge). Surat Ar Rum, (22).

English learners in particular encountered many difficulties while dealing with English in general and precisely they find difficulties in creating new words from the stem. Moreover, they couldn't recognize which words is derived one belonging to. This study focuses on derivational morphemes. The students may lead to certain problems, practically in using derivational morphemes. Students of English as a foreign language, undergo several difficulties in their learning is much important in communication message, views and ideas when students learn, they develop confidence and ability of over the language.

The main purposes is mastering English derivational in order to be used properly as word formation process to give intended meaning. Also English language teaching textbook provides learners with a quantity of English derivational morphemes. These textbooks mainly introduced new words which have role in understanding the meaning of new words. we recognize that English words –form such as talker, talked, and talking most consist of one

word talk and number of other elements such as –s, er, ed, ing all these elements are described as morpheme.

Definition of morpheme: is a minimal unit of meaning or grammatical function). (Yule, 1947:75). As a teacher of English language for many years. The researcher comes across some areas difficulties of the learners in using derivational morphemes at university. Thus she contributes in finding solution of some problem.

1.2 Statement of the Problem

EFL learners are encounter difficulties when using morphemes, especially derivational morphemes. The difficulty which the present study attempts to investigate is concerned with English derivational morphemes. It is observed that students have problem while using the derived words. They also have difficulties to distinguish derivational morphemes form other types of morphemes. This is why this study is conducted.

1.3 Study Questions

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

2-in what extent do EFL learners distinguish between different types of morphemes?

1.4 Hypotheses of the Study

1-EFL learners encounter difficulties in using derivational morphemes.

2-EFL learners cannot distinguish derivational morphemes form other types of morphemes.

1.5 Significance of the Study

This study could be of a great help to many sectors, it could help EFL learners, to overcome the difficulties of using derivational morphemes, as well as illustrating the function and use of derivational morphemes. This study could help syllabus designers as well as teachers to teach and design courses.

1.6 Objectives of the Study

The study tries to realize the following objectives:-

- 1-Highlight the difficulties encountered by EFL learners in using derivational morphemes.
- 2- To enable the learners to recognize derivational morphemes form other types of morphemes.

1.7 Research Methodology

This study follows the descriptive methodology .The researcher designed a test to collect the data form specific participants. They are EFL learners precisely, third year English language learners study at Sudan University of Science and Technology (SUST) College of Languages. After that the researcher marked the data and then analyze it statistically by using Excel program to get the final findings.

1.8 Limits of the Study

The study focuses on the problem of using derivational morphemes that encounter third year learners at (SUST) college of languages, during the academic year 2018-2019.

CHAPTER Two
LITERATURE REVIEW AND
PREVIOUS STUDIES

CHAPTRE TWO

Literature Review and Theoretical Framework

2.1 Introduction

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

2.2 Literature Review

2.2.1. Morphology

Morphology is the study of the structure of words, and of rules by which words are formed. These words itself consist of two morphemes, morph+ology. The suffix- ology means, branch of knowledge. So, meaning of morphology concerning (word) form. Morphology is word formation. In many cases, words are made up of more than one part for example, the word “un-fore-seen” consists of three part “un” which has a negative function, “fore” means earlier in time, and “seen” which means visualized. (Rebert, 1976:41) .

Morphology is conventionally divided into main areas. These are inflectional which refers to variation in form of single unit for grammatical purpose as with -take, takes-took-taken-taking. A particular important type of word formation is derivation as in slowly -rewrite and unhappiness. (Trasks, 1999:178).

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. e:g deep ,deepen.

The term morphology is generally attributed to the German poet, novelist, playwright and philosopher Johann Wolfgang, Van 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. Morphology refers to the system involved in word formation or to the branch of linguistics that deals with words in form. (Runoffs and Fundament, 2004:1)

Morphology is such 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 linguist have defined and described morphology, for example, Mathews, 1997:233), defines it as the study of grammatical structure of word and categories realized by them. Thus morphological analysis will divide girls into girl –s, which realizes “plural”, singer into sing–er, which makes it as a noun denoting an agent.

2.2.3. English Derivational Morphology

Derivational morphology is the study the principle governing the construction of new words, without references to specific grammatical a word might play in the sentences. The derived word may also be of a different grammatical class than the original word. For example drinkable is root of word drink. (Crystal,1997:90).

2.2.4 Morphemes

A morpheme is the basic units of meaning that makes up words and how these segments of language help to identify and understand the grammar of words.

A morpheme is the” a sound or combination sound of meaning,“ or a word any ” minimal unit “of meaning that cannot be divided into smaller parts. Many morpheme are complete words, such as” leg play and kind, which

consist of a single morpheme. But other such as "played and unkindly," consist of two morphemes: the "s," "ed," "un," and "ly" also convey meaning. A morpheme may consist of a word, such as the (ed) of talked, that not be divided into smaller meaningful parts. (Kollen,2002:137).

Morpheme is the smallest unit of grammatical form. Also Gleason (1961) describes morphemes as unit which cannot be divided without destroying or radically altering the meaning. (Branford, 1967:118).

2.2.5 Affixation

The process by which bound morphemes (other than root) are added to bases, either word- initially, to form new words. Affix precedes or follows other morphemes, for example that "un"- "pre" -(premeditate –prejudge), are prefixes. They occur before other morpheme, some morpheme occur only as suffixes, following other morphemes example of suffix morphemes are – "ing" (sleeping, eating). Also affixation may attach at the beginning, end and middle or both in the word.

Affixation is the collective term for types of formatives that can be used only when added to other morphemes (the root or stem). Affixes are limited number in language, and are generally classified position with references to the root. An affix is any element in morphological structure of a word other than root. For example, the word "unkinder" consist of the root of word "(kind)" plus the affixes. Other meaning affixes in English include the comparative affix – "er" (faster) and the superlative affix "est" (fastest) the vagueness of –"ish" the obstruction of "ness" the various oppositeness of "anti" –"un" –"non" "added the repetition of "re."The emptiness of –"less" and anticipation of "pre" –verb in English also exhibit affixes. (Ballard, 2001 :51).

2.2.6 Types of Morphemes

Morphemes can be divided in two types bound or free morpheme can also be classified as root, derivational or inflectional.

2.2.6.1 Root Morpheme

Basic morpheme every word contains at least one root carries its basic meaning. The word form, formal, formation, information all these contain one root 'form'. Some roots can stand alone for example the word 'Canada' individual word. Compound and noun such as text book, and not book it consist of two root, as do. Also some roots are bound morphemes that cannot stand alone for example ducderives form a Latin word meaning to lead and can be used only in combination with other morphemes (e.g. -reduce, educate). **2.2.6.2 Derivational Morphemes**

Added to form and to create a new word with new meaning is derived. In addition, derivational morpheme are used to make new words in the language and often used to make words of a different grammatical category form stem. For example the derivational morpheme -'ness' change the adjective good to the noun goodness or the noun change to the adjective care become careful or careless. Derivational morpheme will include suffixes such as the -'ish' in word foolish, it also be prefixes such as 're' - 'pre' - 'un).

2.2.6.3 Inflectional Morphemes

They do not change the grammatical category of the stem to which they are attached or never create separate words. Also provides further formation about lexical items, look indicating that looked occurred in past. Inflectional morphemes can be plural, as in owls, and possessive as in, peters' car (Aitcheson, 2010:72).

2.2.7 English Inflectional Morphology

As stated in (Fromkin 1976:51), it can be noted from table (2.1) they are the regular English inflectional that are added to the majority of verbs, nouns, adjective and adverbs to indicate grammatical properties such as number, tense and degree. As study inflectional do not change the grammatical of stem, but it can change the form of the word to indicate grammatical properties. Inflectional morphemes represent relationship between different parts, of a sentence—s express relationship between the verb and third person singular -ing express the time in spoken. Inflectional endings such as the plural suffix, to certain singular noun as boy/boys.

