

**Sudan University of Science and Technology**

**College of post Graduate studies**

**English language department**

**Investigating the Difficulties Encountered  
by EFL students in using Inflectional  
Morphemes**

تقصي الصعوبات التي تواجه طلاب اللغة الإنجليزية لغة اجنبية في استخدام  
الإشتقاق الصرفي

**A thesis submitted in fulfillment of the requirement of M.A  
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# إستهلال

قال الله تعالى:

(وقل ربي زدني علما)

صدق الله العظيم

# **Dedication**

**To my parents.**

## **Acknowledgements**

I would like to thank all the people who help me at accomplishing this research especially. to my supervisor **Dr. Muntasir Hassan Mubarak Alhafian** for his guidance and good advice ,My deep gratitude to my family for their support and kindness ,I would like also to thank my friends for their great efforts and endless help.

## **Abstract**

This study aims at investigating the Difficulties Encountered by EFL students at using Inflectional Morphemes. The study adopted a descriptive method which combined both qualitative and quantitative analysis, two instruments was used for data collection which was questionnaire for (30) English teachers and test for (50)students ,The study has showed that students face difficulties when they use Inflectional Morphemes, also it has been found that the curriculum itself is one of causes of Inflectional Morphemes difficulties because it does not provide students with enough practice and activities in using Inflectional Morphemes, the data were analyzed by using the SPSS programmed. It provided result for questionnaire and test which is showed that most students have problems at using Inflectional Morphemes. Moreover it offered some recommendations and suggestions for further studies.

## ملخص الدراسة

هدفت هذه الدراسة الي التحقق من الصعوبات التي تواجه طلاب اللغة الانجليزية في استخدام الاشتقاق الصرفي, اتبعت الدراسة المنهج الوصفي الذي زاوج بين التحليل الكمي والكيفي كما استخدم الاستبيان والاختبار كأدوات لجمع المعلومات من الأساتذة والطلاب كان عدد الاستمارات (30) استمارة و وزعت بطريقة عشوائية على الأساتذة و (50) ورقة اختبار و وزعت بطريقة عشوائية على الطلاب , و أظهرت الدراسة أن الطلاب يواجهون صعوبات في استخدام الاشتقاق الصرفي , كما وجدت أن المنهج نفسه هو أحد الأسباب التي ساهمت في صعوبات الاشتقاق الصرفي إذ لا يقدم التمارين و النشاطات الكافية للطلاب , حللت البيانات باستخدام برنامج التحليل الاحصائي (SPSS) الذي زود بنتائج للاستبيان والاختبار بينت ان معظم الطلاب يواجهون صعوبات في الاشتقاق الصرفي , علاوة على ذلك قدمت الدراسة بعض التوصيات والاقتراحات للدراسات والبحوث المستقبلية.

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# **Chapter One**

**I**



# INTRODUCTION

## Chapter one

### Introduction

#### **1-0 Background of the study:**

Nowadays, English language has become one of the world's main lingua francs. Its written and spoken forms are used for communication worldwide. As a result, many people feel that they need to speak and write in English language.

According to Touchie (1986), students who are in the process of learning a language, unfortunately, make many grammatical errors. Ironically, instead of becoming a nuisance, these errors prove to be significant source of information for language educators. For language teachers, errors are indications of a learner's progress, for language researchers, errors are insights into how languages learnt.

Finally, for learners who are learning a language, errors cause them to automatically get involved in hypothesis testing.

Few studies found that many students find difficulty in understanding the morphological system of a language which deals with morphemes or the minimal units of linguistic form and meaning and how they make up words.

Akande (2005) in his study on the morphological errors in English usage of some Nigerian learners claimed that his respondents' competence in English morphological system was low due to some factors such as the

inconsistency in the morphological rules of English, overgeneralization of rules, misapplication of rules as well as the interference of their mother tongue in learning English.

Thus, it can be concluded here that the issue that leads to this present study is ESL and EFL students normally have difficulties in using an inflectional morphemes correctly because they usually make errors, which include omission, addition, malformation and also disordering.

### **1-1 Statement of the Problem:**

The researcher of this study strongly feels that there is a need to carry out this study to find out the inflectional morphemes errors that ESL students normally make in their writing and speaking.

This study attempts to investigate these difficulties which face students in using inflectional morphemes, especially those who learn English as a foreign language (EFL). These problems show the fact that many university (EFL) learners fail to use inflectional morphemes correctly.

### **1-2 Objectives of the study:**

This study aims at achieving the following objectives:

- 1- To find out the importance of Inflectional Morphemes.
- 2- To identify Inflectional Morphemes errors.
- 3- To show to what extent EFL learners fail to use inflectional morphemes correctly.

### **1-3 Questions of the problem:**

- 1- To what extent do EFL learners do not know the importance of inflectional morphemes?

2- To what extent do EFL learners are unable to identify inflectional morphemes mistakes?

3- To what extent do EFL learners fail to use inflectional morphemes correctly?

#### **1-4 Hypotheses of the study:**

1- EFL learners do not know the importance of inflectional morphemes.

2- EFL learners are unable to identify inflectional morphemes mistakes.

3- Most EFL learners fail to use inflectional morphemes correctly.

#### **1-5 Significance of Study:**

This study will be of great significance in terms of improving the fourth year's students at Sudan University of Science and Technology English department in using inflectional morpheme correctly.

The study will help the 4<sup>th</sup> year's students to use inflectional morpheme which are too important for their academic as well as professional life.

The study will help to reduce the number of mistakes of inflectional morpheme.

It is hoped that the findings of this study are able to create awareness about the inflectional morphemes among teachers who teach the language as well as students who learn the language.

Furthermore, these findings will help teachers to devise their methods of teaching so that they can reduce these errors. As for students, the knowledge about how to use inflectional morpheme correctly and how

their mother tongue interferes and affects their writing can help them to not only to learn the language more easily but also to speak and write better.

## **.6 Delimitations of the Study:**

This study equivocal be limited to the 4<sup>th</sup> year's students of Sudan University of Science and Technology, 2018-2019.

## **1.7 Methodology of the Study**

The researcher equivocal uses the descriptive analytical, quantitative and qualitative methods as well as Questionnaire and tests were used as tools in the collection of relevant data and information in pursuing this study.

# **Chapter Two**

Theoretical Framework and Previous Studies

# **Chapter two**

## **Literature Review and Previous Studies**

### **2-0 Introduction:**

This chapter explains the terms morphology and morphemes which are followed by a review of issues in language learning .Next, it presents a classification of morphemes and ends with a discussion on previous studies related to inflectional morpheme.

### **2.1-Morphology**

According to O’Grady and Archibald (2009), the term morphology refers to the study of words and their formation. Similarly, Katamba (2006) assert that morphology is the study of word-structure. The term, in fact, literally means “the study of forms” as it was originally used in Biology but since the middle of nineteenth century, it has also been used to also describe the type of investigation that involves analyzing all basic “elements” of something as used in the study of a language Yule (2010). On the other hand, Aranoffs and Fudeman (2011) utilize the term to refer to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure and how they are formed ,Aranoff (2011).

Twain said that every speaker of every language knows tens of thousands of words. Words are an important part of linguistic knowledge and constitute a component of our mental grammars, but one can learn thousands of words in a language and still not know the language. Anyone who has tried to communicate in a foreign country by merely using a dictionary knows this is true. On the other hand, without words we would be unable to convey our thoughts through language or

understand the thoughts of others Students need to have the knowledge about the morphological system of the English language in order to produce a good piece of writing or speaking.

Akande (2003) asserts that a very good knowledge of morphological system of a language is vital if students intend to master the grammar of that language. If they do not know how words in a language are formed then how would they know how to combine those words to form correct phrases, clauses and sentences and later able to use these words in appropriate context? Likewise, Rodman and Hyams (2003) claimed that knowledge of morphological system is defined as “the knowledge of the internal structure of words and of the rules by which words are formed” Rodman (2003) as cited on pg 23 of Lin and Chiang, In other words, EFL and ESL students should be encouraged to take morphology or the study of the ways that words can be broken up into their smallest units or morphemes and how words are formed, Deterding (2010).

## **2-2 Types of Morphology:**

Many English words are morphologically complex. They can be broken down into smaller units that are meaningful. For example, the word ‘*desk-s*’ (where ‘*desk*’ refers to one piece of furniture) and the suffix-*s* at the end of the word indicates its plurality. Another example, when the suffix *-ish* is added to the noun ‘*child*’, the word changes its category and becomes the adjective ‘*child-ish*’. This complexity of the morphological system of the English language has long caught the interest of many linguists. Among them is Stonham (2006) and Jackson (2007) who identify two main branches of morphology; inflectional morphology and derivational morphology.

Inflectional morphology and derivational morphology are two traditionally distinct fields, attributed many types of differences - such as the claim that derivation is pre-grammatical, whereas inflection is part of

the grammar itself (Split Morphology, Perlmutter 1998). Various distinctive traits have been formulated by which inflection can be distinguished from derivation.

A good summation of the distinctive traits between inflection and derivation is given by Booij (*to appear*): (1) inflections are obligatory and fully productive, (2) inflection does not change the In simullda, the basic entries are actually referred to as *lexemes*, whereas the *lemma* is the set of word-forms

under the lexeme – but to avoid confusion with the sense-dependent notion of lexeme, the term *lemma* is used in this article. lexical category, (3) derivation has no impact on grammar, (4) inflection is paradigmatic, (5) inflection has no semantic change. But it has been argued by many authors, including Schultink (1962), Bybee (1985), and Booij (1995), that none of the proposed criteria define a solid division between derivation and inflection. Proposed solutions to this lack of clear distinctions include the introduction of an inbetween category (Booij, 1995), or a class of in-between cases (Bauer, 2004), viewing the distinction as a gliding scale (Bybee, 1985), or drop the distinction altogether (Lieber, 1980)..

Inflectional morphology deals with the realization of grammatical categories such as plural (*desk-s*) or past tense (*walk-ed*), while derivational is concerned with the processes of word formation such as the addition of suffix to base form of a word such as *-ish* to form the adjective ‘*childish*’ from the noun ‘*child*’.

This apparently shows that words in English can be broken up into their smaller units that can be combined to form words of different meanings and this will be discussed



below.

### **2.3 Morphemes:**

O'Grady (2009, p.110) refer to morpheme as the smallest unit of language that carries information about meaning or function. The word '*builder*', for example consists of two morphemes: '*build*' (a verb whose meaning is construct) and *-er* (which indicates a noun with the meaning of one who builds). Similarly, Yule (2010, p.75) defines morpheme as the 'minimal unit of meaning or grammatical function'. Units of grammatical function include forms used to indicate the past tense and plurality. For example, the English word forms such as *talks*, *talker*, *talked* and *talking* are actually made up of the basic element '*talk*' and a number of other elements such as *-s*, *-er*, *-ed* and *-ing* that have been added to it. This is the meaning of morpheme as expressed by Deterding and Poedjosoedarmo (2010) and Katamba and Stonham (2006) discussed earlier. There are many words that are made up of more than one morpheme.

For example, '*eating*' consist of *eat* + *ing* and '*drinking*' consists of *drink* + *ing* where the first morphemes '*eat*' and '*drink*' mean the act of putting something in the mouth and swallowing it and the second morpheme *-ing* indicates the continuing nature of this action. To explain further, there are two types of morphemes and they are free morphemes and bound morphemes.

### **2-4 Types of Morphemes:**

According to Lin and Chiang (2010), free morphemes exist as independent words (in the form of their allomorphs), while bound morphemes are those that are attached to other morphemes or words. For example, morpheme '*car*' is a free morpheme but when the plural *-s* is added to it, it becomes '*cars*' (the meaning of which is more than one

car). In this case *-s* is the bound morpheme. A bound morpheme must attach itself to an affix through the process called affixation.

Crystal (1991) in the Dictionary of Linguistics and Phonetics defines prefixes as 'a term used in morphology referring to an affix which is added initially to a root or stem, Crystal (1991) as cited in Altay, (2006, p.274). An example of prefix is *-ir* in '*irresponsible*'. Again, according to Crystal (1991), a suffix is 'a term used in morphology referring to an affix which is added following a root or stem' Crystal,(1991 as cited in Altay, 2006, p.36). An example of a suffix is *-er* in '*dancer*'.

The morphemes can be divided into two categories. The first category consists of lexical morphemes that exist in the form of nouns, adjectives and verbs. These words normally carry the 'content' of the messages that need to be conveyed. For example; '*boy*', '*man*', '*walk*', '*house*' and '*car*'. Hence, they are also called 'content' class words. A noun is a name given to a person, an animal, a thing, a place, an idea, an activity, a concept or a feeling Mustapha et al., (2012). Nouns may exist with adjectives. Adjectives are words that describe and tell more about nouns Mustapha et al.,( 2012). For example, *tall man*, '*tall*' describes the noun '*man*' and *beautiful girl*, '*beautiful*' describes the noun '*girl*'. Another category of words is verbs.

Verbs can either be described as action and non-action. Action verbs denote actions while non-action verbs indicate state, sense, desire, possession, or opinion. '*Run*', '*walk*', '*jump*' and '*cook*' are examples of action verbs and be (indicating state as in *she is a girl*), hear (indicating sense), love (indicating desire), have (indicating possession) and think (indicating opinion) are examples of non-action verbs. A verb can also be described as transitive or intransitive depending how it is used in a sentence. A transitive verb normally requires an object, which comes after it. For example, '*ALI bought some apples*'. The word '*bought*' is a

verb and it is followed by the object '*some apples*'. However, an intransitive verb does not require an object to come after it. A sentence with an intransitive verb is complete although the verb is not followed by an object. For example, '*The baby is crying*'. The verb '*crying*' does not require an object after it to make the sentence a complete one.

