



Sudan University of Sciences and Technology

Faculty of Graduate Studies

College of Languages



Investigating the Difficulties of Using Affixation Encountered by EFL Learners

تقصي الصعوبات التي تواجه طلاب اللغة الانجليزية لغة اجنبية في استخدام

السوابق و اللواحق

*A Thesis Submitted to the Graduate College in Partial Fulfillment to the
Requirement of M.A in English Language- Applied Linguistics*

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2019

بسم الله الرحمن الرحيم

اقرا باسم ربك الذى خلق (1) خلق الانسان من علق (2) اقرا و بك الاكرم

(3) الذى علم بالقلم (4) علم الانسان ما لم يعلم (5)

سورة العلق/الاية (5)

In the name of Allah most gracious most merciful

Recite in the name of your lord who created (1) created
man from a clinging substance (2) Recite and your lord is
the most Generous (3) who taught by the pen (4) taught
man that which he knew not (5)

Surat ALAlaq/Alaya

Dedication

This thesis is dedicated to the soul of my father may Allah be mercy to him and enter him into the highest Paradise; and my dear mother, it is also extended to my daughter, my family, and my relatives.

Acknowledgement

I'm all of no words to express my sincere gratitude to my gentle supervisor Dr/ Abbas Mukhtar Mohamed for his valuable guidance and advice, as he saved no time and effort to accomplish this study. I also thank and appreciate all teaching staffs of English language – college of languages and Education for their helpful contribution.

Abstract

This study has dealt with investigating difficulties of using affixations encountered by EFL learners at Sudanese universities, the study consisted of five chapters; the first chapter is an introduction, statement of the problem, research questions, research hypotheses, objectives, significance, limits and methodology of the study. The second chapter showed the theoretical framework and literature review; concentrated on affixations, the main rules associated with adding affixes to English words, as well as English inflectional and derivational morphology. The third chapter concerned the practical part of the study as an introduction, subject, instrument, data collection procedures, reliability and validity. The fourth chapter revealed data analysis, results and discussion. The last chapter reflected findings, recommendations, conclusion, and suggestions for the further studies. The researcher has concluded that there are some difficulties and variance in using affixes correctly. Therefore, the researcher has recommended more studies to investigate the study from the different views.

المستخلص

تناولت هذه الدراسة الصعوبات التي تواجه طلاب الجامعات السودانية في استخدام السوابق واللواحق واحتوت الدراسة على خمسة فصول . الفصل الاول التمهيد ومشكلة الدراسة واسئلة الدراسة وفرضياتها وأهميتها وحدودها ووضح الفصل الثاني الادب المنشور وقواعد السوابق واللواحق ، اما الفصل الثالث ركز على الجانب العملي من الدراسة متمثلاً في مجتمع الدراسة ، جمع البيانات وطريقة التحليل وفقاً للمصادقية والصلاحية . بينما استعرض الفصل الرابع تحليل البيانات ومخرجات الدراسة ، أما الفصل الخامس والآخر تضمن النتائج والتوصيات والخاتمة بجانب الموضوعات المقترحة للدراسة المستقبلية وفيه توصل الباحث ان بعض الطلاب يواجهون صعوبة في الإستخدام الصحيح للواحق في الكلمة الانجليزية لذا يوصي الباحث باجراء المزيد من الدراسات المتعلقة بالجوانب الاخرى لموضوع الدراسة .

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CHAPTER ONE

1-1-Introduction:

There is no doubt that, language is essentially needed in human being life, which is considered as the greatest God gift that has ever been given to the mankind to mutual ideas among individuals in one specific community, by which human being has become distinctive among other creatures.

Language is a means of communication used for transferring and receiving ideas from an individual to another, through the form of meaningful group of sounds that can be produced and heard simultaneously, or through the form of meaningful marks that can be printed and seen at the same time. It is also human property composed of sounds, morphemes, words, and sentences.

English had been universally spoken since the end of Second World War in 1945 (ESP) and widely gained huge importance, then, it had necessarily requested in the most of several fields (medicine, engineering, industries, commerce...etc) and considered the language of business. Upon which, English learners, teachers and syllabus designers were increased in number according to the needs.

In 1990, Sudan government officially adopted Arabic language as the medium of instruction instead of English and had arabized most of references and publications in high education. But after the emergence of petroleum with abroad investment influxes followed by comprehensive peace agreement (CPA, 2005), that terminated by secession of South Sudan (2011) in which English language had officially been selected as the language of the state. Upon these reasons, a great need for English language competency arose again in Sudan.

So, it necessitates to master and to be updated with no errors. Therefore I have found out that, morphology (affixes) is a must in mastering

English language as it deals and identifies word formation or word building, every language on the earth has its own way of forming the words (affixes). This study is deeply concerned with investigating the problem of using affixes encounter undergraduates and it attempts to explain spelling errors to promote writing skills in one hand, and to overcome difficulties and how to differentiate between stem-word and affixes in the other hand.

The best technique to expand your vocabularies is to be able to interpret and analyze prefixes-roots-suffixes in words.

1-2-Statement of the problem:

I have found out during my teaching and working career sessions at schools and hospitals (medical students) that, students ignore affixes through which I have later discovered that, they haven't clearly understood due to misusing. Therefore I have conducted this thesis to provide solutions of misunderstanding and misusing of affixes which encountered by EFL learners at Sudanese universities. Unless students master the rules of affixes precisely some of spelling mistakes of word formation can be committed.

1-3-Research Questions:

To answer the following questions:

1. What are the problematic areas of using affixes in English language?
2. What are the impacts of changing the final letters in adding suffixes to the word-root?
3. How do students differentiate between word-stem and affixes?

1-4-Research Hypotheses:

1. Students face some difficulties to differentiate between word-stem and affixes.
2. Students face some obstacles in using and practicing affixes.
3. Students don't know to form parts of speech through affixes.

1-5-Objectives of the Study:

- 1-To know the different parts of speech and building new vocabularies using affixes rules.
- 4-To identify the problems of using affixes that encounter learners.
- 5-Using affixes in proper way.

1-6 -Significance of the Study:

Most of the Sudanese students of English learners are not aware of using affixes in a proper way, so I try to provide them with the rules that govern the using of the affixes. The study will be beneficial for both, (students and teachers), and will help them to promote them in using affixes and to avoid spelling errors as well as building vocabularies.

1-7-limits of the Study:

This study confined to undergraduates second year EFL learners. The scope of the study is specified by the morphological process (word-formation and building).

1-8-Methods of the Study:

The case study is Sudan University of science and technology college languages, English department .analytical descriptive method will be adopted.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2-1 Introduction.

This chapter deals with review of related literature regarding the processes of word formation concentrating on the process of affixes and its types with special focus on the two main branches (preffixation and suffixation), it also shows the previous studies of relevant literature. It sheds the lights on definition and concepts of vocabulary word, history word formation and other related concept. It explains and gives solutions for the common problems that the learners might encounter during the process of word formation.

Lousia (2000) stated good spelling knowledge is extremely important for effective word recognition which can greatly enhance or hinder reading, as for writing poor spelling can make a labored activity with regular interruption to the thought processed which can be excessive attention to spelling.