Table (2.1) the examples of English inflectional morphology

Verbs	(s)	3 rd person singular	Waits
	(ing)	Progressive	Eating
	(en)	Past participle	Eaten
Noun	(s)	Plural	Donuts
Noun phrase	{s}'	Possessive	Disa's
Adjective\adverb	(er)	Comparative	Shorter
	(est)	Superlative	Fastest
	(ed)	Past tense	Waited

As the table (2.1) shows that English has eight inflectional morphemes those morphemes are used to indicate grammatical properties, plurality, tense and number. However, in long history English has many irregular form.

- Irregular words may use different inflectional than regular ones for example the past of a verb is (ed)but the past participle of freeze is frozen.
- Irregular form may involve internal vowel changes as in man/men.
- Some forms are historically unrelated forms, went the past tense of, go historically was the past tense is different verb (wend).
- Some words, show no inflectional change sheep, in both singular and plural (hit)is both present and past.
- Many words borrowed especially nouns have irregular inflected forms for example alumna the plural alumna.
- The different group of English speaker use different inflected form of words especially of verbs. When this happens, the variety select for example English speaker use the singular form of verb to (be) in past tense (was).

2.2.8 Derivational Affixes

Table (2.2) lists some example of English derivational affixes, along with information about category of their base and the resulting word.

Affix	Change	Example
-able	V-A	Fix-able –do-understand
-er	V-N	Work-er·teach-er
-ing	V-N	Sleep-ing·danc-ing
-ive	V-A	Assert-ive·impress-ive
-ment	V-N	Amaze-ment·adjourn-ment
-al	N-A	Notional·refual

-ial	N-A	President-ial
-ian	N-A	Canadian
-ic	N-A	Organ-ic,optimist-ic
-ize	N-V	Hospital-ize
-less	N-A	Brain-less,penni-less
-ous	N-A	Poison-ous
-ate	A-V	Active-ate,captive-ate
-ity	A-N	Prior-ity
-ize	A-V	Modern-ize
-ly	A-adv	Quiet-ly,slow-ly
-ness	A-N	Sad -ness
Prefixes		
Ex-	N-N	Ex-president,ex-wife
In-	A-A	In-competent,in-complete
Un-	A-A	Un-happy
Re-	V-V	Re-think,re-do
Mis-	V-V	Mis-place

Sometimes 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“. This may then make it difficult to know which category occurs with the suffix-er in the word worker .The solution to tis problem is to consider the use of –er (in the sense of one who x) with base

whose category can be unequivocally determined .In the words teacher and writer , for instance see this affix used with base (teach and write) . Are clearly verbs, these facts allow us conclude that the base which combines in word worker must be a verb rather than a noun. (William, 1993:121).

2.2.9 Suffixes associated with adjective

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

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

2.2.10 Suffixes associated with nouns

Words ending with bound morphemes –’acy , ‘‘ ation, er‘ ess‘ ment, ness, ship are usually nouns diplomacy, jubilation, compartment-relationship, writer-sadness.

2.2.11 Suffixes associated with adverbs

Words with suffixed –ly are usually adverbs.

The bus moved off slowly –the donkey ate quickly (Yule, 2010:58-59)

2.2.12 Compounding

There are countless compounding in English, some of which are shown in table (2.3) As this example shows, the elements making up a compound can all typically occur as independent words .

Table (2.3) shows the example of compounding morpheme .

Noun+noun	Adjective+noun	Verb+noun	Preposition+noun
Steam boot	Black bird	Cry baby	Over lord
Door stop	Blood thirsty	Wash cloth	Out house

Compounding is the form of a new word by combining two already existing words. Also is highly productive in English and related languages .Compounds can be found in all major lexical categories –nouns,-adjectives, verbs to create a large number of words. (William, 1993:222).

2.2.13 Morpheme –Based Morphology

In this model of morphology morphological rules combine 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 to pose problems for morpheme based approach. In what follow, however not focus on tricky cases of non- concatenative morphology can be integrated into a morpheme based formwork because it seem that at least in language like English the majority of morphological phenomena is affixation and therefore be analyzed in such a model, rather, 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 lined in such way that no separate morphology is component needed. Syntactic rules would be essentially that the same kinds of rules, with only the entities on which the rules operate being different for obvious reasons such an approach has been labeled syntax. In order to understand how syntax works, a little bit of syntactic theory (Throne, 1997:24).

2.2.14 Cranberry Morpheme (advanced)

If a word contains element whose morphological status is ambiguous, as in 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-elder 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 fruit, the forms "cran" and "huckle" never occur elsewhere in language as independent words, or even as bound morphemes. (Martin's, 1993:120).

2.2.15 Derivation

The table (2.4) Example derivation –'er "suffix for combine with verb to create a noun with meaning one who does x .

Table (2.4) the example 'er' affix:

Write	Write-er
Verb base	Resulting noun
Help	Help-er
Teach	Teach-er
Drive	Drive-er
Jump	Jump-er

Derivation is the process by a new form already existing morphemes and involving the combination of two word (with or without accompanying affixes to yield new word. The noun helper is related to verb help. Also derivations create a new by changing the category of the meaning. Writers usually refer to someone writes for a living comparable (with stress on the first syllable) (Grady, 1993:12).

2.2.16 Review of Previous Studies

2.2.16.1 The first study

Abdelrahim(2016)conducted a study entitled investigating Derivational morphology awareness among EFL learners at SUST a case study was of college of languages department 3rd level: Master Degree this study conducted in the field of word formation,derivational morphology the study come under the title(Investigation Derivational Morphological Awareness Among EFL Learners at SUST. The study found that the students have some difficulties when dealing with derivational morphology then the researcher recommended

derivational morphology must be attention it is taught and should be taught from the first year.

2.2.16.2 The second study

Siam (2018) conducted a study entitled Investigating Problem Encountered by EFL Learners in using English Derivational and Inflection verb morphemes. The study is an investigation to use derivational an inflection as a problem facing second year students. The sample of the population includes forty students. The research adopted the descriptive analytical approach to accomplish the aim of the research. The results of the study reveal that students have no background about the situation in which some derivational and inflectional verb morphemes are used Finally derivational verb morphemes are more difficult than inflectional for second year students. Eventually the study recommend that student should far away the widen their knowledge concerning derivational and inflectional verb morphemes. Teacher should intensify the course of such morphemes.

2.2.16.3 The third study

Adam (2016) conducted a study entitled the Role of Morphological Awareness on Vocabulary Learning. This study examines the relationship, between morphological awareness and vocabulary size in Sudanese students as EFL learners ‘the aim of this study is to investigate the extent to which the students are aware of analytic and synthetic word formation rule, determine the simple words. The results reveal that students displaced all morphological awareness between students performance .The results also shows that the student vocabulary size is relatively low. These indicate, that they will struggle

to understand the study recommend to administer morphological awareness to minimize cognitive load on student, teaching affixes to promote student vocabulary size. The participants the study 30 Sudanese EFL learners at SUST. All the participants completed the test. Descriptive statistics reliability measure and correlation 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 could not be established, although no statistical relationship was established between morphological awareness and vocabulary in this study.

2.2.16.4 The fourth study

Assad (2016) conducted a study entitled Investigating the Use of English Language Affixes as A problem Facing Third Year Secondary School Students. The samples of study include fifty students of third year school all were EFL learners in the same Sudanese school in Khartoum state. The researcher adopted the descriptive approach to accomplish the aims of the research. The results of the study reveal students have no background about some derivational and inflectional morphemes are used. Also morphemes need knowledgeable teach who know more about the use of affixes. 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. The study recommended: that techniques of teaching English affixes need to be regard by the teachers at Sudanese secondary school. At the same time students should be taught explicitly that derivational morphemes change the meaning or part of speech, while inflectional morphemes change the tense or aspect. Also should given more practices so as to master the usage of affixation, the students should work hard to know how

use certain derivational or inflectional morphemes and teachers of English language should know about the derivational and inflectional morphemes.