The other kind of morphemes is functional morphemes. These morphemes are those that cannot stand on their own. These morphemes usually exist in the forms of conjunctions, prepositions, articles or pronouns. Functional morphemes are also known as 'function' or 'grammar' words because they cannot exist in isolation but are usually tied up with the grammatical structures. Paul-Evanston et al (2003) defined conjunctions as words that are used to join words, phrases, clauses or sentences to express a particular idea or ideas. Examples of conjunctions include '*and*', '*but*', '*when*', '*because*' and so, Yule, (2010:76).

On the other hand, prepositions are words generally that are used before nouns, pronouns or noun phrase to show their relationship or connection with other words in a sentence. Examples of prepositions are '*on*', '*in*', '*about*', '*at*' and so on. The next category of functional morphemes is the article. '*A*' and '*an*' are indefinite articles. Normally, '*a*' is used before a singular countable noun that begins with a consonant sound such as b, c, d, e, f, g, h, j, k, l, m, n, p, q, r, t, v, w, x, y and z. For example, '*My mother is a doctor*' and '*Ain has a gorgeous friend*'. However, the article '*an*' is placed before a singular countable noun that begins with a vowel sound. A, e, i, o, and u are English vowels. For example, '*She eats an egg every morning*' and '*Her father is an energetic actor*'. There are some words that begin with vowels but are not pronounced with the vowel sound (Mustapha et al, 2012). Forexample, '*a university*'. (Sounds like "yu-university"). However, the article '*an*' is

also used after adjective or noun when they are pronounced with a silent 'h' sound. For example, '*an honest girl*'. (Sounds like "on-est"). Another type of article is the definite article '*the*' which can be used before countable and uncountable nouns but of course, there other rules to abide by when using it.

Yet, there is another group of morphemes which do not only normally stand alone but exist typically attached to another morpheme. Such morphemes include; '*-its*', '*-ed*', '*-s*' and so on. They are described as bound morphemes Ririn,( 2010). Deterding (2001) claim that bound morphemes can only exist when they are attached to some other morphemes. When a bound morpheme is attached to a free morpheme, the free morpheme is called the STEM (ROOT) of the word, and the bound morpheme is termed as the AFFIX.

Bound morphemes exist in two forms, either as derivational morphemes or inflectional morphemes. According to Godby (1982), in English, the derivational

morphemes are either prefixes or suffixes, Therefore, all the errors in the analysis will contain error sentences in suffixes Derivational morphemes it serves two functions:

Firstly, they change the word class or category of the words they are attached to; and secondly, they change the meaning of the words they are attached to. According to Deterding and Poedjosoedarmo (2001), when a suffix is added to the stem of the word, the word will change its class or category. For example, '*happy*' is in adjective but when the suffix *-ly* is added to the word '*happy*' it becomes '*happily*'. '*Happy*' is an adjective while '*happily*' is an adverb. The other example is '*sad*'. '*Sad*' is an adjective and when the suffix *-ness* is added to the word '*sad*' it becomes '*sadness*' which is a noun.

Similarly, when a prefix is added to the stem of a word, the meaning of the word will change. For example, when the prefix *anti-* is added to the word '*slavery*', the word becomes '*anti-slavery*' which means against slavery or the act of forcing people to do work without paying them, Deterding,( 2001). This is in line with what Katamba (2006) say about derivational morphemes that can form new words by either; changing the meaning of the base words to which they are attached, for example, '*kind*' vs '*un-kind*' (both are adjectives but with opposites meanings); '*obey*' vs '*dis-obey*' (both are verbs but with opposite meanings); or changing the word-class that a base belongs to, for example, the addition of *-ly* to the adjectives '*kind*' and '*simple*' produce the adverbs '*kindly*' and '*simply*'.

Not all morphemes are equally central to the formation of a word both roots and affixes.

This process of adding affixes is known as affixation and it is one of the two most fundamental processes in word formation. The other one is compounding.

The stem is that part of a word that is in existence before any *inflectional* affixes (e.g. markers of singular and plural number in nouns, tense in verbs,etc.) have been added.

E.g. *cats* = cat+s, *workers*= worker+s

A base is any unit whatsoever to which affixes of any kind can be added. In other words, all roots are bases.

Bases are called stems only in the context of inflectional morphology.

All morphemes which are not roots are affixes. Affixes differ from roots in three ways:

- 1) They do not form words by themselves – they have to be added on to a stem.
- 2) Their meaning, in many instances, is not as clear and specific as

is the meaning of roots and many of them are almost completely meaningless.

3) Compared with the total number of roots, which is very large, the number of affixes is relatively small ( a few hundred at most)

In English, all the productive affixes are either attached at the end of the stem– suffixes, or at the front of the stem – prefixes.

## 2.5 Types of Affixes:

### 1-A Prefix:

Occurs before the stem such as *un-* in '*unhappy*' and *dis-* as in '*disobey*'..

### Common

### prefixes:

Co-occur		'occur		together'
Midnight	'middle	of	the	night'
Mistreat		'treat		badly'
Return		'turn		back'
Unfilled		'not		filled'
Perimeter	'measure around'			

### 2- suffix

While a suffix occurs after the stem such as *-s* for '*cats*' and *-ing* as in '*walking*'

## 2-6 Functions of Affixes:

Affixes have two quite different functions. The first is to participate in the formation of new words. The affixes which do this are called derivational affixes.

The other type of affix, which does not participate in word formation at all, is called inflectional. The most typical inflectional affixes, in most languages, serve to indicate which word is the subject of the sentence or which word is the object of the verb.

Since inflectional affixes are nothing more than markers of sentence structure and organization, they are not involved in the derivation of new words and hence of no further interest in the present context.

**Table 2.1: Change in the Word Form**

<b>Effect</b>	<b>Suffix</b>	<b>Examples</b>
Verb to Noun	-age	coverage, breakage
-al	arrival, refusal	
-ance/ -ence	acceptance, emergence	
-ion	destruction, production	
-ment	confinement, improvement	
-er	baker, manager	
-ant/ -ent	attendant, dependent	
Verb to Adjective	-able	believable, readable
Adjective to Verb	-ize	civilize, tenderize
Adjective to Noun	-ness	fairness, tenderness
-ity	reality, curiosity	

**(Source: arts and McMahon, 2006)**

Table 2.1 shows the examples of words that change their form or category when a suffix is added to them. For example, the word ‘*bake*’ (verb) can be changed to ‘*baker*’ (noun) when *-er* is added to the base word ‘*bake*’. The same goes with the word ‘*believe*’ (verb) which can be

changed to ‘believable’ (*adjective* ) when *able* is added to the base word ‘believe’.

**Table 2.2: Change in the Meaning of the Word**

Prefix	Category	Meaning	Examples
anti-	Noun	‘against’	anti-war, anti-government
ante-	Noun	‘preceding’	antecedent, antedate
un-	Verb	‘reversal’	unpack, unzip
un-	Adjective	‘not’	uncertain, unkind
in-	Adjective	‘not’	irrelevant, incomplete
dis-	Adjective	‘not’	dishonest, disloyal
re-	Verb	‘again’	retell, reheat
re-	Verb	‘back’	recover, recline

(Source: arts and McMahon, 2006)

Table 2.2, on the other hand, shows some of the examples of words whose meanings will change when a prefix is added to their base forms. For example ‘war’ means *a state of armed conflict between different countries or different groups within a country or different people or also groups*, but when *anti-* is added to it, it becomes ‘anti-war’ whose meaning is *against war*. It is important to note that the words in the table above are unlike those in Table 2.1 because the words in Table 2.2 will only change their meaning but not their form or category.



Unlike derivational morphemes, inflectional morphemes are usually not used to produce new words but rather to indicate aspects of the grammatical function of words (Yule, 2014:68). Deterding (2001) point out that an inflectional morpheme normally serves to indicate the structure of a sentences but it leaves the word class of the words it is attached to unchanged because it does not carry much meaning in itself. In other words, the function of inflectional morphemes is largely to help indicate the structure of a sentence as expressed by De Capua (2008) who asserts that inflectional morphemes serve only grammatical functions such as marking plurality or tense.

## **2-7 The Properties of Morphemes:**

Since morphemes are the smallest carriers of meaning, each word must contain at least one morpheme.

The essential point about morphemes is that they cannot be dissected further into smaller meaningful units: they are the smallest ones.

The properties which uniquely differentiate morphemes from other linguistic units are these:

A morpheme is the smallest unit associated with a meaning. E.g. *car, care, carpet, cardigan, caress, cargo.*

Morphemes are recyclable units. One of the most important properties of the morpheme is that it can be used again and again to form many words. Though all morphemes can be used over and over in different combinations, non-morphemic parts of words may accidentally look like familiar morphemes.

Morphemes must not be confused with syllables. A morpheme may be

represented by any number of syllables, though typically only one or two, sometimes three or four.

Syllables have nothing to do with meaning, they are units of pronunciation. In most dictionaries, hyphens are used to indicate where one may split the word into syllables. A syllable is the smallest independently pronounceable unit into which a word can be divided.

Morphemes may be less than a syllable in length. *Cars* is one syllable, but two morphemes.

Some of the longest morphemes tend to be names of places or rivers or Native American nations, like *Mississippi*, *Potawatomi*, *Cincinnati*. In the indigenous languages of America from which these names were borrowed, the words were polymorphemic, but the information is completely lost to most of native speakers of English.

The analysis of words into morphemes begins with the isolation of *morphs*. A morph is a physical form representing some *morpheme* in a language. It is a recurrent distinctive sound (phoneme) or sequence of sounds (phonemes).

One and the same morpheme may take phonetically different shapes. (it may be represented by different morphs). Different forms of the same morpheme are called allomorphs (which means *other forms*). This general property of allomorphic variation is called allomorphy.

Recognizing different allomorphs of the same morpheme is one of the surest ways to extend one's vocabulary and to identify relationships between words.

Any speaker of English will identify the nouns *cares*, *caps*, *classes* as sharing the plural morpheme *-s*, though both the spelling and the

pronunciation of the morpheme vary in the three words, i.e. the morpheme has three allomorphs.

## 2.7 Inflectional morphemes:

Definition of inflectional morpheme by Francis Katamba , He states that an

inflectional morpheme does not alter the word-class of the base to which it is attached. Inflectional morphemes are only able to modify the form of a word

so that it can fit into a particular syntactic slot e.g. the ‘s’ ending only the number of carries information about entities.

“An Inflectional morpheme has a grammatical function, but never changes or creates new word.” Godby (1982,p.43)

Inflectional morphemes do not create separate words. They merely modify the word in which they occur in order to indicate grammatical properties such as plurality, as the {-s} of *magazines* does, or past tense, as the {-ed} of *washed* does. English has eight inflectional morphemes, which we will describe below.

**Table 2.3: Eight English Inflectional Morphemes**

<b>Morpheme</b>	<b>Grammatical Function</b>	<b>Attaches to</b>	<b>Example</b>
-s	Plural	Noun	Desks, chairs, boxes
-‘s	Possessive	Noun	The boy’s hat, the cat’s tail
-s	Third person singular	Verb present tense	She drives. He talks. It walks.

-ed	Regular past tense	Verb	He talked
-ed	Regular past participle	Verb	She has walked
-ing	Present participle	Verb	She is driving
-er	Comparative	Adjective/ adverb	Taller, faster
-est	Superlative	Adjective/ adverb	Tallest, fastest

(Source: DeCapua, 2008:38)

Table 2.3 shows the eight English inflectional morphemes. The first morpheme *-s* in the above table functions to show plurality when it is attached to a noun such as ‘*desk*’ which is a singular noun to change it into a plural noun ‘*desks*’.

The second morpheme *-s* in the above table, however, is used to show possessive when it is attached to a noun. For example; a) ‘*The boy’s hat*’ shows that the hat belongs to one boy, while b) ‘*Boys’ hat*’ shows that the hat is a type of hat that are usually worn by many boys.

The third morpheme *-s* will change the verb into its present tense form like ‘*She drives*’. The *-s* at the end of the word ‘*drive*’ shows that the subject *she* is singular.

The fourth and fifth morphemes *-ed* function to change verbs into their regular past tense and also regular past participle forms respectively. Next, the morpheme *-ing* functions to indicate the present participle form of a verb.

Lastly, *-er* and *-est* serve to change adjectives and adverbs into their comparative and superlative form respectively.

The purpose of presenting the discussions on morphology and morphemes above is to help readers of this present research to make sense of the following discussions.

Inflectional Morphemes, as we noted earlier, alter the form of a word in order to indicate certain grammatical properties. English has only eight inflectional morphemes, listed in Table 1, along with the properties they indicate.

Except for {-en}, the forms we list in Table 1 are the regular English inflections. They are regular because they are the inflections added to the vast majority of verbs, nouns, adjectives, and adverbs to indicate grammatical properties such as tense, number, and degree.

They are also the Inflectional we typically add to new words coming into the language, for example, we add {-s} to the noun *throughput* to make it plural. When we borrow words from other languages, in most cases we add

the regular English inflections to them rather than borrow the Inflectional they had in their home languages; for example, we pluralize *operetta* as *operettas* rather than as *operette* as Italian does; similarly, we sing *oratorios* rather than *oratori*. [Thanks to Paula Malpezzi-Price for help with these examples.]

The regular inflections are the default inflections that learners tend to use when they don't know the correct ones (for example, *growed* rather than *grew*).