Sitton (1995) claimed poor spelling also limits the writers' choice of words which negatively influence creativity and leads to short and some times incoherent pieces of writing. In addition; poor spellers often have low motivation to write".

Depending on the above mentioned, the best writing comes through out word formation or word building procedures that shows coherent and comprehensible thoughts, and the good writer or speller must undergo to the techniques and the knowledge of affixation process rules thoroughly.

Morphology (affixation) widens language vocabularies that assist in both writing and speaking skills, so, it fundamentally needed in teaching and learning, moreover, it is a methodology in word forms analysis in linguistics the scientific study of languages.

2-2 History of Word-formation

The analysis of word form began in classical Greece and passed in due course to Rome. Philosophers including Plato and Aristotle and grammarians such as Dionysius Thrax and Terentius Varro developed the study of the ways in which words were formed as a part of grammar. Founding a long and subtle tradition that was inherited and extended by 19c comparative philology and 20c linguistics. The classical study was based only on Greek and Latin words, and contrasted simple word and complex word. The simple word was discussed either in terms of its root (a basic element with out adaptations or inflection) , such as Greek ‘log’ whose core was ‘speech’ or as a root word, consisting of a root, stem and inflection (in most cases cited in standard forms, such as the nominative singular for nouns), such as Greek ‘logas’ (speech, word) and Latin verbum (word, verb). The complex word was discussed in terms of two process or categories:

1. Derivation, in which affixes and inflections could be added to a root as with ‘logikos’, and adjective formed from ‘logos’ and ‘veralis’ and adjective formed from verbum.
2. Composition, in which two or more roots could be combined with appropriate affixes and inflection added as with the nouns biologia and biologist formed from bios (life) and logos, and agricultura, formed from ager (field) and cultura (cultivation). <https://www.thoughtco.com>

2-3 Word –Formation Processes

George Yule claimed that in his book of the study of language-Word and Word-Process. The studies of the processes whereby new words come into being in a language like English seem relatively. This apparent simplicity however masks a number of controversial issues. Despite the disagreement among scholars in this area, there do seem to be some regular processes involved, in which the technical terms used to describe those processes and identify examples currently in use which are the result of those processes.

It should be remembered that, processes have been at work in the language for some time and many words in daily use today, were, at one time considered barbaric misuses of the language. It is difficult now to understand the views expressed in the early nineteenth century over the (tasteless innovation) of a word like hand book, or horror expressed by London newspaper in 1909 over the use of the coined word aviation.

Yet many terms of recent currency cause similar outcries. Rather than act as if the language being debased, we highly prefer to view the constant evolution of new terms and new uses of old terms as reassuring sign of vitality and creativeness in the is way a language is shaped by the needs of its users.

The ways are:

1. Coinage:

One of the least common processes of word-formation in English is coinage, that is, the invention of totally new terms.

The most typically invented trade names for one company's product which become general terms (without initial capital letters) for any version for that product. Older examples are aspirin, nylon and zipper; more recent examples are Kleenex, Teflon and Xerox.

2-Borrowing:-

One of the most common sources of new word in English is the process simply labeled borrowing, that is, the taking over of words from other languages. Throughout its history, the English language has adopted a vast number of loan-words from other language, including alcohol (Arabic) boss (Dutch, croissant (French, lilac (Persian), piano (Italian). Other languages of course borrow terms from English, as can be observed in the Japanese use of suupaamaaketto (supermarket) and rajio (radio).

3-Compounding:

In some of these examples, there is joining of two separate words to produce a single form –thus, lehn and wort are combined to produce lehnwort in German. This combining process technology known as compounding, is very common in languages like German and English, but much less common in languages like French and Spanish, obvious English examples would be book-case fingerprint, sunburn wallpaper..ect.

This very productive source of new term has been well documented in English and German, but can also be found in totally unrelated languages, such as Hmong, in south East Asia, which combines hwj (Pot) and kais (spout) to produced hwjkais (kettle).

4-Blending:

The combining of two separate forms to produce a single new term is also present in the process called blending. However, blending is typically accomplished by taking only the beginning of one and joining it to the end of the other word. In some parts of United States, there is a product which is used like gasoline, but is mad from alcohol, so the blended term for referring to this product is gasohol. If you wish to refer to the combined effect of smoke and fog, there is the term smog. In place where they have a lot of this stuff, they

can jokingly make a distinction between smog, smaze (smoke+ haze) and Smurk (smoke + murk). Some other commonly used example of bending are bit(binary, digit), brunch (breakfast+lunch), motel (motor + hotel) telecast (television + broadcast). To describe the mixing of language, people refer to franglais (French / English) and spanglish (Spanish / English). In order to send information fast, you may use telex(teleprint /exchange) or, via computer, a modem(modulator / demodulator)

5-Clipping: -

It occurs when a word of more than one syllable (facsimile) is reduced to a shorter form (fax). The term gasoline is still in use, but occurs much less frequently than gas, the clipped form. Common examples are ad(advertisement), bra (brassiere), cab(cabriolet), Cando (C Condominium), fan (fanatic). English speakers also like to clip each other's names as in AL, Ed, Liz, Mike, Ron, Sam, Sue, and Tom.

There must be something about educational environments that encourages clipping because just about every word gets reduced, as in chem., exam, lab, and prof.

6-Backformation:

A very specialized type of reduction process is known as backformation. Typically, a word of one type (usually a noun) is reduced to form another word of a different type (usually a verb). A good example of backformation is the process where the noun television first came into use and then the verb televise was created from it. Other examples of words created by this process are donate (donation), opt (option), emote (from emotion). A particular type of backformation favored in Australian and British English, produces a form technology known as hypocorisms. First, a longer word is reduced to a single syllable, then – yor – ie is added to the end. Perhaps the most familiar version

of this process are the word movie (moving picture) and telly (television) it has also produced Aussie(Australia),Barbie(barbecue) bookie(book market) brekky (breakfast) and hankie (handkerchief).

8-Conversion:

A change in the function of a word, as for example, when a noun comes to be used as a verb (without any reduction), is generally known as conversion.

Other labels for this very economy process are (category change) and (function shift) A number of nouns, Such as ,paper, butter, vacation, can, via the process of conversion ,com to be used as verb ,as in following sentences : He's papering the bedroom ,walls ;Have you buttered the toast ?; we bottled the home brew last night ; they are vacationing in France .

The conversion process is particularly productive in modern English with new uses accruing frequently. The conversion can involve verbs becoming nouns, with guess, must and spy as the sources of a guess a must and spy phrasal verbs(to print out, to take over) also become nouns (a print out , a takeover). One complex verb combination (wont to be) has become a very useful nouns as in He isn't in the group, he's just a wannabe).

9-Acronyms:

Some new word, known as acronyms, is formed from initial letter of a set of other words.

Theses can remain essentially "alphabetisms" such as CD (compact disk) or VCR (video cassette recorder) where the pronunciation consists of the set of letter.

More typically, acronyms are pronounced as single words, as in NATO or UNESCO. These examples have kept their capital letter, but many acronyms lose their capitals to become every day terms such as loser (light a placation and ranging).