2.2.17 Summary of the chapter

This chapter discusses and defines the terms morphology, morphemes affixation, types of morphemes, derivational morphemes, inflectional morphemes, compounding and derivation. And at the end of the chapter the researcher traces some related previous studies.

CHATER THREE
RESEACH MOTHEODOLOGY

Chapter Three

Research Methodology

3.1 Introduction

This chapter deals with the research methodology, that the researcher used to conduct the study from the first step until the last point. The researcher will provide details of all procedures that were followed in carrying out the research. This chapter consists, of population of the study, the place where the study is conducted, sample of the study or the respondents who participated in the study, the tool of data collection including its validity and reliability, and the procedures followed for carrying out the research.

3.1. Methodology of the Study

It is a quantitative research and it follows descriptive, a methodology. To achieve all necessities, the researcher followed a scientific method, in order to get logical and acceptable outputs.

3.2 Population and Sample of the Study

This study is carried out at Sudan University of Science and Technology, precisely the English Department at College of Languages. The population of this study is about 100 students. The researcher has chosen 50 students out of the total number randomly; all of them study English as a foreign language. They are at their third level in academic year 2018-2019.

3.5 Tool of Data Collection

In order to get a real result, the researchers design a test to examine the participants. This test is designed upon the level of the participants and it consist, of two questions. These questions collocate with the hypotheses of the study. The first question is related to driving word, to test the knowledge of participants in relation to driving words. The second includes a question asking students to distinguish between types of morphemes. Both parts are intended to measure students knowledge of derivational morphemes.

3.6 Validity and Reliability of the Tool

After the data of the test was analyzed by Excel, the result demonstrates that the test is.

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

This shows that the test is valid and reliable.

3.7 Face Validity

The researcher distributes five copies of the test to five English doctors at SUST, College of Languages to give their opinion and comments toward the test. Three of them are PH.D holders, while two of them are associate professors. They all have great experience in teaching English language. All of them have accepted the test and agreed that it is suitable for achieving the results required, according to their experience. They gave invaluable comments which the researcher took their under consideration.

3.7 Procedures

After the validity and reliability of the test were confirmed, the researcher distributed 50 copies of the test to 50 participants who study at SUST. Their 3rd year. The students were given about 30 minutes to do the test. In order to get real findings; each one of the participants answer the test individually without any internal and external influences. After they finish, the researcher collect all papers, after that she marked the test. The researcher analyzed the data statistically using the Excel programme.

3.8 Summary of the Chapter

This chapter has provided a full description of methods and techniques which researcher used to conduct his study .This study is descriptive method. After that it describes the population and sample of the study .it also explain the procedures which the researcher followed to test validity and reliability of his tool.

CHAPTER FOUR
RESULTS OF DATA ANALYSIS

Chapter Four

Data Analysis and Discussion of the Results

4.1 Introduction

The responses to the written diagnostic test of the 50 students were tabulated and computed .The following is an analytical interpretation and discussion of the findings regarding different points related to the hypotheses of the study. Each statement in the test is analyzed statistically and discussed. The following tables and figures will support the discussion.

4.2 Descriptive analysis and discussion

Hypotheses (1) EFL Students face difficulties in using derivational morphemes

The result of question one :The students are given nine deriving words in the tables blow as follow (ion -ize -full-al-er-ate-less-ial-ing).Then the students were asked to use these words with words between the brackets (protect ,faith ,president, familiar, medic, develop, kill, brain, active), the result is illustrated by the tables and figures.

Table (4.1) Learners ability to derive from protect to protection

Result	Frequency	Percentage
Pass	23	46%
Failure	27	54%
Total	50	100%

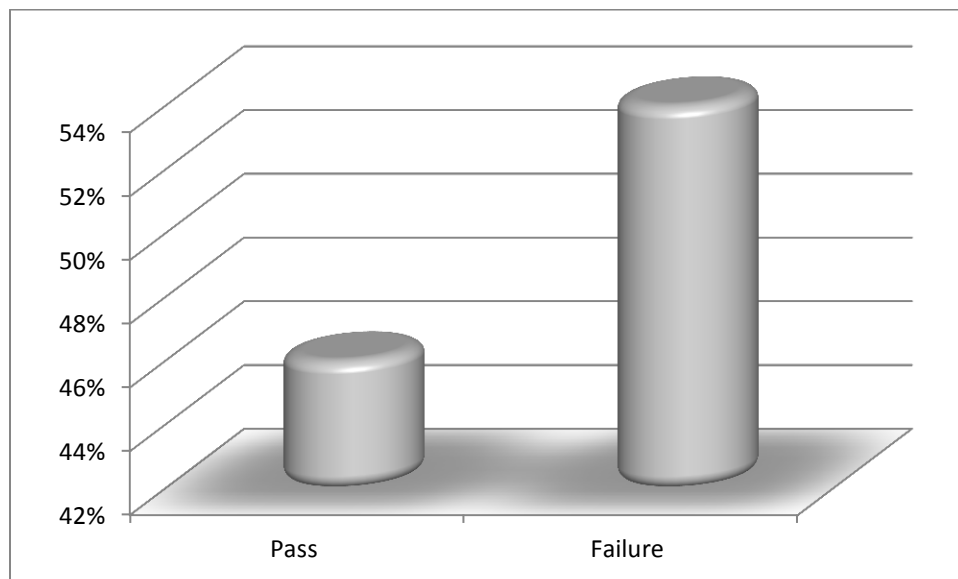


Figure (4.1), the learners were supposed to add **-ion** to the word **protect**, the results shows that the majority of the learners failed to deriving these word form verb to noun.

Table (4.2) Learners ability to derive from faith to faithful

Result	Frequency	Percentage
Pass	15	30%
Failure	35	70%
Total	50	100%

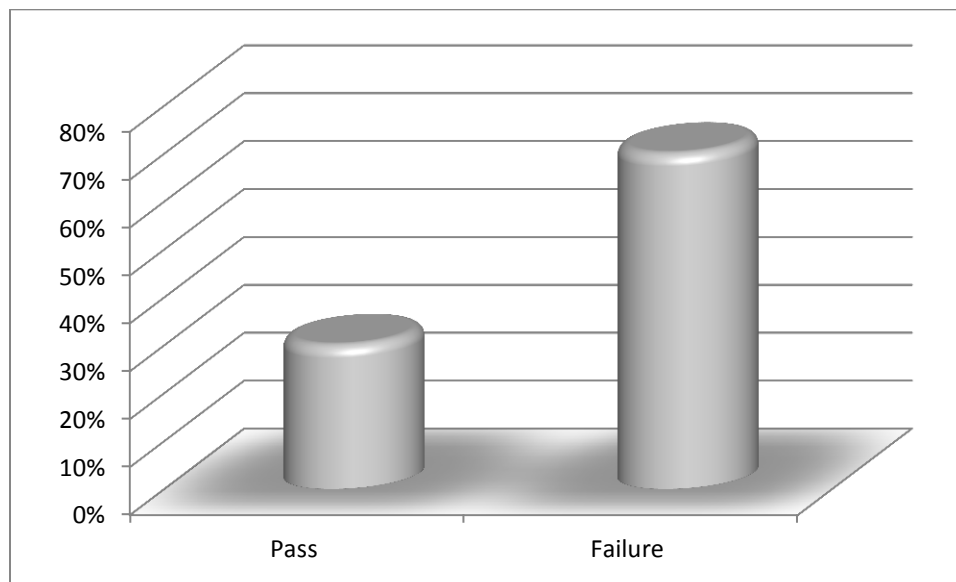


Figure (4.2), the learners were asked to add-full to the word faith. The results show that the most of learners are confused. This may refer to the learners have difficulties to deriving these word form noun to verb.