### The eight English inflectional morphemes

MORPHEME	GRAMMATICAL FUNCTION	EXAMPLES	
<i>regular:</i> dogs, cats, horses	Plural	Marks as more than one	NOUNS
<i>irregular:</i> sheep, cacti, phenomena, children			
Possessive	Marks for ownership	Bart's, Homer's,	

		Marge's	
Comparative	Marks for comparison (usually accompanied by <i>than</i> ).	closer, whiter, quicker	ADJECTIVES
Superlative	Marks as superlative (sometimes accompanied by <i>of</i> ).	closest, whitest, quickest	
3rd-singular Present Agreement	Marks to agree with singular third person (his, her, it), in the present tense.	runs, waits, pushes	VERBS
<b>regular:</b> dragged, backed, baited	Past Tense	Marks (roughly) for past action.	
<b>irregular:</b> hit, ran, swam			
Marks past participle (follows <i>be</i> or <i>have</i> ): "Bart was chosen" "I have chosen Bart).	<b>"regular":</b> chosen, proven, woken	Past Participle	
<b>irregular:</b> drunk, hung; waited (same as past tense)			
Present Participle	Marks present participle (follows <i>be</i> : "Bart was walking").	walking, jumping, swinging	

table 4: the eight english inflectional morphemes.

The regular past participle morpheme is {-ed}, identical to the past tense form {-ed}. We use the irregular past participle form {-en} to distinguish the two.]

However, because of its long and complex history, English (like all languages) has many irregular forms, which may be irregular in a variety of ways.

First, irregular words may use different inflections than regular ones: for example, the modern past participle inflection of a regular verb is {-ed},

but the past participle of *freeze* is *frozen* and the past participle of *break* is *broken*. Second, irregular forms may involve internal vowel changes, as

in *man/men*, *woman/women*, *grow/grew*, *ring/rang/rung*. Third, some forms

derive from historically unrelated forms: *went*, the past tense of *go*, historically was the past tense of a different verb, *wend*. This sort of realignment

is known as suppletion. Other examples of suppletion include *good*, *better*,

and *best*, and *bad*, *worse*, and *worst*. (As an exercise, you might look up *be*,

*am*, and *is* in a dictionary that provides etymological information, such as the American Heritage.) Fourth, some words show no inflectional change: *sheep* is both singular and plural; *hit* is both present and past tense, as well

as past participle. Fifth, many borrowed words, especially nouns, have irregular inflected forms: *alumnae* and *cherubim* are the plurals of *alumna*

and *Delahunty* and *Garvey*. Irregular forms demonstrate the abstract status of morphemes. Thus the word *men* realizes (represents, makes real) the two morphemes {man} and {plural}; *women* realizes {woman} and {plural}; *went* realizes {go} and {past tense}. Most grammar and writing textbooks contain long lists of these exceptions.

As a final issue here we must note that different groups of English speakers use different inflected forms of words, especially of verbs. When this is the case, the standard variety of the language typically selects one and rejects the others as non-standard, or, illogically, as “not English,” or worse. For example, many English speakers use a single form of *be* in the past tense (*was*) regardless of what the subject of its clause is. So they will say, *We was there yesterday*. This is an uncontroversial issue: *was* in instances like this is universally regarded as non-standard.

## **2-8 Inflectional Morphemes Errors:**

In addition, Mardijono (2003) who is the researcher of the study entitled ‘Indonesian EFL Advanced Learners’ Grammatical Errors’ examined the proposals written by the seventh semester students from the English Department of Petra Christian University. The objectives of the study were to describe the types of the grammatical errors made by the respondents and to ascertain the frequency of the occurrence of each type of these errors. The study discloses that most of the respondents tend to



make omission errors and also addition such as 3rd singular inflection (‘-s’) and also past tense inflection (‘-ed’) in their writing. The examples of the errors made are as follows:

### **1-Overgeneralization:**

Before starting to analyze the data, the researcher noted that there was no error

identified in overgeneralization in progressive and superlative adjective or

adjective adverb.

### **A-Overgeneralization in third person singular present:**

In the data, the students did not use the third singular person correctly. The

researcher found several incorrect occurrences of third singular present that appeared in the students’ sentences.

Here is an example of the overgeneralization of third singular:

\*It can makes me terrify.

It can make me terrify.

The researcher found that the students often overgeneralize the use of the third

person singular as in the above example overgeneralization of third person

ending. They should not attach –s after the verb make after the model can.

Instead, they attached it.

### **B-Overgeneralization in past tense:**

The researcher found some incorrect sentences in the use of past tense of the

inflectional morphemes. Here is the example:

But we had to decided first.

But we had to decide first.

The researcher noticed that most errors have occurred in this part, because the students overgeneralized the use of past form (-ed) to the present form.

**C-Overgeneralization in progressive:**

There were incorrect uses of progressive –ing that were identified in this study, mostly in the formation of questions. Besides, it also occurred in

the use of ‘to’ infinitive form. Here is the example:

I liked to eating my breakfast early.

I like to eat my breakfast early.

**D-Overgeneralization in past participle:**

The researcher identified incorrect sentences when using the past participle, but the sentences sounded correct. Consider the example below:

My daughter got a fever since two days ago.

My daughter has got a fever since two days ago.

**E-Overgeneralization in plural marker:**

The students sometime overgeneralize the use of plural dealing with the rule in

SUST Journal of Humanities (2015) Vol.16.No. 4 ISSN (text): 1858-6724 e-ISSN (online): 1858-6732, forming the singular form of another.

Here is the example:

Do you have some hobbies? Another hobbies?

Do you have some hobbies? Another hobby?

**F-Overgeneralization in comparative adjective or adverb:**

There were not any inflectional morpheme error identified in comparative adjective or adverb in this study.

### **A-Transfer:**

The researcher identified only one kind of transfer error in the data that was

transferred into superlative adjectives or adverbs.

### **H-Transfer in superlatives, adjectives or adverbs**

The researcher found out and analyzed only one type of superlative adjective

morphemes in this study. Here is the example:

my mother is the most great woman.

My mother is the greatest woman.

The researcher noticed that the student transferred the rule directly from Arabic

into English language

.

### **3-Omission**

The researcher did not identify the error of omission in progressive, comparative

adjectives or adverbs and superlative adjectives or adverbs.

### **A-Omission in third person singular:**

In using third singular present, the students seem to have difficulties, because most of the incorrect use in third singular present is in omission.

Consider the example below:

\*My mother get cold and also fever.

My mother gets a cold and also a fever

Many incorrect use of third person singular present form have been identified in this study. The students who wrote this sentence, have omitted

the required suffix 's' that sentences needed to fulfill the rule of third person

singular present form.

**B-Omission in past tense:**

The researcher found out some incorrect sentences in this type of error.

The students omitted the inflectional morpheme '-ed', see the example below:

I try that, but it did not work.

I tried that, but it did not work

**C-Omission in past participle:**

In this type of error, the researcher found out only two errors, as listed below:

\*Hey, you have already interview me

.Hey, you have already interviewed me.

The students tended to ignore the need to change the verb form into the third

form (past participle e.g. interview interviewed) in forming the present perfect tense by omitting '-ed' in each verb.

**E-Omission in the possessive:**

It seems that some of the students made many errors in writing sentences that

indicate possession. Here are wrong examples of possession and their corrections.

\*You should try my mother food.

You should try my mother's food.

All the errors in possessive belong to the omission type of error. The students tend to omit the required apostrophe ('s). Even though, there was only one kind of error, but they made it very often so that numbers of that omission was high.

## **2.9 Previous Studies:**

### **Study one**

**Abdullah M. Alotaibi (2016)** conducted a study entitled: **The Use of Inflectional Morphemes by Kuwaiti EFL Learners**. This research paper aims to test the extent to which 100 Kuwaiti EFL learners are aware of the correct use of inflectional morphemes in English. It also explores the main causes of the errors that Kuwaiti EFL learners may make. Additionally, it checks whether the English proficiency level of the participants plays a role in their answers on the test. To this end, a multiple-choice test was used to measure the participants' ability to use the correct inflectional morphemes in English. Following data analysis, the results reveal that Kuwaiti EFL learners are aware of the correct use of the inflectional morphemes in English to a certain degree (total mean=65.5%).

Additionally, the t-test shows that the participants' English proficiency level plays a central role in their comprehension of these morphemes. In particular, there is a statistically significant difference between the answers of the advanced learners (ALs) (73.5%) and intermediate learners (ILs) (57.5%). The number of correct answers provided by ALs is higher than that provided by ILs. Regarding the types of errors made by the participants, it has been argued that the most noticeable ones are due to first language (L1) negative transfer and the irregularity of some types of inflectional morphemes in English. Finally, the study concludes with some pedagogical implications and recommendations for further research.

## **Study two**

**NURUL ENDANG SETYOWATI (2014) : THE ANALYSIS OF DERIVATIONAL AND INFLECTIONAL MORPHEMES IN LYRIC OF SONGS ADELE ALBUMS**. This research aims at find out the derivational and inflectional affixes in The Songs Adele Albums. This

research is descriptive qualitative research where researcher tries to find out the derivational and inflectional affix and the roots from the words in Songs Adele Albums without using statistical calculation. In this research the writer uses all of words that include prefix and suffix as the data. The data source is all the parts of words are the beginning of the lyric of songs, by Adele Albums. The result of analyzing data were the derivational and inflectional affixes found in Songs Adele Albums are -er, -en, -ing, -ly, -ment, -ness as suffixes, while the inflectional affixes are -d, -s, -ed, -ing, -es, -er, -est. From the conclusion of this research, the writer suggests that to improve their mastery of vocabulary, the readers should apply the derivational and inflectional affixes by breaking the word into its elements root and affixes because from one word they can get the structure of words and they also find how the words built. By knowing the roots, the readers can build the word by themselves.

### **Study three**

**AKINMADE TIMOTHY AKANDE** conducted study entitled: **ACQUISITION OF THE INFLECTIONAL MORPHEMES BY NIGERIA LEARNERS OF ENGLISH LANGUAGE** The aim of this study was to investigate the acquisition of inflectional morphemes with a view to examining the occurrences as well as the misuse of these morphemes in the English essays of some Yoruba learners of English. The informants who participated in the study were sixty senior secondary school one (SSS1) pupils in Oke-Igbo township. The data used for the study were written English compositions and a grammar exercise. The written tasks of the subjects were analysed for various occurrences and misuse of inflectional morphemes. The study found out that there was a wide gap in the mastery

of the inflectional morphemes by the subjects. On the basis of this finding, certain recommendations were made.

## **Study four**

**Ubong Ekerete Josiah<sup>1</sup> & Juliet Charles Udoudom** conducted study entitled: **Morphophonemic Analysis of Inflectional Morphemes in English and Ibibio Nouns**: Implications for Linguistic Studies Linguists generally acknowledge that there exists an inevitable inter-relationship between different levels of linguistic analysis---phonetics, phonology, morphology, syntax and semantics. Various linguistic labels are used to describe such a link. In particular, there exists a bridge between the phonology and morphology of particular languages. The term “morphophonemics” is generally used to describe linguistic statements that can be made of the phonemic structure of morphemes and their effect on the grammatical content of languages. This paper basically attempts a morphophonemic analysis of inflectional morphemes of nouns in two structurally and historically distinct languages (English and Ibibio) in order to discover points of differences and similarities using the Contrastive Analysis (CA) model of investigation as its theoretical framework. The results indicate that the two languages are structurally different. For instance, Ibibio is agglutinative, tonal and analytic in nature while English is basically analytic and intonational. The paper, therefore, analyzes the problem that the Ibibio speaker of English is likely to encounter in the study of the English word structure. Again, based on its findings, the paper



corroborates Greenberg's (1964) and Essien's (2003) classifications of African and Southern Nigerian languages respectively.

## **Study five**

**Abbas Hussein Abdelrady - AbdulMahmoud Idrees Ibrahim** conducted study entitled **Error Analysis of Inflectional Morphemes Made by Preparatory Year Saudi EFL Students at Al-Jouf University** This paper aims to investigate the problems that face Saudi preparatory year students at Al-Jouf University as relates to their use of grammatical and inflectional morphemes.

The students commit a number of errors in inflectional morphemes when they are involved in writing activities. The focus in this study is to investigate the occurrence of errors in inflectional morphemes, and to find out the types of errors and the most frequent errors that are made by the students. Also, the paper seeks to identify the errors of inflectional morphemes, that affect the students' writing performance to determine which errors have the highest rate of occurrence among the students. The students' answers in the final examination of the academic year 2013-2014 were used as a tool to collect the data for the purpose of the study. The students were asked to write on two different familiar topics. The study shows that the total number of errors is 53 out of 75 sentences with 50.9%. .The researcher found out that EFL teachers of Preparatory Year at Al-Jouf University are required to deal with the inflectional morphemes more appropriately. Also, teachers should explain to the students all types of inflectional morphemes clearly during the process of teaching. Finally, the standard of teachers must be raised in order to promote their teaching performance.

## **2.10 Summary of the Chapter Two:**

This chapter provided the basic theoretical information about the problems that face students at using inflectional morphemes.

In conclusion, it is hoped that, this chapter has comprehensively presented the relevant information, that help the reader to understand the content of this present study by first explaining the terms of morphology and morphemes, and its types in details and also we come across many topics that have deep related with our study. it also reviewed some related previous studies and showed how they related to the present study.

# **Chapter Three**

## **Methodology**

# Chapter Three

## Methodology of the Study

### 3.0 Introduction

This chapter describes the Methodology adopted by the researcher to conduct this study. This chapter discusses the following: methods of the study, population of the study, sample of the study, description of the sample and the instruments, reliability, validity and data analysis procedure.

### 3.1 Methods and Tools of the Study:

The researcher uses the descriptive analytical, quantitative and qualitative methods as well as the questionnaire and the test as tools to investigate the following hypotheses:

- 1- EFL learners do not know the importance of inflectional morphemes.
- 2- EFL learners are unable to identify inflectional morphemes mistakes.
- 3- Most EFL learners fail to use inflectional morphemes correctly.

The researcher has used test and the statistical package for social sciences (SPSS) namely; the researcher focuses on percentage and frequencies.