Names for organization are often designed to have their acronyms represent an appropriate term, as in "mother" against drunk driving (MADD) and "women against rape" (WAR). Some new acronyms come into general use so quickly that many speakers do not think of their component meanings. Recent innovation in banking such as the ATM (automatic teller machine) and required >>>>> (personal identification number) are regularly heard with one of their elements repeated as in I sometimes forget my PIN number when I go to the ATM machine.

2-4 Morphemes

George Yule mentioned in his book of the study of language-Morphology. We recognize that English word-forms such as talks, talker, talked, and talking must consist of one element talk and a number of other elements such as -s, -ed, -er, -ing, all these elements are described as morphemes. Morpheme is a minimal unit of meaning or grammatical function. We clarify this definition with some examples. We should say that the word reopened in the sentence, the police reopened the investigation, consists of three morphemes. One minimal unit is open, another minimal unit of meaning is re- (meaning again), and a minimal unit of grammatical function is -ed (indicating past tense). The word tourists also contains three morphemes. There is one minimal unit of meaning tour, another minimal unit of meaning is -ist (meaning person who does something), and a minimal unit of grammatical function -s (indicating plural).

2-5 Free and bound morphemes

George Yule stated that in his book of the study of language Morphology. Free morphemes, is that morphemes which can stand by them selves as single words, egg open and tour.

Bound morphemes that are those, which can not normally stand alone, but which are typically attached to other forms, e.g. re-, -ist, -ed, -s. so all bound morphemes are affixes. The free morphemes can be generally considered as the set of separate English word-form when they are used with bound morphemes, the basic word-form involved is technically known as the stem. For example (undressed), (un /prefix), (dress / free stem), (ed /bound suffix). There are numbers of English words in which the elements which seems to be the stem is not, in fact, a free morpheme in words like receive, repeat, reduce we can recognize the bound morphemes re-, but the elements –cieve, -duce, -peat, are clearly not free morphemes. There is still some disagreement over the proper characterization of these elements and you may encounter a variety of technical terms used to describe them. It may help to work with distinction between those forms like (-cieve, -duce, -peat) as bound stems and other forms like dress and care as free stems.

Free morphemes fall into two categories. The first category is that set of ordinary nouns, adjectives, and verbs which we think of as the words which carry the (content) of messages we convey. These free morphemes are called lexical morphemes and some examples are: boy, man, house, long, yellow. New can add new lexical morphemes to the language rather easily, so, they are treated as an open class of words.

The other group of free morphemes is called functional morphemes. Examples are: and, but, where, because, on, near, above, in, the, that, it. This set consists largely of the functional words in the language such as conjunctions, prepositions, articles, and pronouns. Because we almost never add new functional morphemes to the language, they are described as a closed class of words. Bound morphemes: the set of affixes which fall into

the bound category can also be divided into two types:

1. Derivational morphemes.
2. Inflectional morphemes.

2-6 Affixations

Crystal stated in his book of (prefixation and suffixation) that affixation is the collective term for the type's formatives that can be used only when added to an other morpheme (root or stem), i.e. affixes are a type of bound morphemes. Affixes are limited in number in a language, and are generally classified into two types, depending on their position with reference to the root or stem of the word. Those which are added to the beginning of a root or stem are called prefixes, e.g. "un" in "unhappy". Those which follow the root or stem are called suffixes, e.g. "ness" in "happiness". Accordingly, the morphological process whereby, grammatical or lexical information is added to a root or stem is known as affixation.

Trask stated that affixation is a grammatical element which can not form a word by its self. Affixes are bound morphemes in that they are meaningful units (morphemes) which can not exist independently of an other morpheme to which they must be attached.

An other definition as it is in **Oxford- concise dictionary of linguistics**, any element in the morphological structure of a word other than a root, e.g. unkindness consists of the root kind plus the affixes un- and -ness. Hence, affixation of the process of adding an affix. Also affixal: thus un in unkind is an affixal element, and the formation of unkind is that of an affixal negative.

Affixes are traditionally divided into prefixes, which come before the form to which they are joined; suffixes which come after; and infixes which are inserted within it. Others commonly distinguished are circumfixes and superfixes.

The linguistic process speakers use form different words by adding morphemes (affixes) at the beginning (prefixation), the middle (infixation) or the end (suffixation) of words.

Most of the world languages contain grammatical affixes used for purpose. English has fewer affixes than some other languages, but it still has some. For example, English usually express plurality in nouns using the sounds /s/ or /z/ as cats and dogs or the older -en affix as in oxen, children, women...etc. modern linguists have debated whether the medieval strong plural mice (inflected with an interval vowel change) should apply to multiple example for a computer mouse and have decided that 'muoses' to be the right form. Other meaning expressed by affixes include the comparative affix -er (faster), and superlative -est (fastest) the vagueness -ish, the abstraction of -ness, the various oppositions of anti, un, dis, de, the repetition of re-, the emptiness of -less, and the anticipation of pre- (even somewhat redundant in words like prewar, preplan, pre book.

2.7 Function of affixes:

Affixes are said to be having many meanings. The following prefixes mean not the opposite (a, dis, il, in, ir, non, un,). However, the spelling of these prefixes often does not change to match the first letter of the base word.

This sometimes results in a double letter, so, if we want to say the opposite of legal, we say (illegal) instead of (in legal), (which will be an awkward to get your tongue a round) **htt//:www.uefap.com.**

A prefix is placed at the beginning of a word to change its meaning, for example: the prefix (re)means either again or back as in rewrite and return.

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

2.8 Positional categories of affixes

Affixes are divided into many categories, depending on their position with reference to the stem. Prefix and suffix are extremely common terms. Infix and circumfix are less so, as they are not important in European languages. The other terms are uncommon.

Table (1) Categories of affixes

Affix	Example	Schema	Description
<u>Prefix</u>	un-do	prefix-stem	Appears before the stem
<u>Suffix/postfix</u>	look-ing	stem-suffix	Appears after the stem
<u>Suffixoid/semi-suffix</u>	cat-like	stem-suffixoid	Appears after the stem, but is only partially bound to it
<u>Infix</u>	Abso⟨bloody⟩lutely	st⟨infix⟩em	Appears within a stem — common in <u>Borneo-Philippines languages</u>
<u>Circumfix</u>	en⟨light⟩en	circumfix⟨stem⟩circumfix	One portion appears before the stem, the other after
<u>Interfix</u>	speed-o-meter	stem _a -interfix-stem _b	Links two stems together in a <u>compound</u>
<u>Duplifix</u>	money~shmoney	stem~duplifix	Incorporates a <u>reduplicated</u> portion of a stem (may occur before, after, or within the stem)
<u>Transfix</u>	Maltese: k⟨i⟩t⟨e⟩b "he wrote" (compare root <i>ktb</i> "write")	s⟨transfix⟩te⟨transfix⟩m	A discontinuous affix that interleaves within a discontinuous stem
<u>Simulfix</u>	mouse → mice	stem\simulfix	Changes a segment of a stem
<u>Suprafix</u>	produce (noun) produce (verb)	stem\suprafix	Changes a <u>suprasegmental</u> feature of a stem
<u>Disfix</u>	Alabama: tipli "break up" (compare root <i>tipasli</i> "break")	st⟩disfix⟨m	The <u>elision</u> of a portion of a stem

Prefix and *suffix* may be subsumed under the term *affix*, in contrast to *infix*.