Table (4.3) learners ability to derive from president to presidential

Result	Frequency	Percentage
Pass	16	32%
Failure	34	68%
Total	50	100%

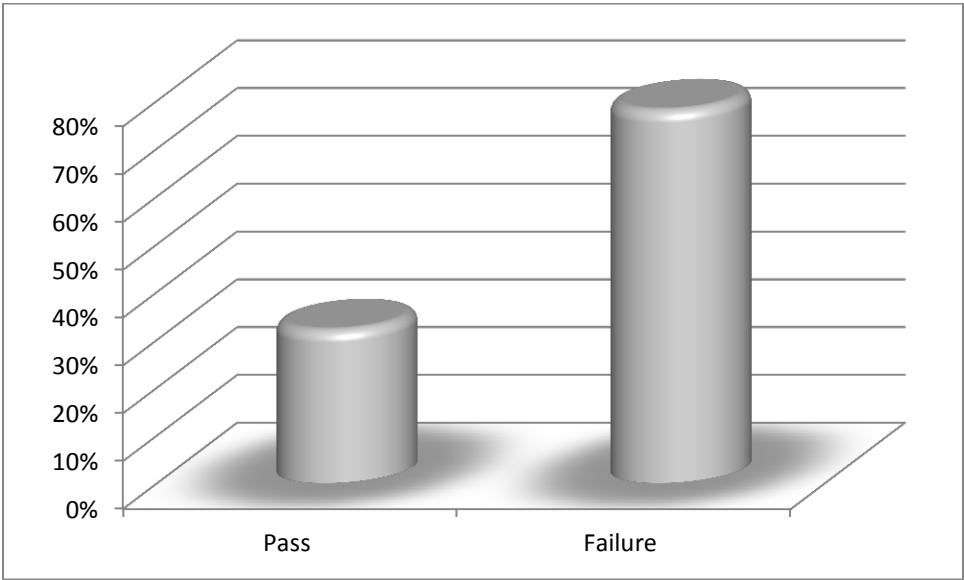


Figure (4.3) above show that 16% answer correct, whereas 68% failed. The percentage indicates that learners have difficulties in deriving from noun to adjective.

Table (4.4) learners ability to derive from familiar to familiarize

Result	Frequency	Percentage
Pass	11	22%
Failure	39	78%
Total	50	100%

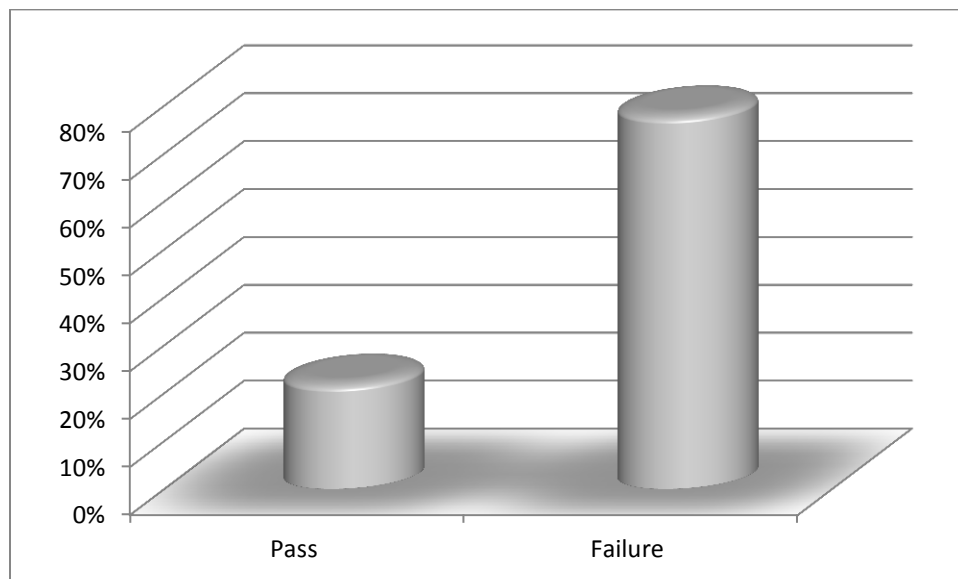


Figure (4.4) only 22% of the learners add correct, whereas 78% of the learners answer incorrect, this means that learners are very weak in deriving the word from adjective to verb.

Table (4.5) learners ability to derive from medicine to medical

Result	Frequency	Percentage
Pass	18	36%
Failure	32	64%
Total	50	100%

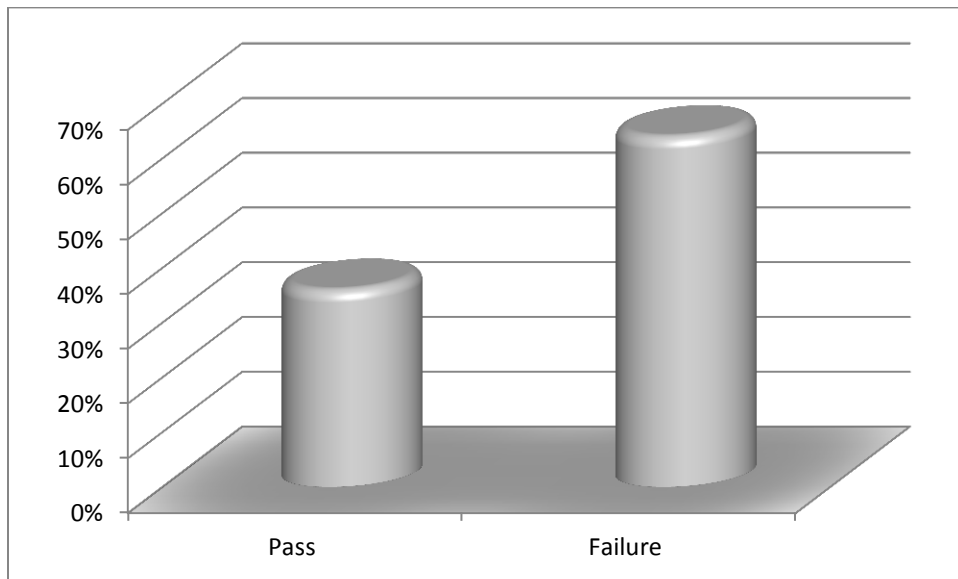


Figure (4.5), the learners were supposed to add –al to the word medicine, most of the learners failed to answer, 18 of them pass. Although this word is very easy, those who failed to answer this word have no background about deriving from adjective to noun.

Table (4.6) learners ability to derive from develop to developing

Result	Frequency	Percentage
Pass	17	34%
Failure	33	66%
Total	50	100%

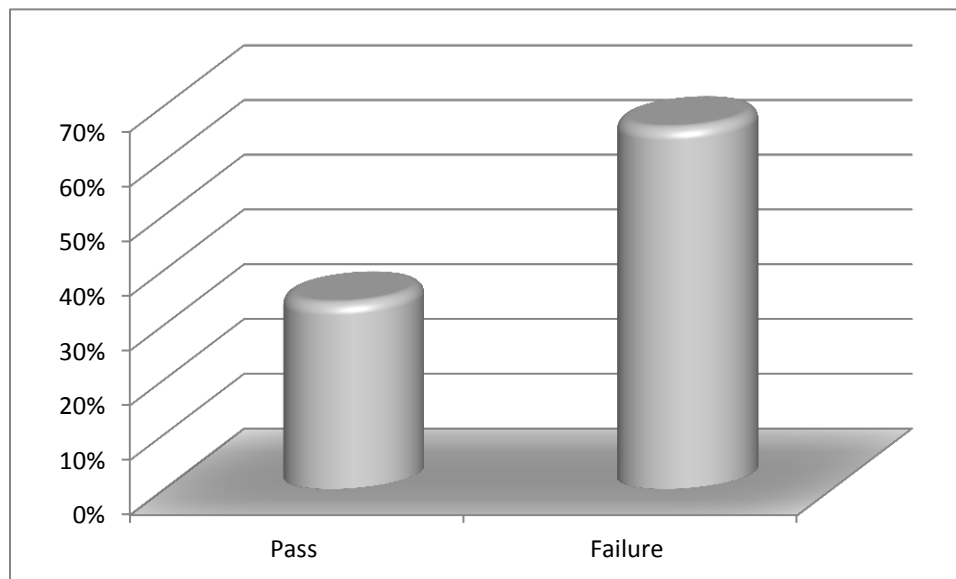


Figure (4.6) above show that 34% of the learners passed, whereas 66% of the learners failed. This means the learners encountered difficulties to deriving this word from verb to adjective.