### 3.2 Population and of the Study:

The population of this study is drawn exclusively from fourth year students at Sudan University of science and technology, the academic year 2018-2019.

### 3.3 Sample of the Study:

1- Fifty fourth year students at Sudan University of science and technology in, the academic year 2018-2019.

2- Thirty English Language Teachers from different Sudanese universities.

### **3.4 Tools of the study:**

The researcher uses two tools to collect the data of this study. Includes the questionnaire which was given to thirty (30) English Language Teachers. The other tool is a test which was given to the fourth year students at Sudan University of Science and Technology, the academic year 2018-2019. The researcher chooses fourth year students as the sample.

#### **3.4.1 Teachers' questionnaire**

The first tool is a questionnaire which is distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic. It uses Likert 5-point scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The statements are about inflectional morphemes.

The questionnaire was designed as a tool for collecting data about Investigating the Difficulties Encountered by EFL learners at using Inflectional Morphemes at Sudan University of Science and Technology, the academic year 2018-2019. The questionnaire included eight statements given to Sudanese English teachers at Sudan University of Science and Technology. The responses for the questionnaire were given to an expert in statistics and the results are as in the tables of analysis.

### **3.5 Subjects**

#### **3.1.1 The fourth year students.**

The subject of this study were (50) fourth years students of English language at Sudan University of Science and Technology. These students were selected because they have already had background about inflectional morphemes. Their age range between (20-32) moreover these students included both (male and female).

### **3.6 Instrument of data collection:-**

#### **3.6.1 Students' Diagnostic Test**

The material of this research is about Investigating the Difficulties Encountered by EFL learners at using inflectional morphemes, test is designed by the researcher, to test student's ability of using inflectional morphemes correctly in different context.

#### **3.6.2 Teachers' questionnaire:**

The questionnaire was designed as a tool for collecting data about Investigating the Difficulties Encountered by EFL learners at using Inflectional Morphemes at Sudan University of Science and Technology, the academic year 2018-2019. The questionnaire included eight statements given to Sudanese English teachers at Sudan University of Science and Technology. The responses for the questionnaire were given to an expert in statistics and the results are as in the tables of analysis.

### **3.7 Procedures:**

Fourth year students at Sudan University of Science and Technology in, the academic year 2018-2019 (50) were asked to answer questions at inflectional morphemes and allowed one hour to finish the test.

### **3.8 Validity and Reliability :**

#### **3.8.1 Validity of the Questionnaire:**

The questionnaire is administered to an expert judge who related their relevance, It was judged by experienced professors and doctors from Sudan University of Science and Technology Dr. Alsadig Osman from Sudan University of Science and Technology College of Education English Language department , Dr.Sami Balla Sanhori from Sudan University of Science and Technology College of Languages, Dr. Enas Ahmed from Sudan University of Science and Technology College of Education English Language department, Dr. Hillary Marinu from Sudan University of Science and Technology College of Languages.

### **3.8.2 Validity of the Test:**

The test is administered to an expert judge who related their relevance, It was judged by experienced professors and doctors from Sudan University of Science and Technology Dr. Alsadig Osman from Sudan University of Science and Technology College of Education English Language department , Dr.Sami Balla Sanhori from Sudan University of Science and Technology College of Languages, Dr. Enas Ahmed from Sudan University of Science and Technology College of Education English Language department, Dr. Hillary Marinu from Sudan University of Science and Technology College of Languages.

### **3.8.2 Reliability of the Questionnaire:**

The researcher distributed (30) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient.

### **3.8.2 Reliability of the test:**

To estimate reliability, the researchers considered the test. The students were asked to answer some question that is concerned with using inflectional morphemes correctly in different context.

### **3.9 Summary of the chapter:**

In this chapter the researcher reviews the methodological steps which help to carry out this study, we discuss on the population of this study and the instruments of collecting data which were valid and more reliable and have been judged by experienced professors and doctors from Sudan University of Science and Technology.





# **Chapter Four**

## **Data Analysis and Discussion of the Results**

# **Chapter Four**

## **Data Analysis and discussion of the results**

### **4.0 Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese universities.

### **4.1 The Responses to the Questionnaire**

The responses to the questionnaire of the 40 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

### **4.2 Analysis of the Questionnaire:**

the researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists of transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

### **4.3 Statistical Reliability**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the

same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

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

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed ( 30 ) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

## **Reliability Statistics**

Cronbach – Alpha	N of Items
.85	8

**Hypotheses ( 1) : EFL learners do not know the importance of inflectional morphemes**

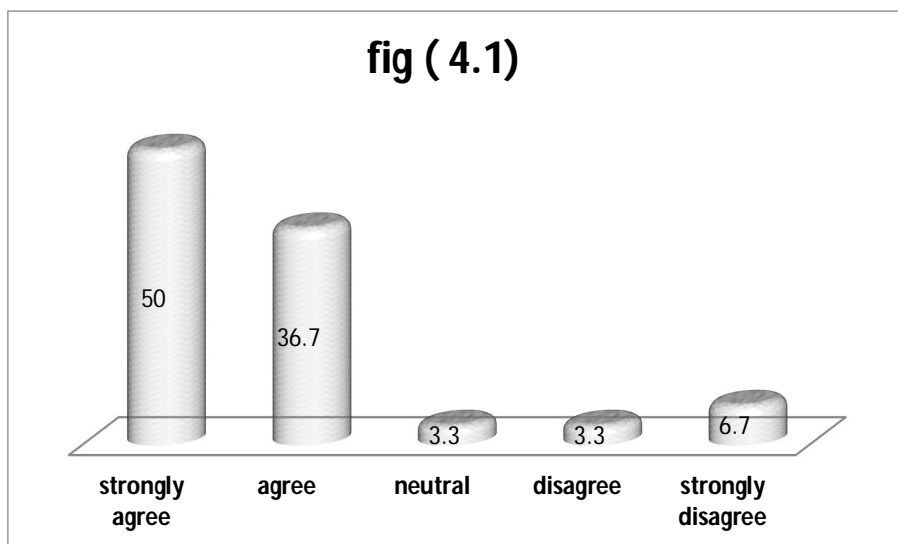
**Question No.(1 ):** Fourths year’s students are not aware about the importance of the inflectional morphemes ..

**Table No (4.1)**

**The Frequency Distribution for the Respondents’ Answers of Question No.(1 )**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	15	50.0	50.0	50.0
Agree	11	36.7	36.7	86.7
Neutral	1	3.3	3.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



**Source: The researcher from applied study, SPSS 24**

It is clear from the above table No.(4.1 ) and figure No (4.1 ) that there are (15) persons in the study's sample with percentage (50.0%) strongly agreed with " Fourths year's students are not aware about the importance of the inflectional morphemes .". There are (11) persons with percentage (36.7%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (2) persons with 6.7% are strongly disagree.

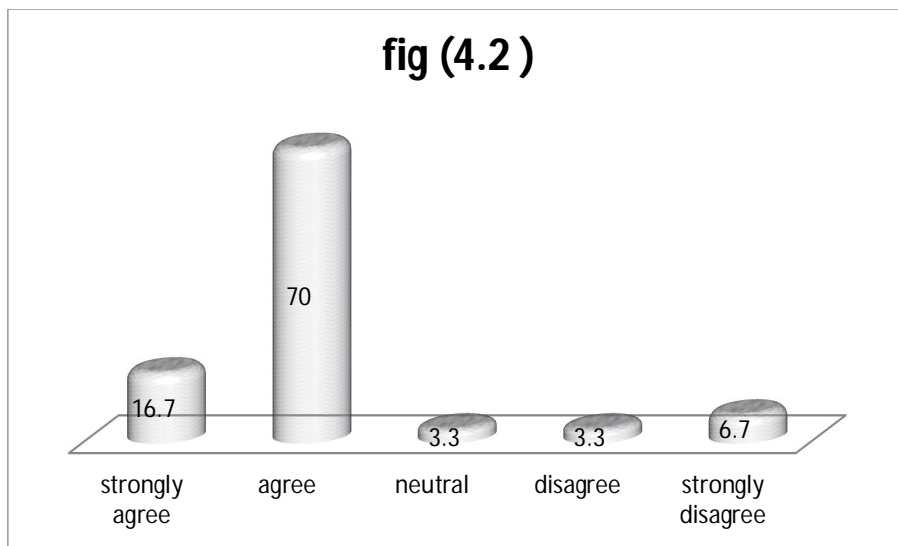
**Question No.( 2):** Fourths year's students are unable to recognize inflectional morphemes .

**Table No (4.2)**

**The Frequency Distribution for the Respondents' Answers of Question No.(2)**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	16.7	16.7	16.7
Agree	21	70.0	70.0	86.7
Neutral	1	3.3	3.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

**Source: The researcher from applied study, SPSS 24**



**Source: The researcher from applied study, SPSS 24**

It is clear from the above table No.(4.2) and figure No (4.2 ) that there are (5) persons in the study's sample with percentage (16.7%) strongly agreed with " Fourths year's students are unable to recognize inflectional morphemes . ". There are (21) persons with percentage

(70.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (2) persons with 6.7% are strongly disagree.

**Question No.( 3):** inflectional morphemes can improve students awareness in grammar.

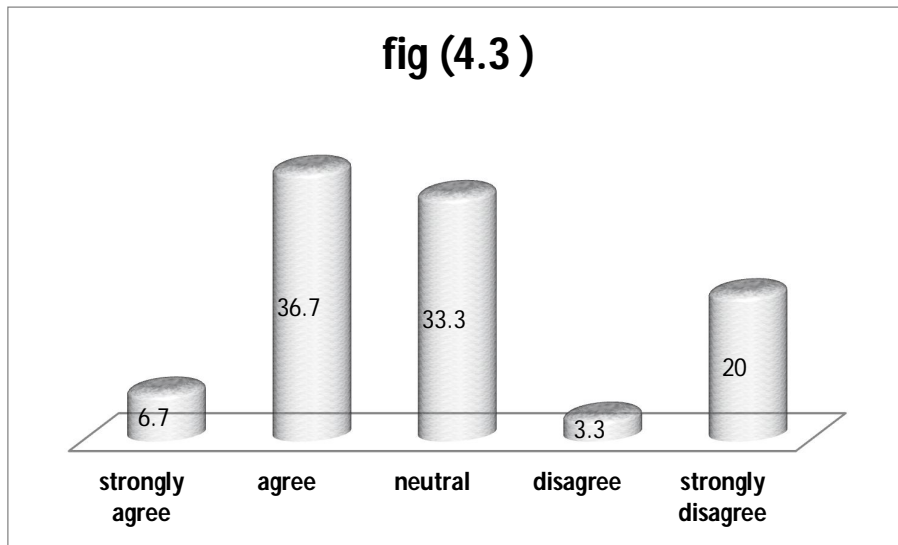
**Table No (4.3)**

**The Frequency Distribution for the Respondents' Answers of Question No.(3)**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
Agree	11	36.7	36.7	43.3
neutral	10	33.3	33.3	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24





**Source:** The researcher from applied study, SPSS 24

It is clear from the above table No.( 4.3) and figure No ( 4.3) that there are (2) persons in the study's sample with percentage (6.7%) strongly agreed with " inflectional morphemes can improve students awareness in grammar.". There are (11) persons with percentage (36.7%) agreed with that, and (10) persons with percentage (33.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree

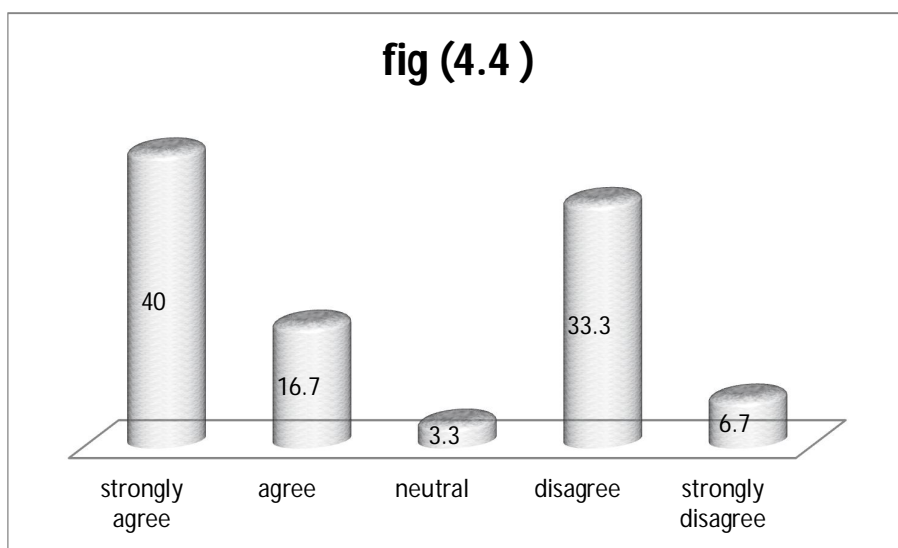
**Question No.( 4):** inflectional morphemes are very important in writing.