When marking text for interlinear glossing, as in the third column in the chart above. Simple affixes such as prefixes and suffixes are separated from the stem with hyphens. Affixes which disrupt the stem, or which themselves are discontinuous, are often marked off with angle brackets. Reduplication is often shown with a tilde. Affixes which cannot be segmented are marked with a back slash. <https://www.thoughtco.com/vocabulary-definition>

2-9 Prefixation

A prefix is a letter or a group of letters attached to the beginning of a word (or word root) that partly indicates its meaning. For example, the word *prefix* itself begins with the prefix *pre-*, which generally means "before" or "in front of." (By contrast, a letter or group of letters attaching to the end of a word is called a suffix.)

Many of today's English words contain prefixes from Greek or Latin. Understanding the meanings of the most common prefixes can help us deduce the definition of new words that we run across in our reading, especially knowing that they can make a word mean its opposite, such as the difference between possible and impossible.

Still, we do need to be careful: the same prefix may be spelled in more than one way (*pre-* and *pro-*, for instance), and some prefixes (such as *in-*) have more than one meaning (in this case, "not" or "without" versus "in" or "into"). Even so, being able to recognize prefixes can help us build our vocabularies. (<https://www.thoughtco.com/vocabulary-definition>)

Mathews (1997:362), it is a term used in morphology referring to an affix which is added initially to a root or stem.

Crystal (1985:304), the process of prefixation is common in English for forming new lexical items. E.g. *para-*, *mini-*, *un-*.

The following table defines and illustrates 35 common prefixes.

Table (2) Common Prefixes

Prefix	Meaning	Examples
<i>a-, an-</i>	without, lack of, not	amoral, acellular, abyss, achromatic, anhydrous
<i>ante-</i>	before, earlier, in front of	antecedent, antedate, antemeridian, anterior
<i>anti-</i>	against, opposite of	anticlimax. anti-aircraft, antiseptic, antibody
<i>auto-</i>	self, same	autopilot, autobiography, automobile, autofocus
<i>circum-</i>	around, about	circumvent, circumnavigate, circumscribe
<i>co-</i>	with, together	co-pilot, co-worker, co-exist, co-author
<i>com-, con-</i>	together, with	companion, commingle, contact, concentrate
<i>contra-, contro-</i>	against, opposite	contradict, contrast, contrary, controversy
<i>de-</i>	down, off, away from	devalue, deactivate, debug, degrade, deduce
<i>dis-</i>	not, apart, away	disappear, disagreeable, disbar, dissect
<i>en-</i>	put into, cover with	enclose, entangle, enslave, encase
<i>ex-</i>	out of, from, former	extract, exhale, excavate, ex-president
<i>extra-</i>	beyond, outside, more than	extracurricular, extramarital, extravagant
<i>hetero-</i>	different, other	heterosexual, heterodox, heterogeneous
<i>Homo, homeo-</i>	same, alike	homonym, homophone, homeostasis, homosexual
<i>hyper-</i>	over, more, beyond	hyperactive, hypersensitive, hypercritical
<i>il-, im-, in-, ir</i>	not, without	illegal, immoral, inconsiderate, irresponsible
<i>in-</i>	in, into	insert, inspection, infiltrate
<i>inter-</i>	between, among	intersect, interstellar, intervene, interpenetrate
<i>intra-, intro-</i>	within, inside	intravenous, intergalactic, introvert

<i>macro-</i>	large, prominent	macroeconomics, macrostructure, macrocosm
<i>micro-</i>	very small	microscope, microcosm, microbe
<i>mono-</i>	one, single, alone	monocle, monologue, monogamy, monotony
<i>non-</i>	not, without	nonentity, nonaggressive, nonessential, nonfiction
<i>Omni-</i>	all, every	omniscient, omnivorous, omniscient, omnidirectional
<i>post-</i>	after, behind	postmortem, posterior, postscript, postoperative
<i>pre-, pro-</i>	before, forward	precede, predict, project, prologue
<i>sub-</i>	under, lower	submarine, subsidiary, substandard
<i>sym-, syn-</i>	same time, together	symmetry, symposium, synchronize, synapse
<i>tele-</i>	from or over a distance	telecommunications, telemedicine, television, telephone
<i>trans-</i>	across, beyond, through	transmit, transaction, translation, transfer
<i>tri-</i>	three, every third	tricycle, trimester, triangle, triathlon
<i>un-</i>	not, lacking, opposite of	unfinished, unskilled, ungraceful, unfriendly
<i>uni-</i>	one, single	unicorn, unicellular, unicycle, unilateral
<i>up-</i>	to the top or north, higher/better	upbeat, updo, upgrade, upload, uphill, upstage, upscale, up-tempo

2-10 Suffixations

Suffixation is a process of adding suffix. A suffix is an affix comes after the form to which it is joined.e.g –ness in sadness, or it is an affix added to the end of other morphemes to form a new word.

Mathews (1997:362) it is a term used in morphology referring to an affix which is added finally to a root or stem.e.g. –ness in happiness and –er in reader.

According to Willey (2006, p.103) claimed that suffix is a letter group which is added to the end of base word. It is frequently signify the part of speech and sometimes add meaning. Redwoods (2007, p.11) states that suffix is a word ending. It is a group of letters you can add to the end of a root word.

Adding suffixes to words can change or add to their meaning, but most importantly they show how a word will be used in a sentence and what part of speech the word belongs to.

2-11 Type of suffixes

Willey (2006, p.103-107) stated that there are two types of suffix in English. They are derivational and inflectional. Derivational suffixes are more numerous. When added to a base word, it creates a new word that is derived from the based word, but has a different meaning. It means that derivational suffix is a form of the new word that has a new meaning. Inflectional suffix indicates the grammatical forms of word, such as the tense or case of verb, whether a word is an adjective or adverb, and whether a noun plural or singular.

1-Derivational suffixes:

They are used to make or derive new words. Those suffixes used to change a word from one grammatical class to an other and they are divided into two:

A-Derivational beginning suffixes

B-Derivational intermediate to advanced suffixes.

2-Derivational beginning suffixes:

They are the suffixes that change the meaning of the word.

Table (4)

suffix	meaning	Example
-able -ible	Is, can be	Comfortable,learnable,gullible,pershible
-ar -er -or	One who	Beggar, seller, editor
-en	To make	Fasten, frighten, weaken
-ess	One who- female	Waitress, actress, princess, hostess,
-est	most	Smartest, luckiest, lightest

3-Derivational intermediate to advanced suffixes.

They are the list of suffixes that are indicating what type of word it is, so it will change the meaning of word.