Table (4.7) learners ability to derive from kill to killer

Result	Frequency	Percentage
Pass	25	50%
Failure	25	50%
Total	50	100%

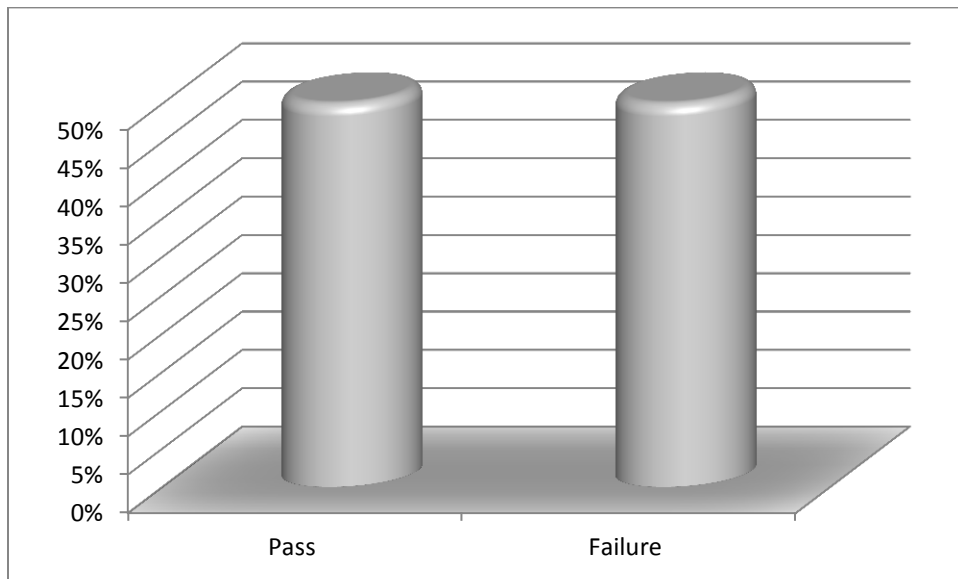


Figure (4.7) half of the students respond positively but other respond negatively .the means that those who failed to derive the word kill, have less knowledge about deriving the word form verb to noun.

Table (4.8) learners ability to derive from brain to brainless

Result	Frequency	Percentage
Pass	14	28%
Failure	36	72%
Total	50	100%

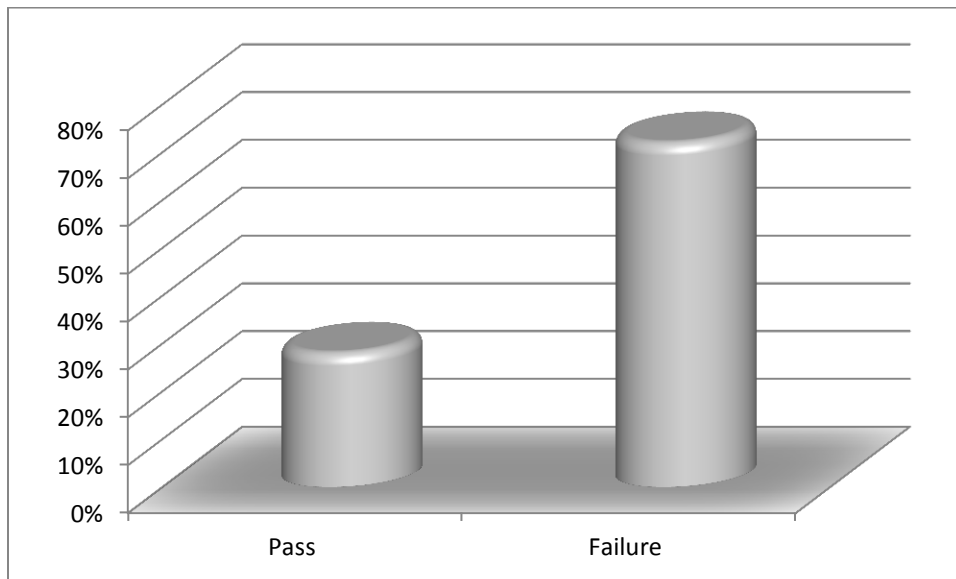


Figure (4.8) the majority of learners failed to answer this word, while 28% of the learners answer correct, the results show that the learners have difficult to deriving the word from noun to adjective.

Table (4.9) learners ability to derive from active to activate

Result	Frequency	Percentage
Pass	22	44%
Failure	28	56%
Total	50	100%

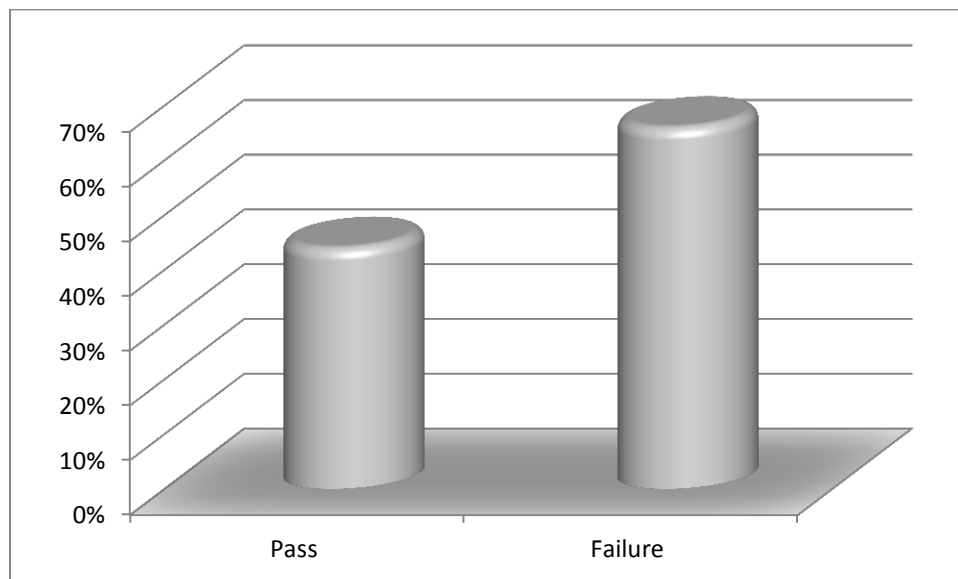


Figure (4.9), the learners were supposed to add –ate to the word active ,the results shows that the majority of the learners failed to deriving these word form adjective to verb.

Hypotheses (2) EFL Learners cannot distinguish derivational morphemes.

This part consist, of a words which have been specified to test participants the words are classified in to (derivational, inflectional, and compounding), the subject were asked to distinguish between them. According to their knowledge. The results illustrated by the tables and figures below.