**Table No (4.4 )**

**The Frequency Distribution for the Respondents' Answers of Question No.(4 )**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	12	40.0	40.0	40.0
Agree	5	16.7	16.7	56.7
Neutral	1	3.3	3.3	60.0
Disagree	10	33.3	33.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.4 ) and figure No (4.4 ) that there are (12) persons in the study's sample with percentage (40.0%) strongly agreed with " inflectional morphemes are very important in writing. ". There are (5) persons with percentage (16.7%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (10) persons

with percentage (33.3%) disagreed. and (2) persons with 6.7% are strongly disagree

**Hypotheses (2) : EFL learners are un able to identify inflectional morphemes mistakes**

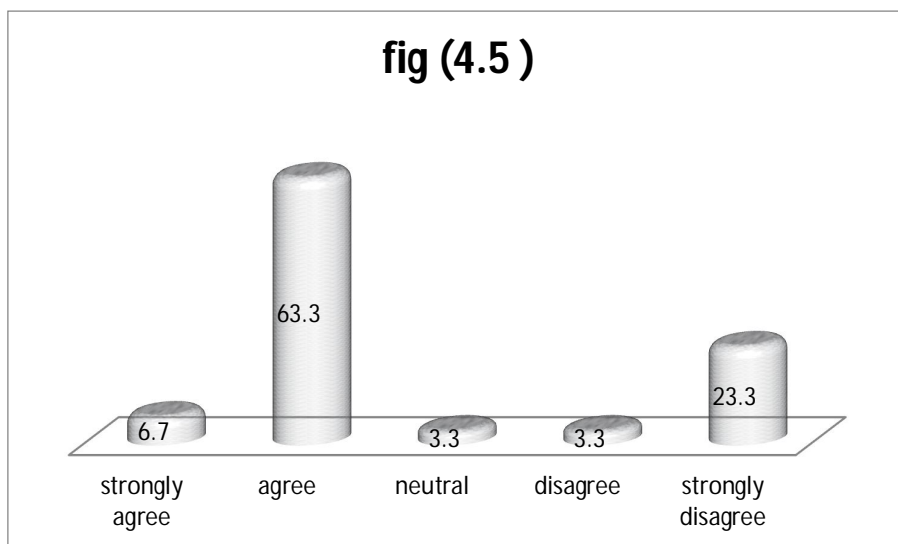
**Question No.(5 ):** Fourths year’s students are unable to identify the mistakes of inflectional morphemes.

**Table No (4.5 )**

**The Frequency Distribution for the Respondents’ Answers of Question No.(5 )**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
Agree	19	63.3	63.3	70.0
Neutral	1	3.3	3.3	73.3
Disagree	1	3.3	3.3	76.7
strongly disagree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



**Source:** The researcher from applied study, SPSS 24

It is clear from the above table No.(4.5 ) and figure No (4.5) that there are (2) persons in the study's sample with percentage (6.7%) strongly agreed with " Fourths year's students are unable to identify the mistakes of inflectional morphemes.". There are (19) persons with percentage (63.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (33.3%) disagreed. and (7) persons with 23.3% are strongly disagree

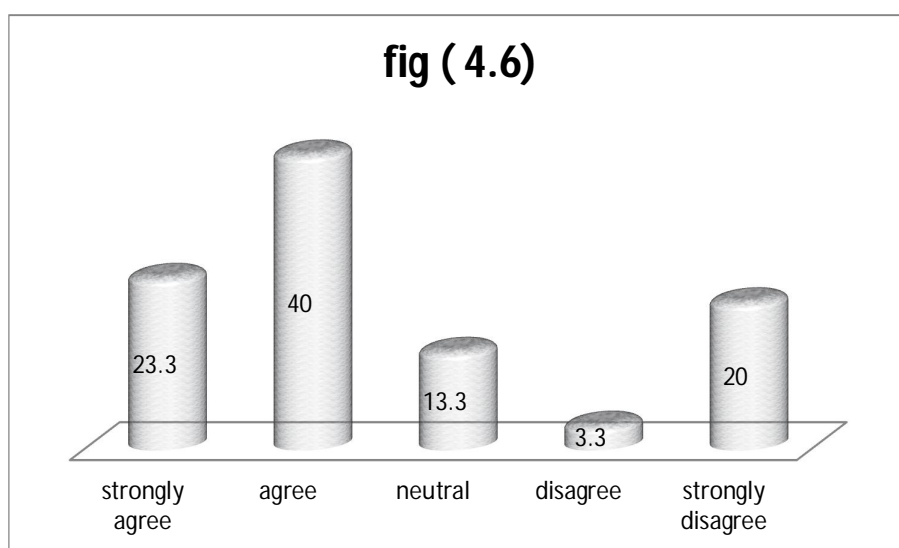
**Question No.(6):** Fourths year's students are un able to use inflectional morphemes correctly.

#### **Table No (4.6)**

#### **The Frequency Distribution for the Respondents' Answers of Question No.(6)**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
Agree	12	40.0	40.0	63.3
Neutral	4	13.3	13.3	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(8 ) and figure No (8 ) that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with " Fourths year's students are un able to use inflectional morphemes correctly. ". There are (12) persons with percentage (40.0%) agreed with that, and (4) persons with percentage (13.3%) were not sure that, and (1) persons with

percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree

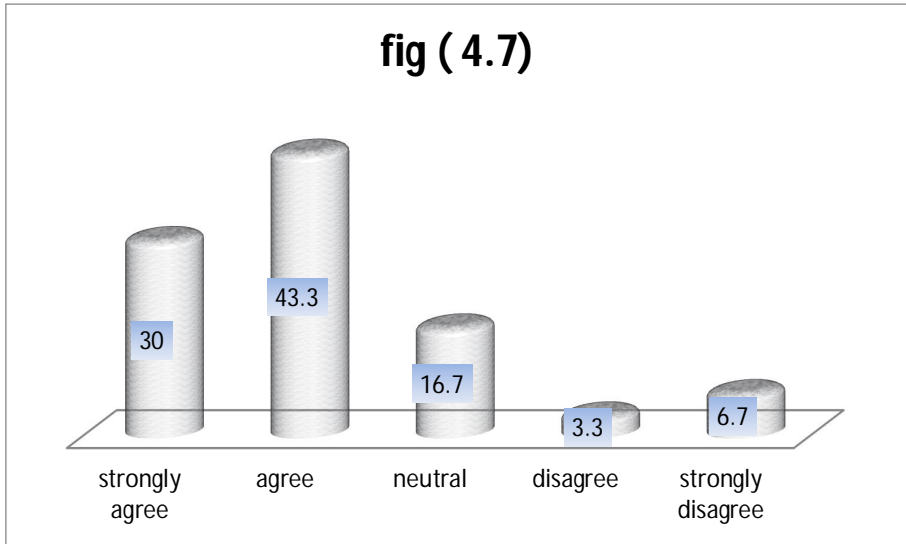
**Question No.(7 ):** Fourths year's students are not taught the roles of using inflectional morphemes.

**Table No (4.7 )**

**The Frequency Distribution for the Respondents' Answers of Question No.( 7)**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	9	30.0	30.0	30.0
Agree	13	43.3	43.3	73.3
Neutral	5	16.7	16.7	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



**Source:** The researcher from applied study, SPSS 24

It is clear from the above table No.(4.7 ) and figure No (4.7 ) that there are (9) persons in the study's sample with percentage (30.0%) strongly agreed with " Fourths year's students are not taught the roles of using inflectional morphemes.". There are (13) persons with percentage (43.3%) agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (2) persons with 20.0% are strongly disagree

**Question No.(8 ):** Fourths year's students do not pay attention to inflectional morphemes mistakes.

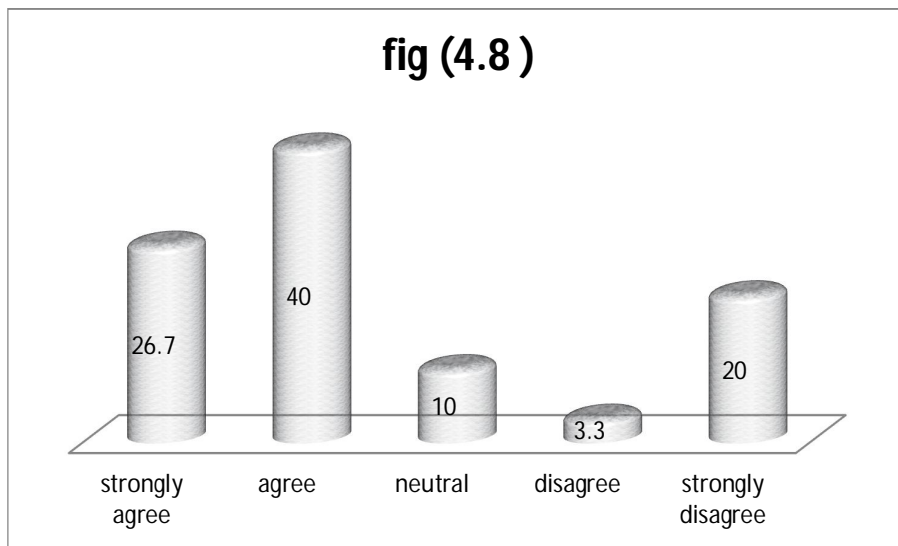
**Table No (4.8)**

**The Frequency Distribution for the Respondents' Answers of Question No.(8 )**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7

Agree	12	40.0	40.0	66.7
Neutral	3	10.0	10.0	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.8 ) and figure No (4.8 ) that there are (8) persons in the study's sample with percentage (26.7%) strongly agreed with " Fourths year's students do not pay attention to inflectional morphemes mistakes. ". There are (12) persons with percentage (40.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (1) persons with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree



**Chi-Square Test Results for Respondents' Answers of the Questions of the *Hypothesis (1)***

Nom	Statement	mean	SD	Chi square	p-value
1	Fourths year's students are not aware about the importance of the inflectional morphemes .	2.4	0.7	26	0.000
2	Fourths year's students are unable to recognize inflectional morphemes	2.4	0.5	24.9	0.000
3	inflectional morphemes can improve students awareness in grammar.	2.3	0.8	24	0.000
4	inflectional morphemes are very important in writing.	2.9	0.6	24.4	0.000

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Fourth year’s students are not aware about the importance of the inflectional morphemes .

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (2) question was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Fourth year’s students are unable to recognize inflectional morphemes

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (3) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “inflectional morphemes can improve students awareness in grammar.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) question was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, which support the respondent who agreed with the statement “inflectional morphemes are very important in writing.

**According to the previous result we can say that the first hypothesis of our study is accepted**

**Table No.(4.9 ) Chi-Square Test Results for Respondents' Answers of the Hypotheses (2) : EFL learners are un able to identify inflectional morphemes mistakes**

Nom	Statement	mean	SD	Chi square	p-value
1	Fourths year's students are unable to identify the mistakes of inflectional morphemes.	2.6	0.4	26	0.00
2	Fourths year's students are un able to use inflectional morphemes correctly.	2.6	0.8	27	0.00

3	Fourths year's students are not taught the roles of using inflect	2.4	0.9	25.7	0.001
4	Fourths year's students do not pay attention to inflectional morphemes mistakes.	2.4	0.5	35	0.008

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Fourths year's students are unable to identify the mistakes of inflectional morphemes.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Fourths year's students are un able to use inflectional morphemes correctly.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates

that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Fourth year's students are not taught the roles of using inflectional morphemes.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " Fourth year's students do not pay attention to inflectional morphemes mistakes.

**According to the previous result we can say that the second hypothesis of our study is accepted**

#### **4.0The Responses of the Test :**

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 objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

#### **4.4 Statistical Reliability and validity for student's test**

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

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

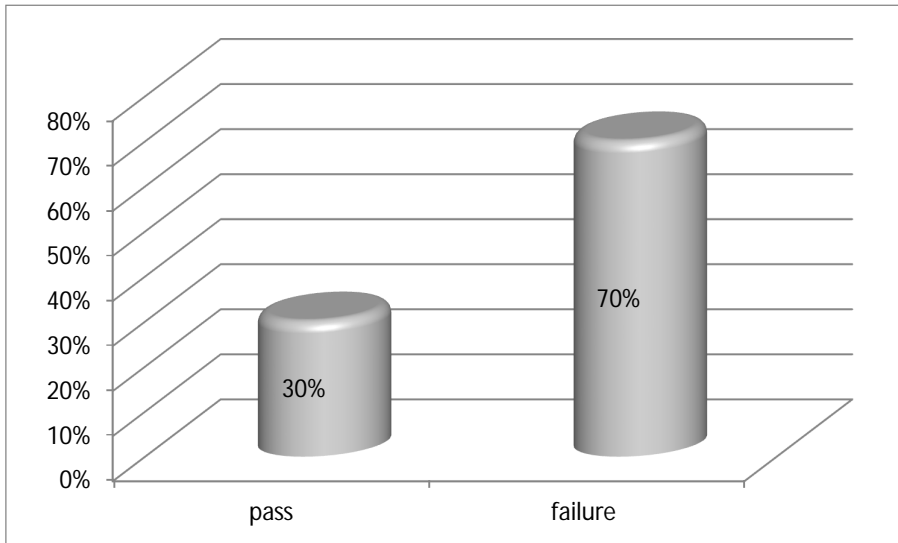
	<i><b>Reliability</b></i>	<i><b>validity</b></i>	<i><b>N</b></i>
ALPH CRONBACH	–	10.9	50

$$\text{Validity} = \sqrt{\text{Reliability}} .$$

From the above table its shown that the validity of the test is very high (0.91 ) . this indicate that if we repeat the test we are sure with 93% that its going to give us the same results.