Table (5)

suffix	meaning	Example
-a -ae	plural	Data , criteria memoranda
-age	Action or process	Marriage, voyage, pilgrimage
-ant -ent	One who	Servant, resident, regent
-arium	Place for	Aquarium, solarium, auditorium
-ectomy	Surgical removal of	Tonsillectomy, appendectomy, mastectomy

3-Inflectional suffixes

They are required to make a sentence grammatically correct, but they add little meaning to the word. Those suffixes never change a word from one grammatical class to an other, but each grammatical class has its own set of inflectional suffixes. Consequently, they can be useful for helping to determine whether the word is verb, adjective, adverb, or noun.

A-Verb suffixes

Verb is a word that expresses an action or a state of being. Verb suffixes are forms that are used to derive verbs from other words.

Table (6)

suffixes	meaning	Example
-ade	Action or process	Blockage, parade
-ate	To make	Activate, fascinate, annihilate
-fy	To make	Terrify, beautify, satisfy
-ing	Continuous action	Eating, jumping
-er	Action or process	Conquer, murder

B-Adjective suffixes

Adjective is a kind of word that modifies a noun. Adjective suffixes are forms that are used to derive adjectives from other words. Adding a suffix to a noun form is one way of forming an adjective.

Table (7)

suffix	meaning	Example
-al	Relating to	Natural, royal, maternal.
-ate	State or quality	Passionate, fortunate,
-ative	Inclined to	Demonstrative, talkative
-en	Relating to	Wooden, golden, earthen
-ent	Inclined to	Competent , different, excellent

C-Adverb suffixes

Adverb is a word that modifies a verb, adjective, other adverb, expressing manner, place, time or degree. Adverb suffixes are forms that are used to derive adverbs from other words.

Table (8)

suffix	meaning	Example
-ly	Forms adverb from adjective	Slowly, beautifully.
-ways	manner	Sideways, always, longways,
-wise	Manner, direction	Clockwise, lengthwise
-ward(s)	direction	Onwards, northward

D-Noun suffixes

Noun is a word for human, animal, place, or thing. Noun suffixes are forms that derived from verbs and adjectives. Adding suffix to a verb and adjective form is one way of forming a noun

Table (9)

suffix	meaning	Example
-ation	Action or process	Computation, emancipation
-cule	Small	Molecule, minuscule
-crat	Person of power	Democrat, autocrat
-ee	Object of action	Payee, lessee, employee
-enne	female	Comedienne, equestrienne, tragedienne
-itis	inflammation	Laryngitis, arthritis, bronchitis
-kin	small	Napkin, lambkin, manikin
-ol	alcohols	Methanol, ethanol, glycol
-phobia	fear	Claustrophobia, acrophobia
-ster	person	Gagster, gamester.

2.11 Previous studies

Study one:

Asaad (2016) conducted a study entitled (investigating the usage of English language affixes as problem facing third year secondary school students). As mentioned the study investigates the usage of English language affixes as problem facing third year secondary school students. The population includes fifty, if third year schools now are all EFL learners in some Sudanese schools in Khartoum State.

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

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

Study two:

Mohammed Adam Mohammed Ali (2015)-(usage of suffixes in English language as problem encounter Sudanese Universities) - case study El-fasher University. He stated that learners of English language at undergraduate level should know the rules that governed the addition of suffixes in order to avoid certain types of spelling mistakes. Unless, learners master these rules accurately some kinds of spelling mistakes might be committed.

The findings of the study have evidently proved the fact that, spelling mistakes is unavoidable, hence, teacher must be tolerant wit them. However, in the light of findings, the researcher may suggest the following points to help students in reducing spelling mistakes:

- **Word structure:**

Students should learn to break words into syllables and other consistent parts. Breaking words is one of best strategies for seeing if a word is in the learners listing or reading vocabularies. It also helps those examining affixes, revealing words hidden in other words. However, by breaking words into syllables, the learner will be able to identify the meaning of unfamiliar words that contains these parts and their spelling.

- **Phonological aspects:**

Good spelling require phonological awareness to cope with regular spelling patterns, so teachers should tell students how these phonological aspects affect words pronunciation and spelling.

- **Proofread carefully:**

Most students make careless spelling mistakes when writing rapidly, but these conscience writers eliminate by proof reading. Therefore, students should be instructed to check their writing before handling it.

- **Dictionaries:**

Students should also know how to use dictionaries, as far as spelling concern the following dictionary skills are essential and must be taught: an understanding of alphabetical order, familiarity with lay-out of dictionaries (including the use of guiding words) and how to look-up words derived by adding affixes or by stem change.

- **Learning the basic spelling words:**

Students sometimes discover that many of their spelling errors occur, because they do not understand the basic rules. For example: the frequently misspell words which include (e) or forget to double the final consonant where necessary. So, spelling rules must be taught to students. Learning rules will help to eliminate errors many words. Even though, there are some exceptions to the rules, mastering them saves time worry.

- **Wall charts/ words walls:**

Wall charts are lists and / or words walls compiled to along with a particular topic, theme rules generalization etc. these lists are especially useful in the primary grades where students don't yet have a large core of words they can spell. Other rules are taught or generated through a mini-lesson that may be started; after the chart is posted students can be encouraged to continue adding words they find.

- **Spelling games:**

Spelling games whether they are commercial, teacher-made, and computer generated or student-made can be used to reinforced and develop standard spelling in an informal spelling way.

Study three:

Almahi Mohammed Khider Babiker (2017)-investigating difficulties encountered by EFL undergraduates in using derivational morpheme. The study investigates difficulties face EFL students in using derivational morphemes when they form adjectives, nouns, verbs and adverbs. The researcher came across the problem during his work as teacher for English language in an institute; therefore, the study will trace the problem face EFL in using derivational morphemes appropriately and tries to come out with solutions which will help in solving the problem, in which the researcher used analytical descriptive methods and found out the below:

- Students should extend their knowledge in derivational morphemes.
- EFL students should need practice to master derivational morphemes.
- Teaching of derivational morphemes should be integrated in early stages EFL student's studies.

Study four:

Eymman Mohammed (SUST-2014)-investigating affixation awareness among English learning / Sudanese university students. In which the researcher came out with the following findings:

- Students have general background about affixation.
- Students don't always differentiate suffixes and prefixes.
- Students have very weak background knowledge about how to recognize part of speech through affixes.

Study five:

Abdelrahim (2016) - Investigating derivational morphology awareness among EFL learners at SUST a case study of college languages – English department, third year level, it was conducted in the field of word formation (derivational morphology) in which he found out that:

- Students have some difficulties when dealing with derivational morphology.
- Derivational morphology should be given attention when it is taught.
- It should be taught in first stages of school.

Study six:

Adam (2014), English Morphemes (ed) at Omdurman Islamic University).The study stated the Sudanese learners make, morphological when they use morpheme (ed) to indicate the past tense and they mispronounce the morpheme (ed). As students experience the problem of mispronunciation of the morpheme (ed) which indicate the past tense. Students mispronounce the morpheme (ed), because it has different representations or different ways of pronunciations. Also student face problem of their mother tongue interference.

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

CHAPTER THREE

Methodology

3-1 Introduction:

This chapter deals with research methodology. It gives a complete and an adequate description of the research tool which was used to collect the data, as well as the population and the procedures which was adopted. A test was used as the tool to collect the data.