Table (4.10) learners ability to distinguish derivational word (quickly)

Result	Frequency	Percentage
Pass	21	42%
Failure	29	58%
Total	50	100%

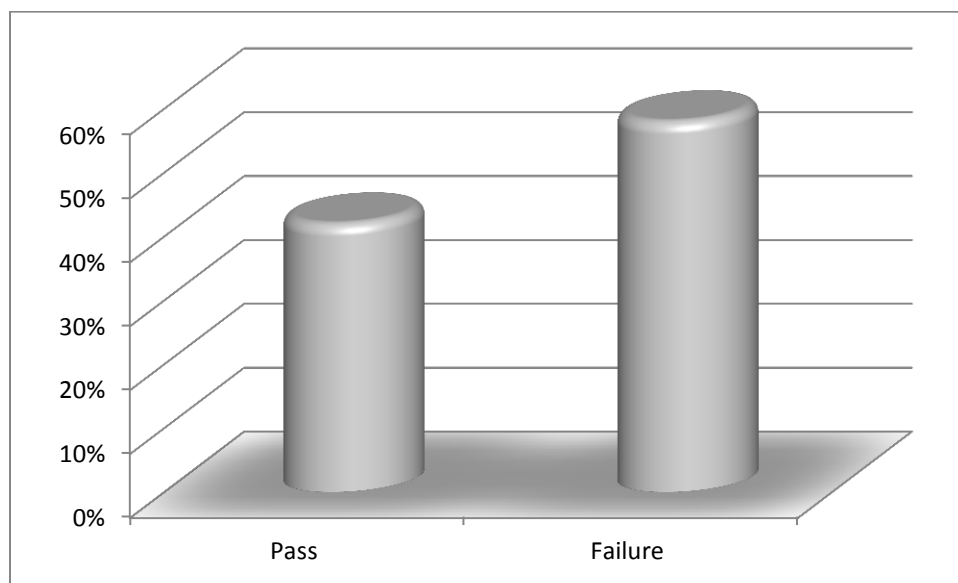


Figure (4.10) above show that more than half of the learners failed to distinguish this word, whereas 42%of the learners get correct answers. This means that learners cannot distinguish the derivational.

Table (4.11) the result of learners to distinguish compounding word (blackbird)

Result	Frequency	Percentage
Pass	21	42%
Failure	29	58%
Total	50	100%

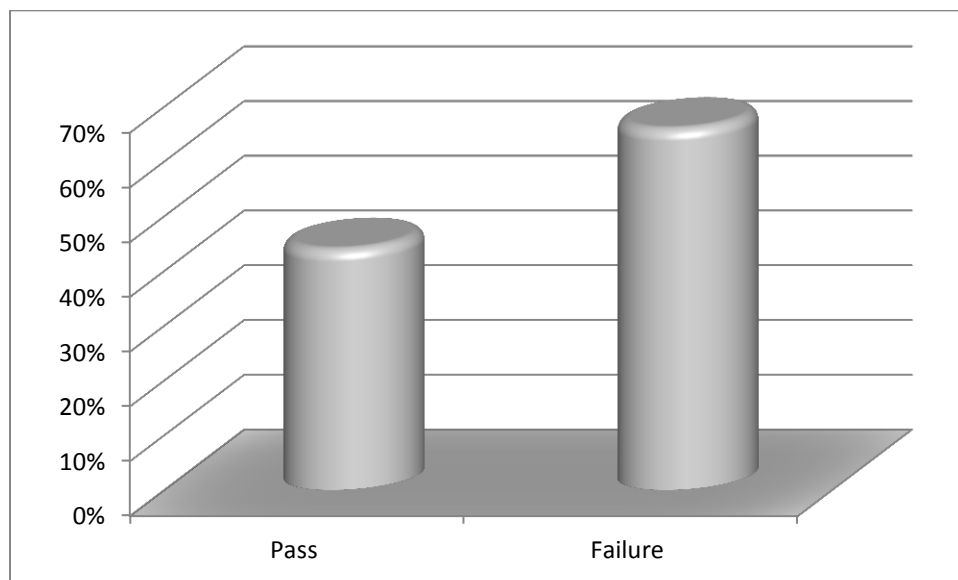


Figure (4.11) it is clear that the number of learners who passed (44%). And the number of learners who failed (66%).this means the learners have little knowledge about compounding morphemes.

Table (4.12) the result of learners to distinguish the derivational word (economic).

Result	Frequency	Percentage
Pass	15	30%
Failure	35	70%
Total	50	100%

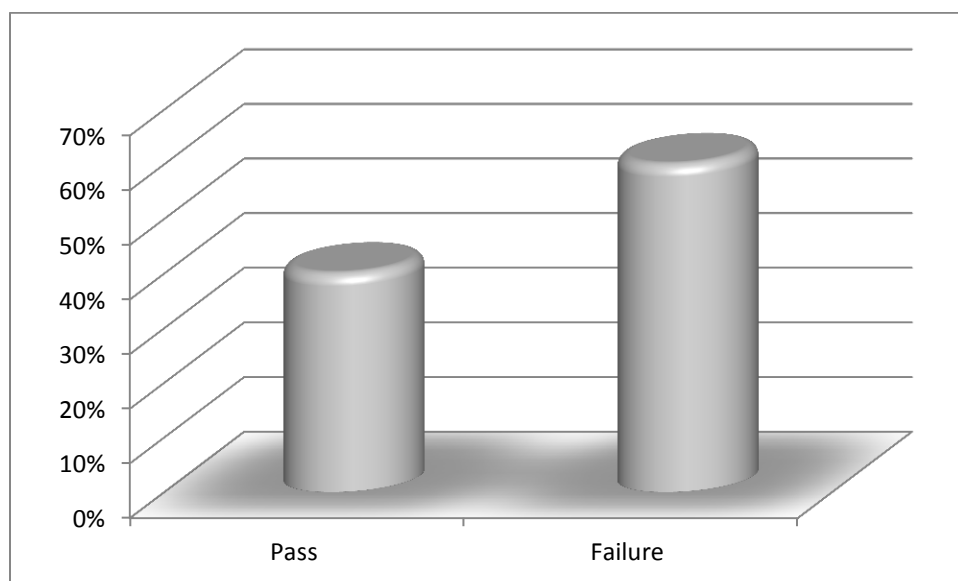


Figure (4. 12), the results show that the majority of learners failed to answer these word .Although, these word is very easy. Those who failed to answer have no background about derivational.

Table (4.13) the result of the learners to distinguish compounding word (streetlight)

Result	Frequency	Percentage
Pass	20	40%
Failure	30	60%
Total	50	100%

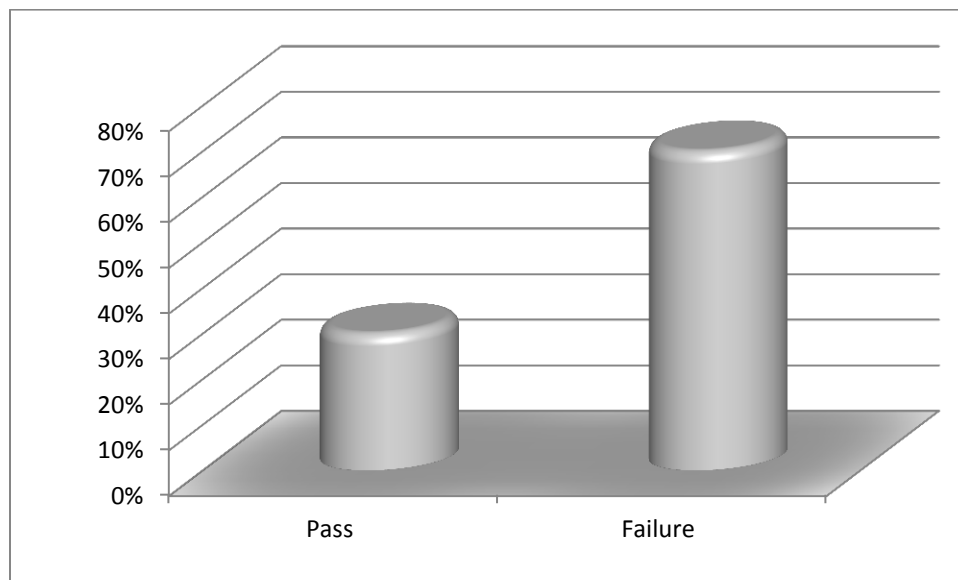


Figure (4.13) only 40% of the students answer this these word correct, while 60% of them failed. This may refer to learners lackness of understanding compounding.