**Table (4.10) : the frequency and percentage distribution for the respondent's answers for the question No (1 )**

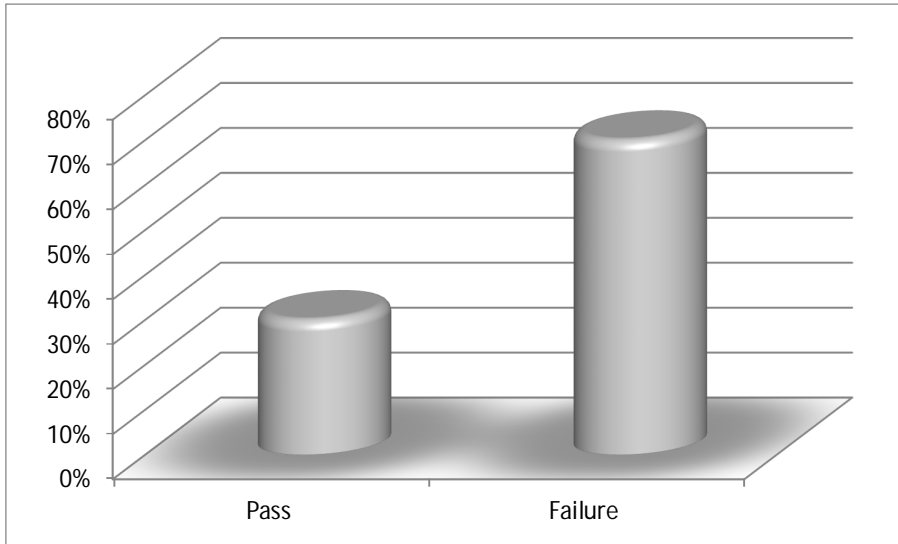
<b>Result</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Pass</b>	15	30%
<b>Failure</b>	35	70%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table ( 4.10) and figure (4.9 ) it's clear that the number of students who pass the question ( 1 ) was **(15)** with percentage( **30%** ). And the number of students who failed to pass was **(35)** with percentage **(70% )**.

**Table ( 4.11) : the frequency and percentage distribution for the respondent's answers for the question No ( 2)**

Result	Frequency	Percentage
<b>Pass</b>	20	04%
<b>Failure</b>	03	06%
<b>Total</b>	<b>50</b>	<b>100%</b>

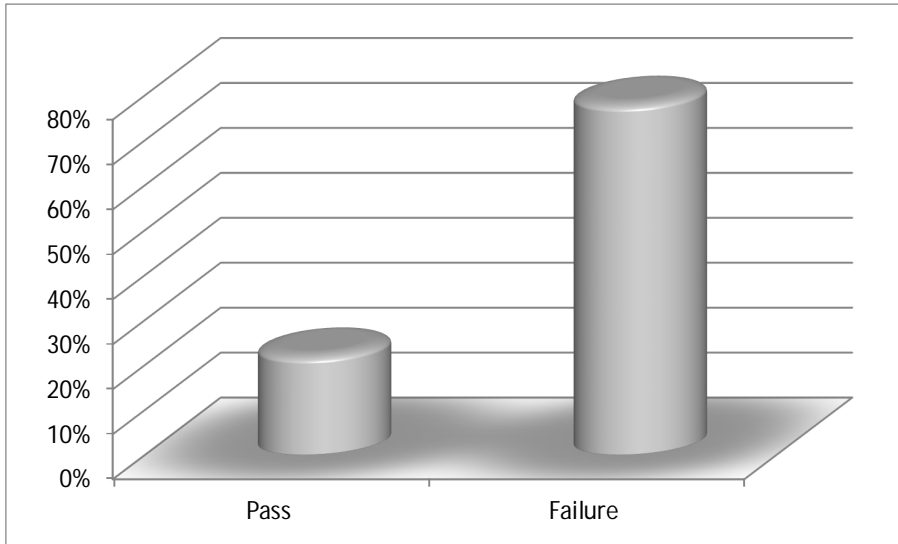


From the above table (4.11 ) and figure (4.10 ) it's clear that the number of students who pass the question (2 ) was **(20)** with percentage (04% ). And the number of students who failed to pass was ( **3** ) with percentage **(06% )**.

**Table (4.12 ) : the frequency and percentage distribution for the respondent's answers for the question No (3 )**

Result	Frequency	Percentage
Pass	11	22%
Failure	39	78%
<b>Total</b>	<b>50</b>	<b>100%</b>

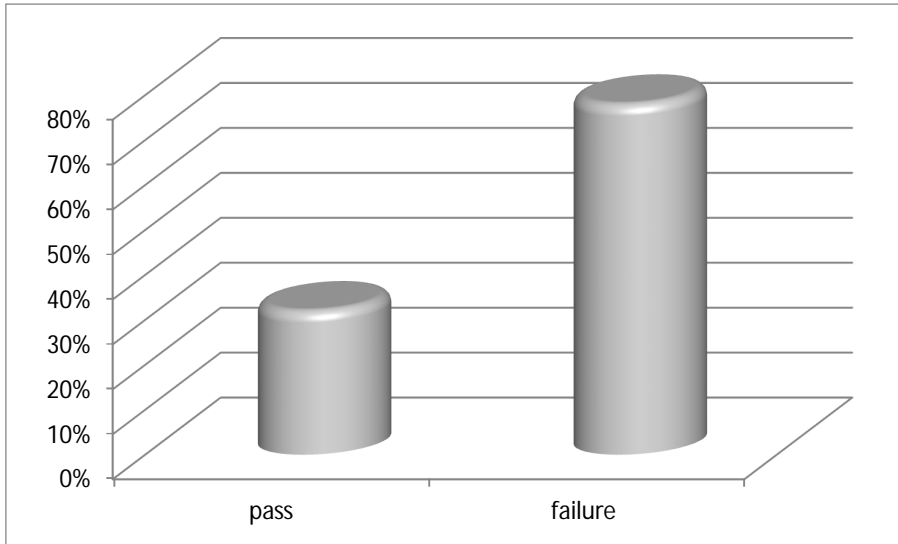




From the above table (4.12 ) and figure (4.11 ) it's clear that the number of students who pass the question ( 3 ) was **(11 )** with percentage (22% ). And the number of students who failed to pass was **(39 )** with percentage **( 78%)**.

**Table (4.13 ) : the frequency and percentage distribution for the respondent's answers for the question No (4 )**

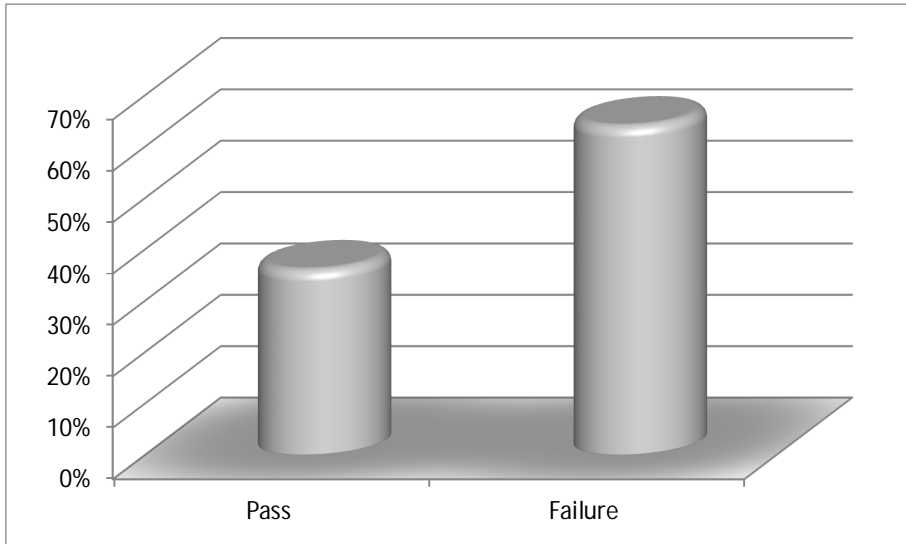
Result	Frequency	Percentage
Pass	16	32%
Failure	34	78%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.13 ) and figure (4.12) it's clear that the number of students who pass the question (4 ) was **(16 )** with percentage (32% ). And the number of students who failed to pass was ( **34**) with percentage **(78%)**.

**Table ( 4.14) : the frequency and percentage distribution for the respondent's answers for the question No (5 )**

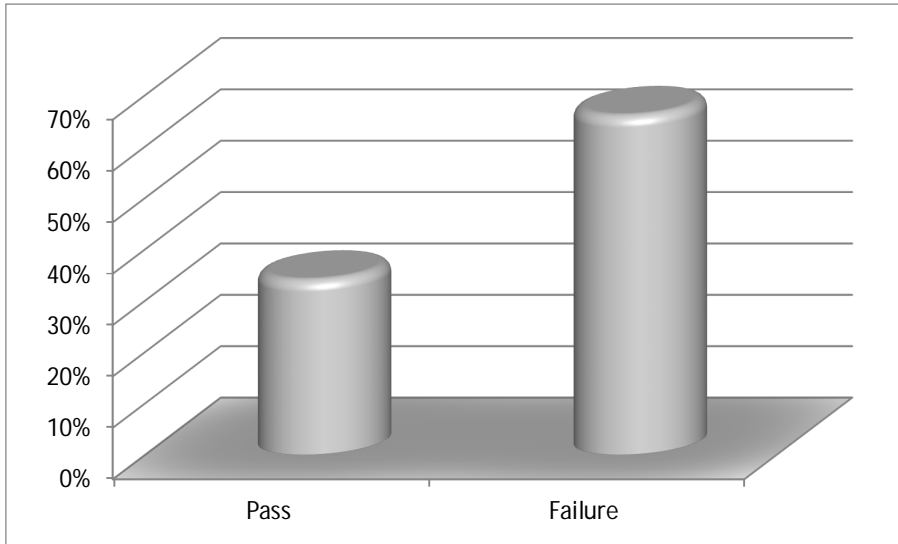
Result	Frequency	Percentage
Pass	18	36%
Failure	32	64%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.14) and figure (4.13) it's clear that the number of students who pass the question (5 ) was **(18 )** with percentage (36% ). And the number of students who failed to pass was **(32 )** with percentage **(64% )**

**Table (4.15 ) : the frequency and percentage distribution for the respondent's answers for the question No (6 )**

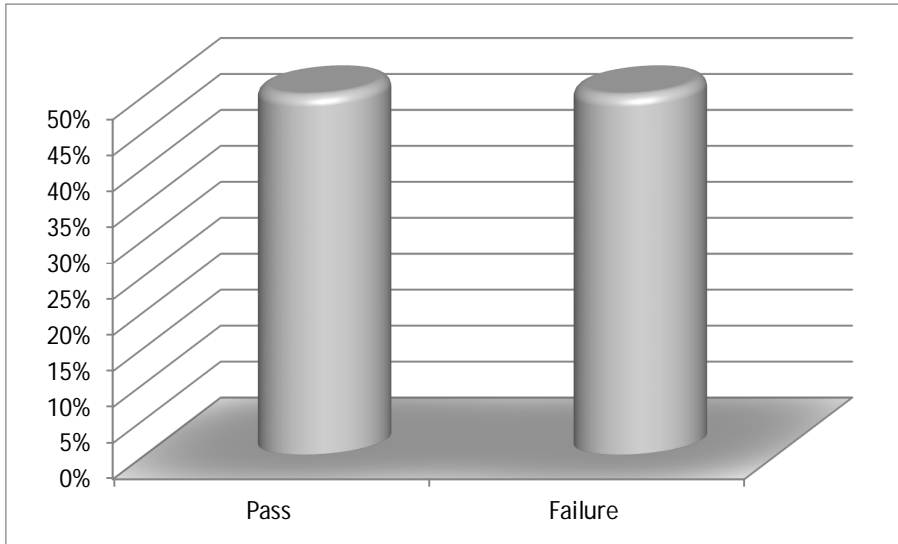
Result	Frequency	Percentage
Pass	18	63%
Failure	32	%37
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.15) and figure ( 4.14) it's clear that the number of students who pass the question ( 6 ) was **(17 )** with percentage (34% ). And the number of students who failed to pass was **(33 )** with percentage **(66% )**.

**Table ( 4.16) : the frequency and percentage distribution for the respondent's answers for the question No ( 7)**

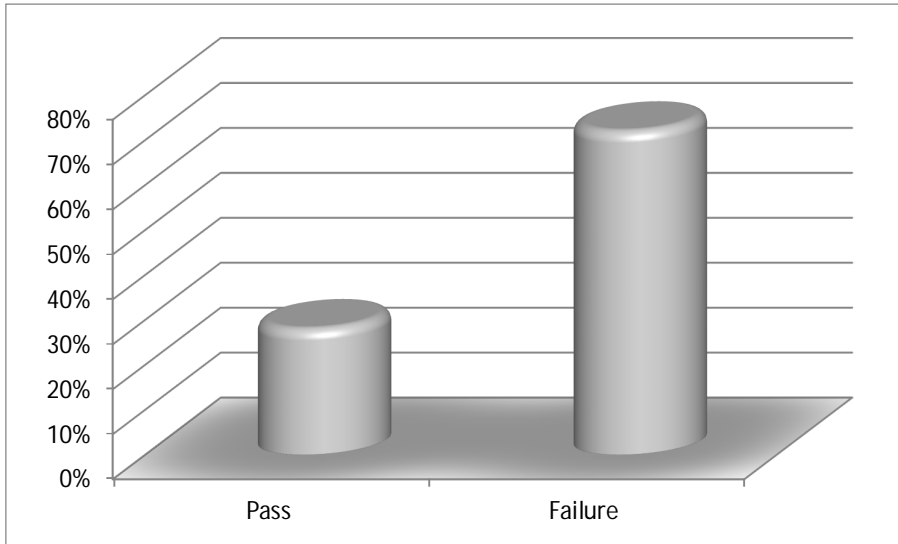
Result	Frequency	Percentage
Pass	25	50%
Failure	25	50%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.16 ) and figure (4.15) it's clear that the number of students who pass the question (7 ) was (25 ) with percentage (50% ). And the number of students who failed to pass was (25 ) with percentage (50%

**Table (4.17 ) : the frequency and percentage distribution for the respondent's answers for the question No (8 )**

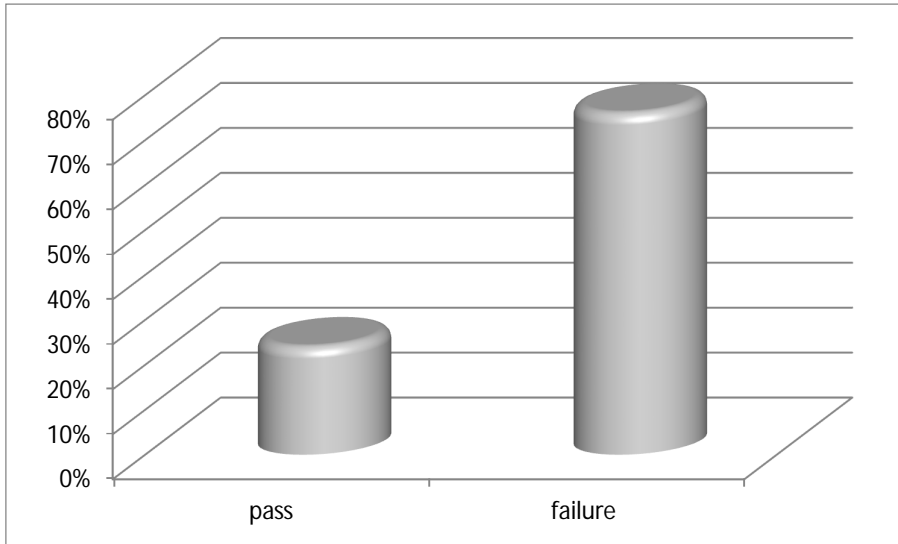
Result	Frequency	Percentage
Pass	14	28%
Failure	36	72%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.17) and figure (4.16) it's clear that the number of students who pass the question (8 ) was **(14 )** with percentage **(28%)**. And the number of students who failed to pass was **(36 )** with percentage **( 72%)**.