3-2 Research Population:

The sample of study consisted of 30 students of the second year of Sudan University of science and technology, college of languages both male and female were tested.

3-3 Tools of the data collection:

The data of this study was collected by examination of 30 students who study English as the foreign languages at Sudan University of science and technology. In this chapter the researcher has used one tool of data collection which was a test that designed for English language learners in the second year. The test was divided into three parts.

3-4 Population:

Sudan University of science and technology (SUST), collage of languages

3-5 Statistical Reliability and validity for student's test

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cranach coefficient Equation as the following: For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the

reliability coefficient using the Alpha-Cranach coefficient the results have been showed in the following table

Reliability Statistics

	Cronbach's Alpha	Number of questions
	.86	3

3-6 Validity

It has been selected in chapter one that, this study attempts to approach English second year language learners (problem of adding affixes to English word in writing) therefore, validity according to (Brown 1988, p 29) is defined as: the degree to which the study and its results can be marked in a consistent way to support exactly what is claimed.

3-7 Reliability:

The test as mentioned before was concerned affixes. After scoring criteria and distribution of marks on the test paper, it was necessary to evaluate the data of the study statistical analysis is followed. Reliability is defined by (Seliger 1989, p73) as the degree to which the same kind of the results will be obtained if the test was taken again. He stated that there are three types of reliabilities:

- a. Alpha compach reliability: that assesses the internal consistency of the items of each part of the test.
- b. Split half reliability: where the items of the test are divided into two equal groups.

- c. Parallel reliability: is random selection of small sample and comparing its result to those of the other sample. The standard model of the test was done in a simple way to let the students to deal with it unlike difficult. Afterwards, the test was marked by the researcher him self.

3-8 Summary of the chapter

This chapter has been concerned with the methodology of the study. So far, it has described the subject of the study (the sample), the test material collection enlisting the data, objectivity, reliability, data collection method of data analysis and procedures to the discussion of result. Up-coming chapter will display the results obtained by means of statistical method. It will also interpret, discuss, and analyze quantitatively.

CHAPTER FOUR

DATA ANALYSIS

4-1 Introduction

This chapter shows the results of data collection through the data analysis to ensure or reject the hypotheses of the study. The test was very simple and composed of three questions after it has been refereed by the doctors at Sudan University of Science and Technology- Collage of Languages, the first and the second questions are both out of (15), and the third question which consists of two parts (A & B) is out of (20). So, the whole test is out of (50), which was directly marked and supervised by the researcher himself.

The responses to the written diagnostic test of the 30 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.

4-2 Reliability Statistics

	Cronbach's Alpha	Number of questions
	.86	3

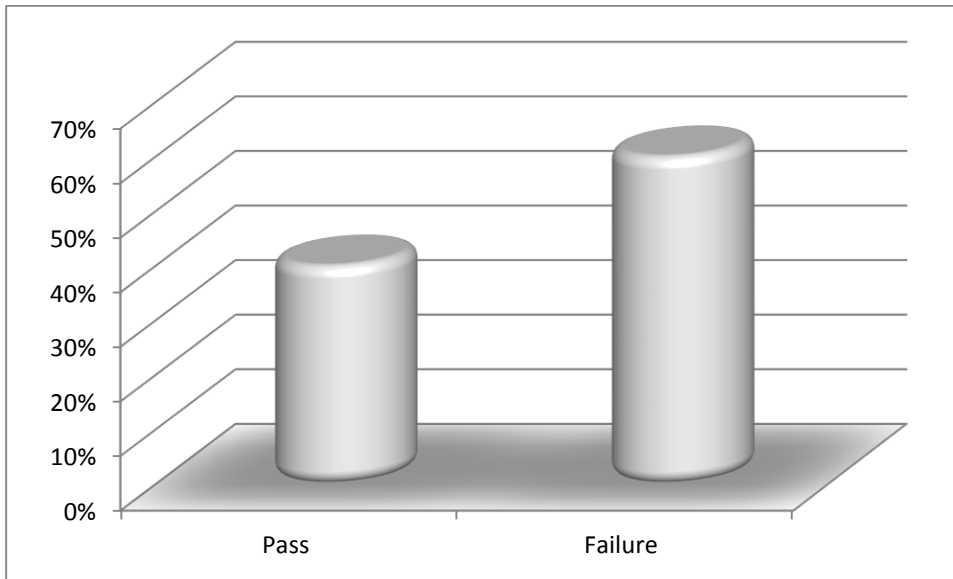
Table (4-3) shows the scores of the students in the diagnostic test

Student no	question 1	question 2	Question 3	Total out of 50	Trend
1	3	8	2	13	Failed
2	4	3	3	10	Failed
3	9	4	5	18	Failed
4	6	8	18	32	Passed
5	10	3	3	15	Failed
6	12	9	13	34	Passed
7	3	3	3	9	Failed
8	3	4	6	13	Failed
9	5	2	9	16	Failed
10	4	3	6	13	Failed
11	2	3	0	5	Failed
12	7	14	12	33	Passed
13	2	4	3	9	Failed
14	4	3	3	11	Failed
15	3	2	5	10	Failed
16	11	6	14	31	Passed
17	4	8	2	14	Failed
18	2	3	7	12	Failed
19	3	2	8	13	Failed
20	11	3	6	20	Failed
21	10	10	13	33	Passed
22	13	11	11	34	Passed
23	1	4	5	10	Failed
24	11	2	2	15	Failed
25	12	8	18	38	Passed
26	5	5	5	15	Failed
27	3	4	4	9	Failed
28	2	3	3	8	Failed
29	10	3	3	16	Failed
30	13	7	13	36	Passed

Table (4-4): the frequency and percentage for the respondents according to the question (1) of the test

question 1	Frequency	Percentage
Pass	12	40%
Failure	18	60%
Total	30	100%

Figure (1)



From the above table (4-4) and fig (1) it is clear that the number of students who failed to pass question one were (18) students with percentage (60%) which is greater than the number of students who passed it was (12) students with percentage (40%).

Question one:

Complete the following sentences using the prefixes below:

mis ,im , pre , ir , dis

- 1- They haven't come to agreement, because of theirunderstanding.
- 2- Ministry of education ask parents to send their children to theschool. before they join the basic level schools.
- 3- The blood pressure of this patient is.....regular so , the physician asks for further lab investigations.
- 4-patience makes some individuals so anxious.
- 5- Hundreds ofplaced people lack of basic services in refugee camps.