Table (4.14) the result of the learners to distinguish inflectional word (Andrew's).

Result	Frequency	Percentage
Pass	11	22%
Failure	39	78%
Total	50	100%

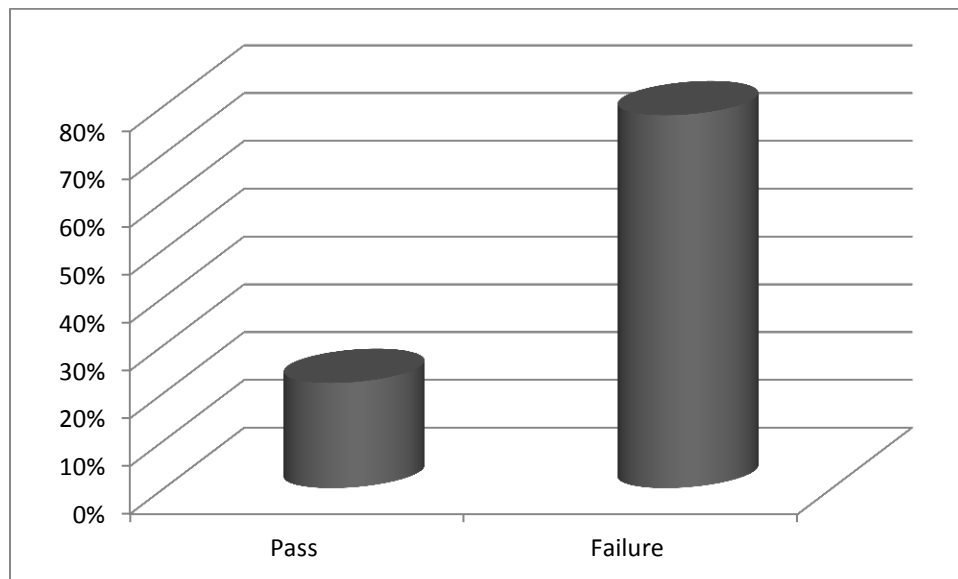


Figure (4.14), most of learners failed, while 11 of them passed. Those who failed to distinguish these word have no good background about inflectional morphemes.

Table (4. 15): the result of the learners to distinguish derivational word
(Rethink)

Result	Frequency	Percentage
Pass	15	30%
Failure	35	70%
Total	50	100%

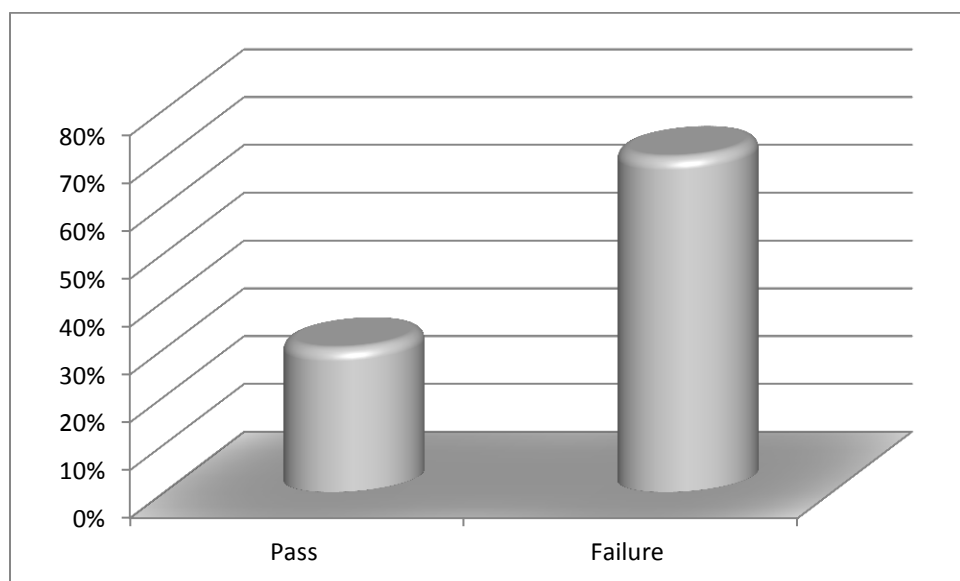


Figure (4.15) the majority of the learners 70% failed to distinguish the word this percentage, show that the learners encounter really difficulties about derivational morphemes.

Table (4. 16) the result of the learners to distinguish derivational word (ex. president)

Result	Frequency	Percentage
Pass	16	32%
Failure	34	68%
Total	50	100%

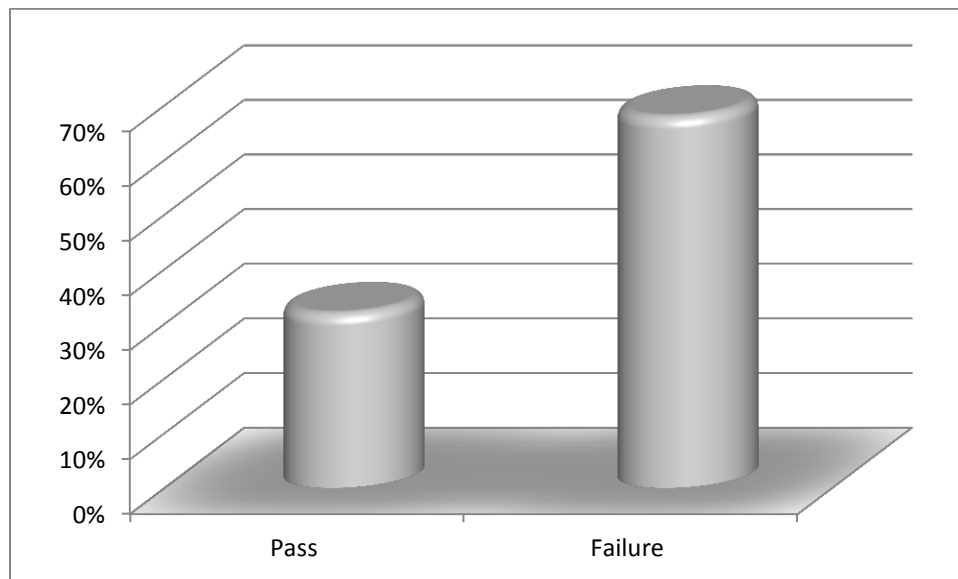


Figure (4.16) it is clear that the number of learners who passed to distinguish these word (32%). And the number of learners who failed **68%**.This means the learners has less knowledge about derivational.