**Table (4.18 ) : the frequency and percentage distribution for the respondent's answers for the question No (8 )**

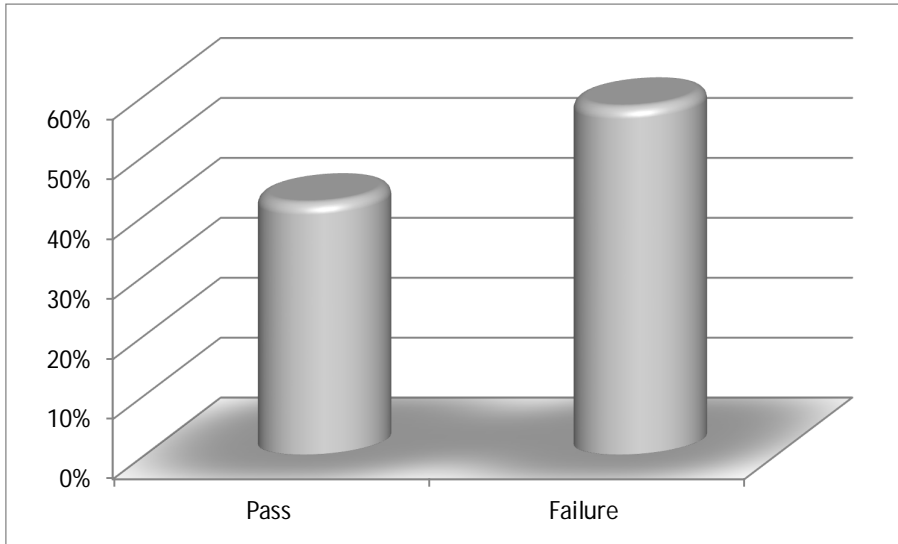
Result	Frequency	Percentage
Pass	21	33%
Failure	38	67%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.18 ) and figure (4.17 ) it's clear that the number of students who pass the question ( 8 ) was **1**with percentage (24% ). And the number of students who failed to pass was **( 8 )** with percentage **(67%)**

**Table (4.19 ) : the frequency and percentage distribution for the respondent's answers for the question No ( 9 )**

Result	Frequency	Percentage
Pass	21	42%
Failure	29	58%
<b>Total</b>	<b>50</b>	<b>100%</b>

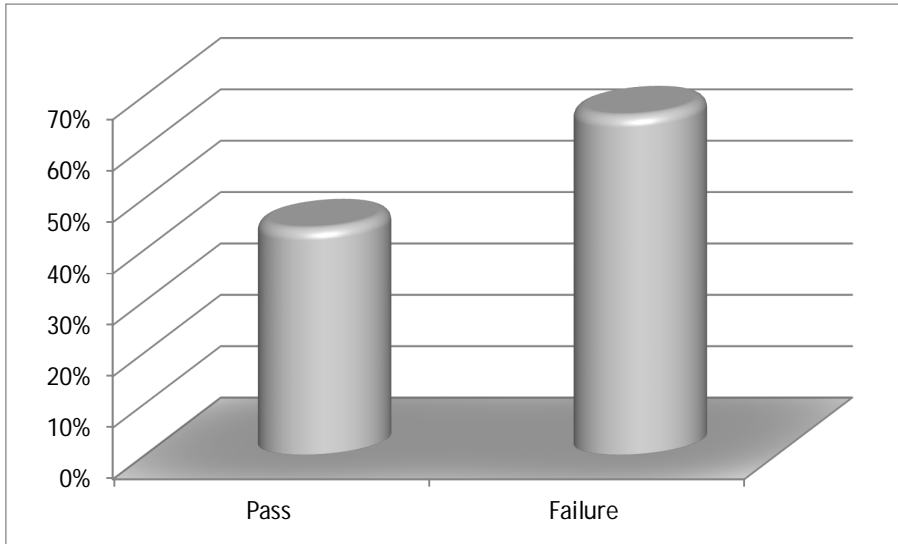


From the above table (4.19) and figure (4.18) it's clear that the number of students who pass the question (9 ) was (21 ) with percentage (42% ). And the number of students who failed to pass was ( 42) with percentage (68% ).

**Table (4.20) : the frequency and percentage distribution for the respondent's answers for the question No (10 )**

Result	Frequency	Percentage
Pass	20	40%
Failure	30	60%
<b>Total</b>	<b>50</b>	<b>100%</b>

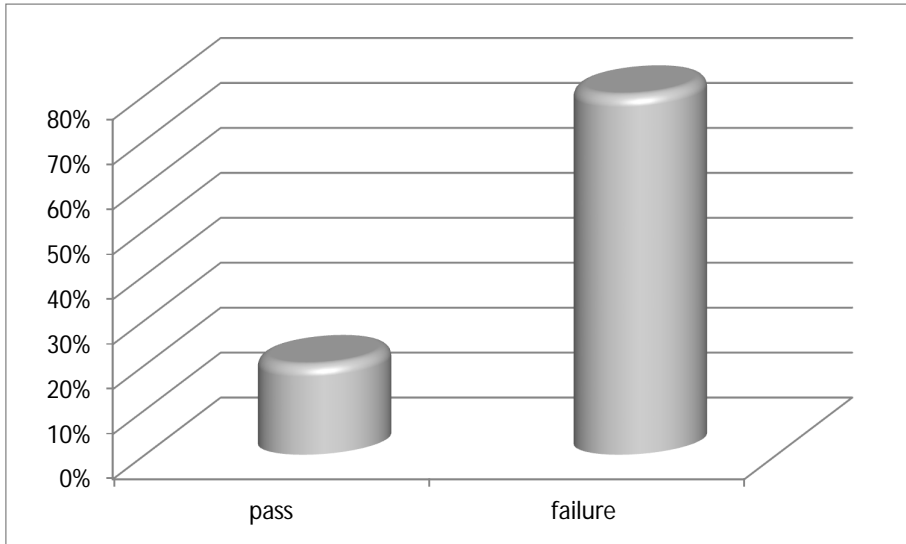




From the above table (4.20) and figure (4.19 ) it's clear that the number of students who o pass the question (10 ) was **(20 )** with percentage (40% ). And the number of students who failed to pass was **(30 )** with percentage ( **60%**).

**Table (4.21 ) : the frequency and percentage distribution for the respondent's answers for the question No (11 )**

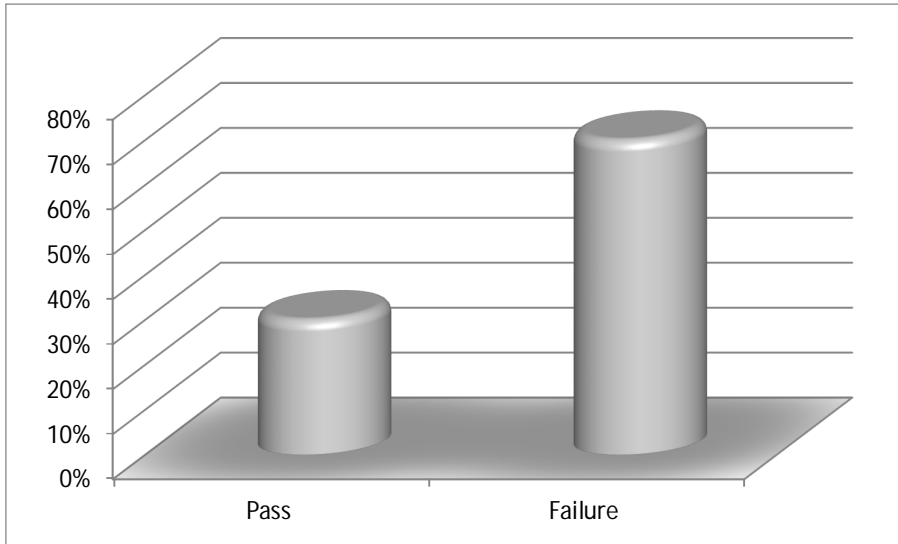
Result	Frequency	Percentage
<b>Pass</b>	10	20%
<b>Failure</b>	40	80 %
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.21 ) and figure (4.20 ) it's clear that the number of students who pass the question (11 ) was **(10)** with percentage (20% ). And the number of students who failed to pass was **(40 )** with percentage **(80)%**..

**Table (4.22) : the frequency and percentage distribution for the respondent's answers for the question No (12 )**

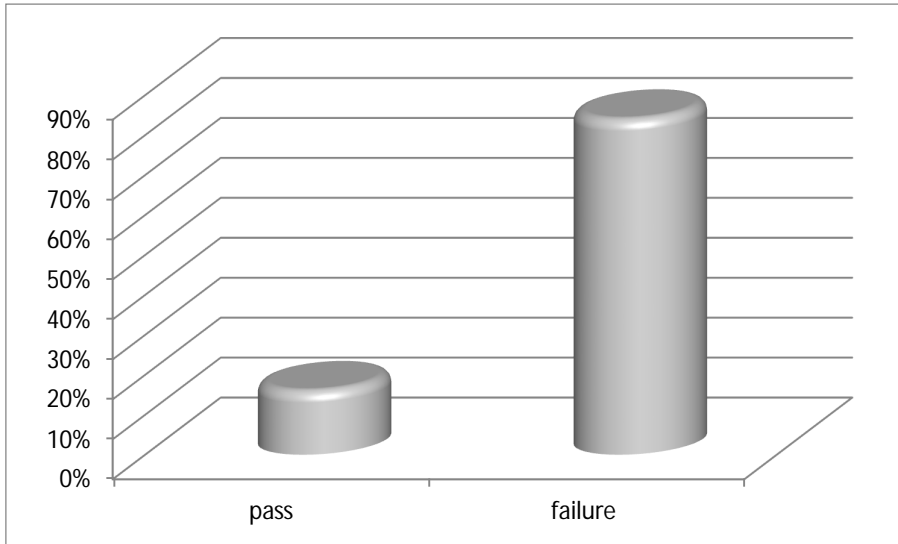
Result	Frequency	Percentage
Pass	15	30%
Failure	35	70%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.22 ) and figure (4.21) it's clear that the number of students who pass the question ( 12 ) was **(15 )** with percentage (30%). And the number of students who failed to pass was **(35 )** with percentage **(70% )**.

**Table (4.23 ) : the frequency and percentage distribution for the respondent's answers for the question No ( 13)**

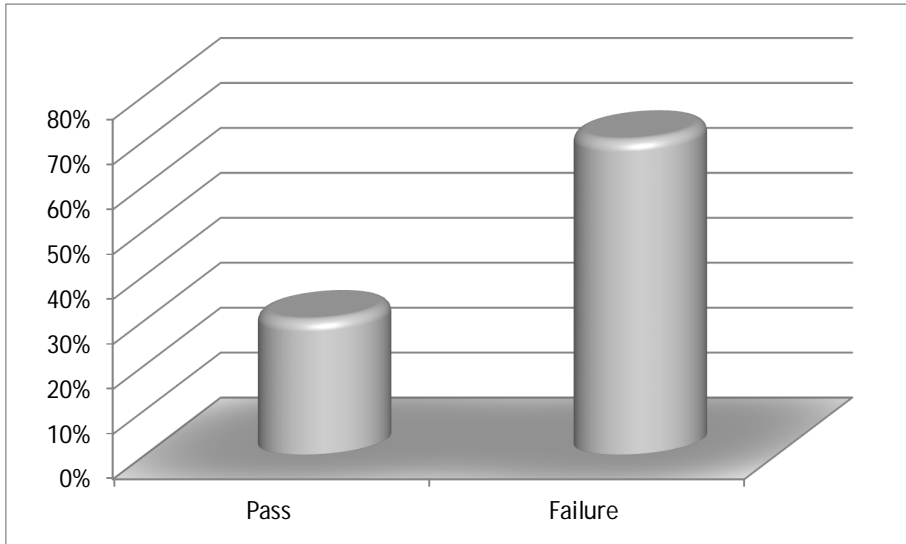
Result	Frequency	Percentage
Pass	8	16%
Failure	42	84%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.23 ) and figure ( 4.22) it's clear that the number of students who pass the question ( 13 ) was **(8)** with percentage (16% ). And the number of students who failed to pass was **(42)** with percentage **84% )**.