Hypothesis one:

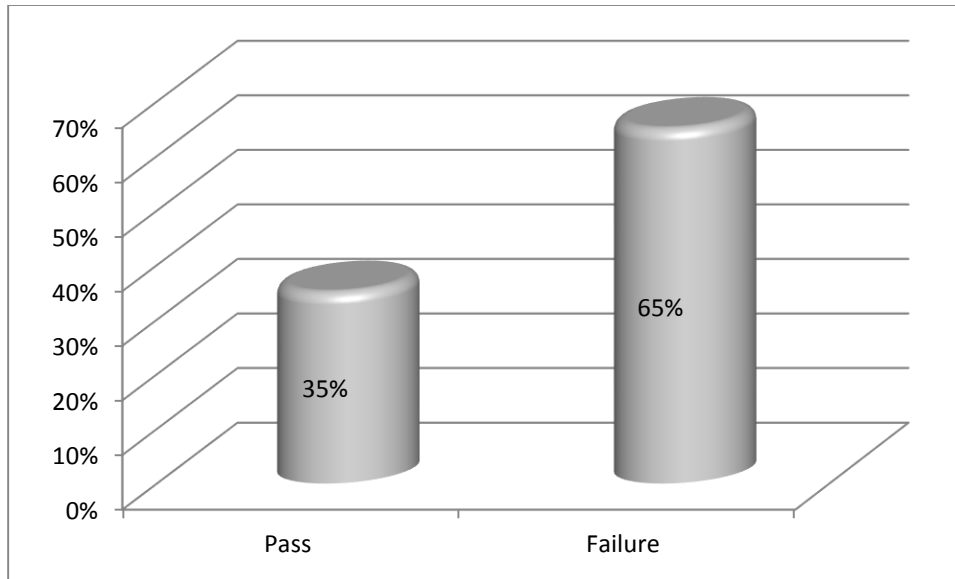
1-Students face some difficulties to differentiate between the meaning of word-stem and affixes.

- 1- It revealed that students don't understand the meaning of prefixes because, I found some students used the prefix (im) instead of using the prefix (dis) in question number (5)Hundreds ofplaced people lack of basic services in refugee camps. It is with no doubt clear that, students lack the proper understanding of free and bound morphemes.

Table (4-5): the frequency and percentage for the respondents according to the question (2) of the test

question2	Frequency	Percentage
Pass	9	35%
Failure	21	65%
Total	30	100%

Figure (2)



From the above table (4-5) and fig (2) it is clear that the number of students who failed to pass the test was (21) students with percentage (65.0%) which is greater than the number of students who passed question two (9) students with percentage (35.0%), according to question and hypothesis two.

Question two:

Complete the following sentences by changing the adjectives or nouns into verbs using (ify, en or ize).

- 1- The government says it is spending too much money, and that ways must be found to (economy).
- 2- The runway is too short to make the planes, it mayour lives (threat).
- 3- Your explanation is too difficult to understand. Can you.....it a little? (Simple).
- 4- Most people seem to think it would be a good idea to units of weights and measurements throughout the world. (standard).
- 5- The water is not pure enough to drink. It will have tobefore it can be used. (pure).

Hypothesis two:

\2-Students face some obstacles in using and practicing affixes.

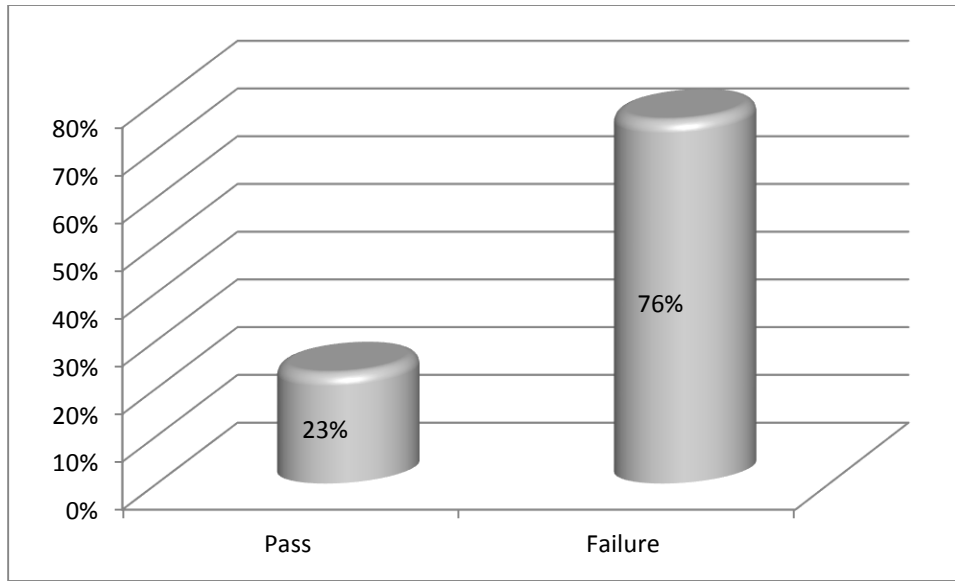
Concerning the hypothesis and the question two, as the statistical analysis showed, only (9) students passed, which revealed that students misunderstood bound morphemes (suffixes) and derivational suffixes in which when new letters or words added, it derives new words with new meaning, so this needs deep understanding with proper knowing of practice.to know the right using of (ify, en or ize).Because, when using (ify and ize) suffixes, especial attention should be paid to the end of word if it ends with (y) or not in both derivational and inflectional morphemes (suffixes). We should drop (y) when we add (ify or ize) to the end of the words that end with the letter (y) in derivational suffixes as it showed in chapter two.

During marketing question two, besides using affixes; the researcher concentrated on spelling mistakes because it is a must in words building and in any language in the world. Words are meaningfully formed with correct specific spelling.

Table (4-6): the frequency and percentage for the respondents according to the question (3) of the test

Question3	Frequency	Percentage
Pass	7	23%
Failure	23	76%
Total	30	100%

Figure (3)



From the above table (4-6) and fig (3) it is clear that the number of students who failed to pass the test was (23)students with percentage (76.0%) which is greater than the number of students who passed the test (7) students with percentage (23.0%).According to hypothesis and question three:

Hypothesis three:

3-Students don't know to form words or parts of speech through affixes.

Question three:

Use the prefixes and suffixes below to form new words:

a-Prefixes:

multi – per , bi, dis , fore

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

b-Suffixes:

hood, tomy , ism , ment , ectomy

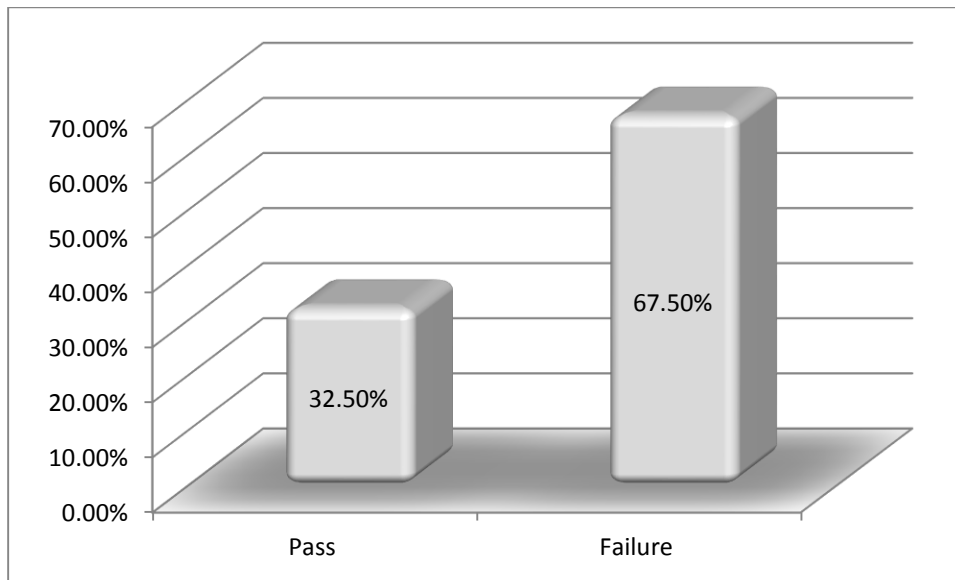
- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

According to the question and the hypothesis three, I have found out that; only (7) students passed, few ones passed part (a) while the most of them failed part (2). This clearly showed, students lack vocabulary building (word-formation) that strongly enhance in four skills learning.