Table (4.17) the result of the learners to distinguish derivational word (teacher)

Result	Frequency	Percentage
Pass	12	24%
Failure	38	76%
Total	50	100%

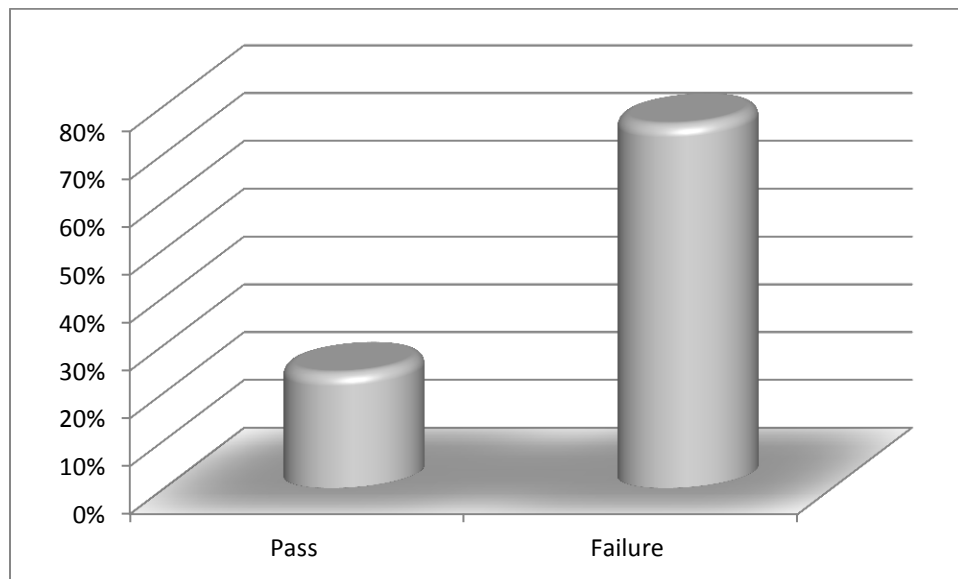


Figure (4.17) only 24% of the learners answered this word correct, while 76% give incorrect answer. This means the learners have confused to distinguish between (er) derivation and (er) comparative inflectional .

Table (4.18) the result of learners to distinguish inflectional word **(louder)**

Result	Frequency	Percentage
Pass	23	46%
Failure	27	54%
Total	50	100%

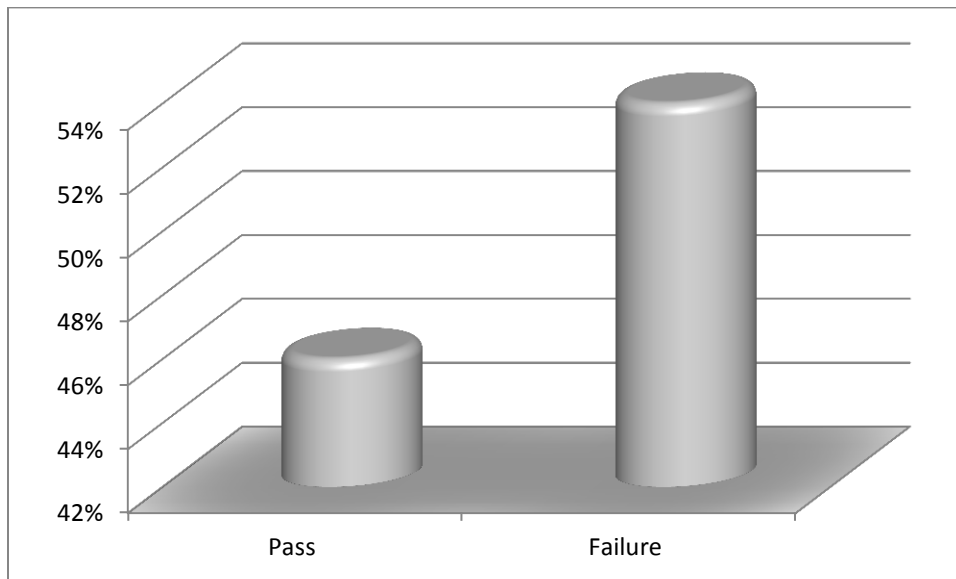


Figure (4.18) the majority of the learners failed to distinguish these word. This percentage indicates the learners have less knowledge to understand the inflectional (er) comparative.

Verification of the hypotheses

Having looked at the results obtained by the participants, it can be noticed that most of learners facing difficulties in distinguish between types of morphemes, precisely derivational morphemes. In fact the distinction between them easy, because each one of them has own features and unless one knows the rule of each one. You may confused in determine whether the word derivational, inflectional or compounding.

Questions	Pass		Failure		Decision
	<i>Frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	23	46%	27	54%	Accept
Question 2	15	30%	35	70%	Accept
Question 3	16	32%	34	68%	Accept
Question 4	11	22%	39	78%	Accept
Question 5	18	36%	32	64%	Accept
Question 6	17	34%	33	66%	Accept
Question 7	25	50%	25	50%	Accept
Question 8	15	30%	35	70%	Accept
Question 9	22	44%	28	56%	Accept
Question 10	21	42%	29	58%	Accept
Question 11	21	42%	29	58%	Accept
Question 12	15	30%	35	70%	Accept
Question 13	20	44%	30	66%	Accept
Question 14	11	22%	39	78%	Accept
Question 15	15	30%	35	70%	Accept
Question 16	16	34%	34	66%	Accept
Question 17	12	24%	38	76%	Accept
Question 18	23	46%	27	54%	Accept

This table shows the summary of the results for all **questions**. It's clear that the number of learners who failed in all questions is greater than the number

of learners who passed the questions. This indicates that the two hypotheses of the study are accepted.

CHAPTER FIVE
SUMMARY, FINDINGS, RECOMMEDATIONS AND
SUGGESTION FOR FURTHER STUDIES

Chapter Five

Summary, Main Findings, Recommendations, and Suggestion for Further Studies

5.1 Introduction:

The present chapter provides a summary of the whole study, also presents conclusion for the its result and recommendations. the chapter finally presents some suggestion for further studies.

5.2. Main Findings

1-Third year learners have serious difficulties in using derivational morphemes.

2- Third year learners cannot distinguish between types of morphemes .

3-The most difficult morpheme for the third year learners is adjectival morphemes.

5.3 Recommendations

1-Teacher should intensify the course of such morphemes and give students extra examples concerning these morphemes especially to the learners of the third year of SUST .

2-The researcher recommends further studies in the area of derivational morphemes ,so as to look close at the cause of the main problem.

3-learners must do many classroom activities and exercises about derivational morphemes .

5.4 Suggestions for Further Studies

Referring to the findings of this study, the researcher provides some suggestion for further researches, teachers and learners. The study aims investigating difficulties encountered by EFL learners in using derivational morphemes. The researcher suggests that, it would be better for future researchers to conduct on the topic by adding other instrument such a questionnaire . For the teachers, they should pay attention to derivational morphemes, also it would be interesting if they these teach morphemes explicitly, so that the learners can understand them.

5.5 Summary

This study provides a description of the general idea about derivational morphemes and definition of it. Types of morphemes and their classified besides the difficulties with using of derivational morphemes. The researcher used a descriptive method in this study to collect the required data, the researcher designed a test which was administered to the third year learners of English language at SUST, College of Languages. The purpose of the study was investigating the difficulties of derivational morphemes for the learners. Also it attempts to explore the difficulties facing students when they use derivational words with verbs, nouns, and adjectives.

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Appendix

Sudan University of Science and Technology

College of Languages

English language department

Diagnostic test-English 3rd Year Students

Time allowed :3m

Name

Dear :student

I would like you cooperate to answer this test , which is about derivational morphemes the area of morphology.

Question One :

Fill in the blanks with each of the following suitable

Derivational words :

-ion	-ize	-full	-al	-ing
-er	-ate	-less	-ial	

1. After the attack, he was given police(**protect**)
2. He was always(**faith**)to his wife
3. The(**president**).....palace a modern building

4. I want to(**familiar**).....myself with the plans meeting
5. Do you have any (**medicine**).....experience
6. Sudan is as (**develop**).....country
7. Carbon monoxide is a silent (**kill**).....
8. You don't be so (**brain**).....
9. A slight movement can (**active**) the car alarm

Question Two

Distinguish Between the Following Types of Morphemes ,Derivational Inflectional, and compounding:

Tick The Correct Answer

No		Derivational	Compounding	Inflectional
1	He drives quickly			
2	I see blackbird today			
3	The country faces growing economic problems			
4	He crossed the streetlight last week			
5	It was Andrew's car			
6	Rethink before you make a decision			
7	The ex. president			

	visited the notional museum			
8	He is a teacher of English			
9	The music was louder than we expected			

Thank you,,