**Table (4.24) : the frequency and percentage distribution for the respondent's answers for the question No (14 )**

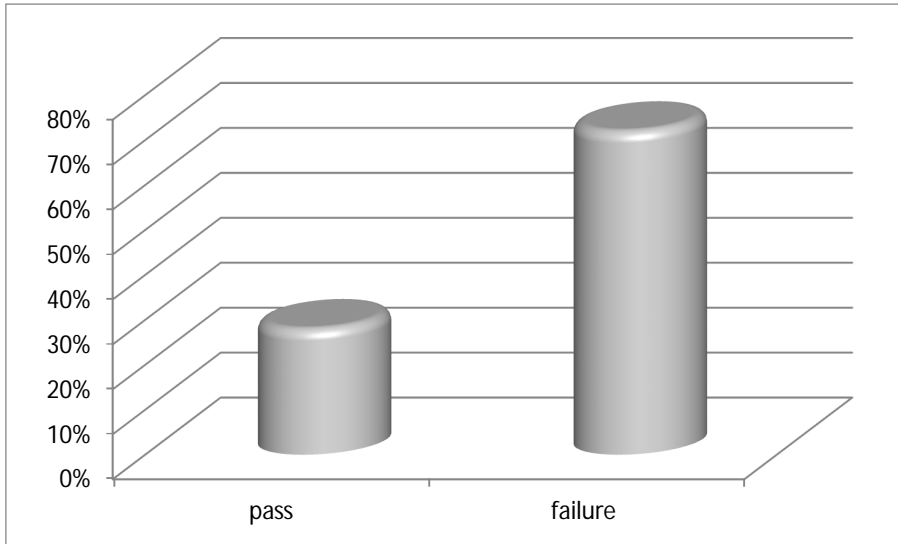
Result	Frequency	Percentage
<b>Pass</b>	15	30%
<b>Failure</b>	35	70%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.24) and figure (4.23) it's clear that the number of students who pass the question (14 ) was (15 ) with percentage (30% ). And the number of students who failed to pass was (35 ) with percentage (70% ).

**Table (4.25 ) : the frequency and percentage distribution for the respondent's answers for the question No ( 15)**

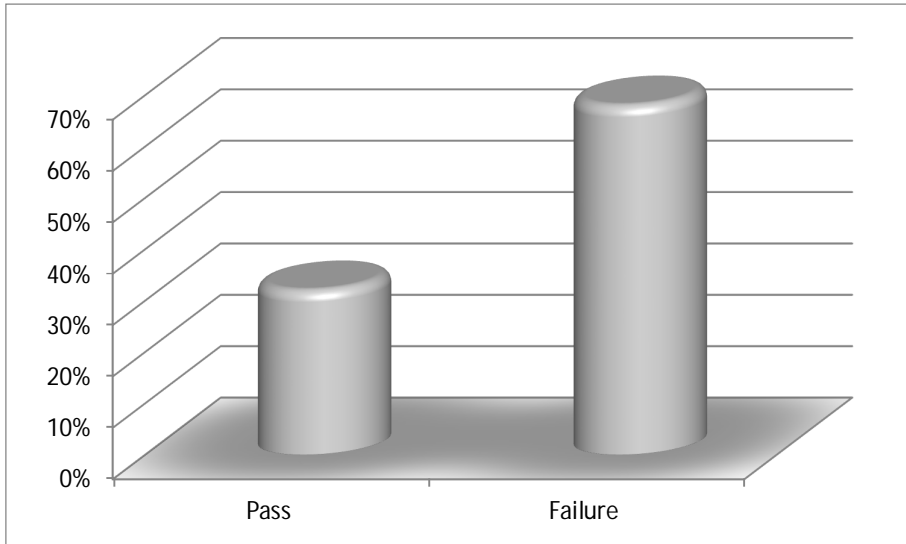
Result	Frequency	Percentage
Pass	14	28%
Failure	36	72%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.25 ) and figure (4.24 ) it's clear that the number of students who pass the question (15 ) was **(14 )** with percentage **(28%)**. And the number of students who failed to pass was **(36 )** with percentage **( 72%)**.

**Table (4.26 ) : the frequency and percentage distribution for the respondent's answers for the question No (16 )**

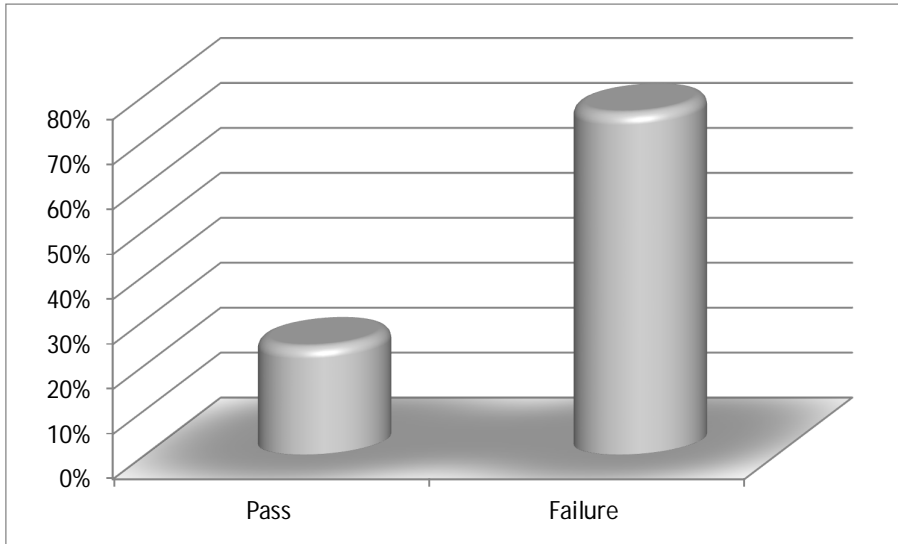
Result	Frequency	Percentage
Pass	16	32%
Failure	34	68%
<b>Total</b>	<b>50</b>	<b>100%</b>



From the above table (4.26 ) and figure (4.25 ) it's clear that the number of students who pass the question (16 ) was **(16 )** with percentage (32%). And the number of students who fail to pass was **(34 )** with percentage **(68% )**.

**Table (4.27) : the frequency and percentage distribution for the respondent's answers for the question No (16 )**

Result	Frequency	Percentage
Pass	12	24%
Failure	38	76%
<b>Total</b>	<b>50</b>	<b>100%</b>

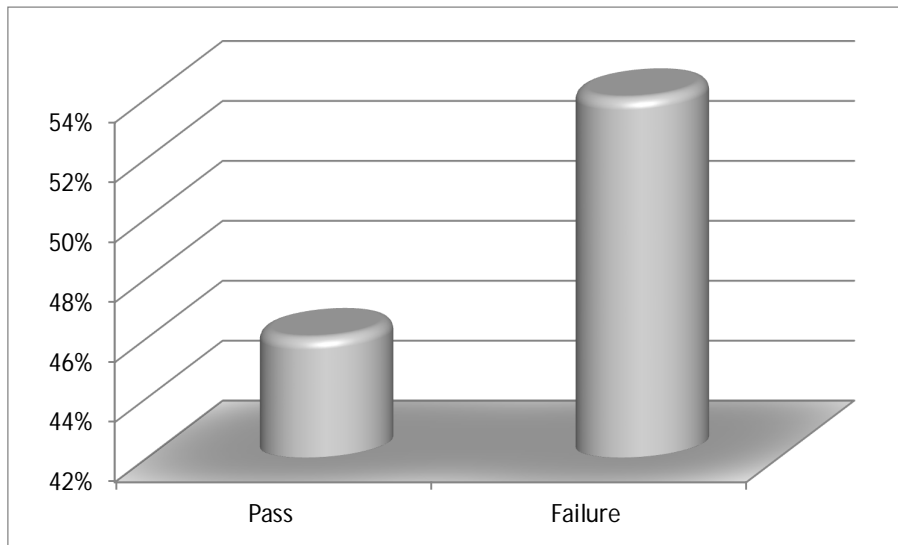


From the above table (4.27 ) and figure (4.26) it's clear that the number of students who pass the question (16 ) was ( **12** ) with percentage (24% ). And the number of students who fail to pass was ( **38** ) with percentage ( **66%** ).

**Table (4.28 ) : the frequency and percentage distribution for the respondent's answers for overall**

<b>Result</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Pass</b>	23	46%
<b>Failure</b>	27	54%
<b>Total</b>	<b>50</b>	<b>100%</b>





From the above table ( 4.28) and figure (4.27) it's clear that the number of students who pass the question ( 15 ) was (23 ) with percentage (46% ). And the number of students who fail to pass was (27 ) with percentage (64% )

**Table No ( 2.29 ) The Frequency Distribution and decisions for the Respondent's Answers of all questions**

Questions	Pass		Failure		Decision
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
<b>Question 1</b>	15	30%	35	70%	<b>Accept</b>
<b>Question 2</b>	20	40%	03	60%	<b>Accept</b>
<b>Question 3</b>	16	32%	34	78%	<b>Accept</b>
<b>Question 4</b>	11	22%	39	78%	<b>Accept</b>
<b>Question 5</b>	18	36%	32	64%	<b>Accept</b>
<b>Question 6</b>	81	46%	32	65%	<b>Accept</b>

<b>Question 7</b>	25	50%	25	50%	<b>Accept</b>
<b>Question 8</b>	14	28%	36	72%	<b>Accept</b>
<b>Question 9</b>	21	24%	38	67%	<b>Accept</b>
<b>Question 10</b>	21	42%	29	58%	<b>Accept</b>
<b>Question 11</b>	20	40%	30	60%	<b>Accept</b>
<b>Question 12</b>	20	40%	30	60%	<b>Accept</b>
<b>Question 13</b>	15	30%	35	70%	<b>Accept</b>
<b>Question 14</b>	11	22%	39	78%	<b>Accept</b>
<b>Question 15</b>	15	30%	35	70%	<b>Accept</b>
<b>Question 16</b>	23	46%	27	54%	<b>Accept</b>

This table No.( 31) its shown the summary of the results . For all **questions** it's clear that the number of students who fail in all questions is greater than the number of students who pass the question this indicates that the hypothesis of the study is accepted.

### **Hypotheses testing using t- test**

**Table (4.30 ) one sample T-TEST for the questions of the study**

Question s	N	SD	t-value	DF	p-value
1	50	7.5	20	49	0.00
2	50	5.4	21	49	0.00
3	50	2.2	15	49	0.00
4	50	1.3	16	49	0.00
5	50	3.2	11	49	0.00
6	50	2.2	10	49	0.00
7	50	6.7	17	49	0.00
8	50	5.5	15	49	0.00
9	50	1.5	12	49	0.00

10	50	6.2	8	49	0.00
11	50	3.1	11	49	0.00
12	50	5.3	8	49	0.00
13	50	7.4	7	49	0.00
14	50	2.5	7	49	0.00
15	50	4.6	6	49	0.00
For all	50	5.8	14	49	0.00

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1 ) was (20) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (2 ) was (12) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (3 ) was (15) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level

(0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (4 ) was (11 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (5 ) was (10 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (6 ) was (15 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (7 ) was (12 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This

indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (8 ) was (8 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (9 ) was (11 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (10 ) was (8 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (11 ) was (7 ) which is greater than the tabulated value of T – TEST at the degree of freedom

(49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (12 ) was (7 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (13 ) was (12 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (14 ) was (7 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (15 ) was (6) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (5.10). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted.

#### **4.5 Verification of data analysis:**

The researcher distributed the questionnaire and test on determined study and constructed the required tables for collected data, The researcher notices from the analysis of questionnaire and test that most students have problems at using inflectional morphemes and it will be as the following:

- 1-** 50.0% of Fourth year's students are not aware about the importance of the inflectional morphemes.
- 2-** 67 % of Fourth year's students are unable to recognize inflectional morphemes.
- 3-** 54% of students failed to use inflectional morphemes.
- 4-** 70% of students don't know how to use inflectional morphemes.
- 5-** 60% of students don't know the rules of using inflectional morpheme

#### **4.6 Summary of the Chapter Four:**

From the above analysis of questionnaire and test we can understand and know that most of university students have problems at using inflectional morphemes.

## **Chapter Five**

### **Conclusion, Findings, Recommendations**

#### **5.0 Introduction:**

This chapter contains summary of the previous chapter, in addition to the findings and recommendations which the study has come up with.

#### **5.1 Conclusion:**



This study aims at Investigating the Difficulties Encountered by EFL learners in using Inflectional Morphemes.

The first chapter represents a proposal of study, while chapter two contains literature review and related previous studies. Chapter three methodology of the study contains method, tools, population, instrument, and samples . Chapter four presented analysis of the data collected via the questionnaire and chapter five contains the summary, finding, recommendations of study.

The Conclusion of this study is provided answers to the research questions and verified the hypotheses, Moreover it offered some recommendations and suggestions for further studies.

## **5.2 Findings of the study:**

### **The researcher has come up with the following findings:**

- 1- 1-It is found that the fourth year students don't know the importance of Inflectional Morpheme
- 2- It is found that the fourth year students are unable to use Inflectional Morpheme correctly.
- 2- Fourth year's students are unable to recognize inflectional morphemes errors.
- 3- Fourth years students are unable to feedback when they ask about inflectional morphemes.

## **5.3 Recommendations of the study:**

- 1-Students must use inflectional morphemes in speaking and writing.

2-Students should be aware about the importance of inflectional morphemes.

3-Teachers should encourage students to practice inflectional morphemes in speaking and writing communication.

4-Teachers should give more exercises on how to use inflectional morphemes

### **5.4 suggestions for further studies:**

The researcher sees that, there should be more studied on the area of morphemes and especially on the area of inflectional morphemes there must be some contrastive studies on using inflectional morphemes between languages and more descriptive studies on how to use inflectional morphemes in speaking and writing.

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