Table (4-7): the frequency and percentage for the respondents according to overall test

Over all	Frequency	Percentage
Pass	8	32.5%
Failure	22	67.5%
Total	30	100%

Figure (4)



From the above table (4-7) and fig (4) it is clear that the number of students who failed to pass the test was (22) students with percentage (67.5%) which is greater than the number of students who passed the test (8) students with percentage (32.5%)

Table No (4-8) The Frequency Distribution and decisions for the Respondent's Answers of all questions

Questions	Correct		wrong		Decision
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	12	40%	18	60%	Accept
Question 2	9	35%	21	65%	Accept
Question 3	7	23%	23	76%	Accept
For over all	13	32.5%	27	57.5%	Accept

The table no (4-4) it's shown the summery of the results. For the **question 1** - it's clear that the number of students who failed to pass the test is greater than the number of students who passed it with percent (60%) this results means our hypothesis is accepted

The table no (4-5) it's shown the summery of the results. For the **question 2**- it's clear that the number of students who failed to pass the test is greater than the number of students who passed it with percent (65%) this results means our hypothesis is accepted

The table no (4-6) it's shown the summery of the results. For the **question 3**- it's clear that the number of students who failed to pass the test is greater than the number of students who passed it with percent (76%) this results means our hypothesis is accepted

Table (17) one sample T-TEST for the questions of the study

Question s	N	SD	t-value	DF	p-value
1	30	3.5	12.5	29	0.00
2	30	1.85	7.8	29	0.00
For all	30	2.43	15.8	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in all questions was (15.8) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.21). This indicates that, there is no statistically significant difference at the level (0.05 %) among the answers of the respondents. this mean that the hypothesis of our study is accepted.

CHAPTER FIVE

Conclusion, findings, recommendation, and suggestion for further studies

5-1 Introduction:

In this chapter the researcher concludes the over-all view and the summary of the study, besides the findings, recommendations, and the suggestions of study for the further studies as well.

5-2 Summary:

This thesis has showed and given a comprehensive description of general idea about the word –formation and its definition with their types as well as their classifications and the problematic areas. The researcher adopted descriptive analytical method, to collect the required data; the researcher designed a test to the 30-second level students of English language section, college of languages at Sudan University of Science and Technology. The collected data was analyzed by SPSS programmed.

The study was to investigate the difficulties of using affixation encountered by EFL learners. The purpose attempted to let the students know and have complete awareness of using suffixes and prefixes, it also aimed at well-build words and recognizing parts of speech through affixes. It also extended to enhance the students use vocabularies correctly out of spelling mistakes to ease and give the intended message for the readers.

The analyzed data collected revealed that, the average (67.5%) of the students who failed to pass the test is bigger and higher than the average (32.5%) of the students who passed the test; this clarified and verified the acceptance of questions and hypotheses of the study.

Results and findings have confirmed that, there are some difficulties and variance encountered by the EFL learners in using affixes correctly. Therefore, the researcher has recommended more studies to investigate the study from the different views.

5-3 Findings:

1-Students face some difficulties to differentiate between word-stem and affixes.

2-Students don't know the meaning of affixes.

3-Students lack the proper practice of affixes.

4-Students don't know how to form words or parts of speech through affixes.

5- Students have poor backgrounds about derivational morphemes.

6- Students neglect and ignore the importance of spelling when adding affixations.

5-4 Recommendations:

The results of the study through the data analysis have evidently revealed the facts that, spelling mistakes are unavoidable, therefore, teachers and students are both asked to properly reduce them through the knowledge of affixation using the below recommendations.

1- Students should fully know the process in which to construct parts of speech through affixes.

2- Students should accurately intense and extend the knowledge of morphemes to fully master English language.

3- Word structure;

Students should learn to break words into syllables and other consistent parts. It is one of the best strategies for seeing if a word is in the learner's lists or reading vocabularies, it also helps to examine affixes and revealing hidden words. By the word structure, the learner will be able to identify the meaning of un- familiar word that contains these word parts and their spelling.

4- Dictionaries:

Students should know to use dictionaries, as far as spelling concern, the following dictionary skills are essential and must be taught: an understanding of alphabetical order, familiarity with the lay-out of dictionaries (including the use of guiding words) and how to look up words derived by adding affixes, or by stem change.

5- Phonological aspects:

Good spelling requires phonological awareness to cope with regular spelling patterns, so teachers should tell students how these phonological aspects affect words pronunciation and spelling.

5-5 Suggestions

The hereinafter are the suggestions from the researcher for the further studies:

- Difficulty of using inflectional and derivational morphemes encountered by students of secondary level.
- Comparative and analytical studies between English and Arabic language on affixations encountered by EFL learners.

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Appendix

Sudan university of Science and Technology

College of Languages

Dear/ Doctor,

As prominent scholar in your field I would like your helpful contribution to drive my study towards excellence through refereeing the written diagnostic test attached.

I'm doing MA in Applied linguistics under the title "**Investigating the difficulties of using affixation encountered by EFL learners**" your effort and time is appreciated.

Thank you very much

Dear students second level of English language section, I hereinafter kindly ask your contribution to complete my MA degree in applied linguistics under the title (**Investigating the difficulties of using affixation encountered by EFL learners**)

Answer all questions:

Question one:

Complete the following sentences using the prefixes below:

mis ,im , pre , ir , dis

- 2- They haven't come to agreement, because of theirunderstanding.
- 3- Ministry of education ask parents to send their children to theschool.before they join the basic level schools.
- 4- The blood pressure of this patient is.....regular so , the physician asks for further lab investigations.
- 5-patience makes some individuals so anxious.
- 6- Hundreds ofplaced people lack of basic services in refugee camps.

Question Two:

Complete the following sentences by changing the adjectives or nouns in italic into verbs:

ify , en or ize

- 6- The government says it is spending too much money, and that ways must be found to (economy).
- 7- The runway is too short to make the planes, it mayour lives (threat).
- 8- Your explanation is too difficult to understand. Can you.....it a little? (Simple).

- 9- Most people seem to think it would be a good idea to units of weights and measurements throughout the world. (standard).
- 10- The water is not pure enough to drink. It will have tobefore it can be used. (pure).

Question Three:

Use the prefixes and suffixes below to form new words:

Prefixes:

multi – per , bi, dis , fore

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Suffixes:

hood, tomy , ism , ment , ectomy

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....