

Investigating Problems Encountered by Sudanese EFL learners in Using Affixes at Tertiary level from Teachers' Perspectives

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ABSTRACT

This study is designed to investigate the problems encountered by Sudanese EFL learners in using affixes. It focuses on the area of affixes (Prefixes and Suffixes) and their importance in expanding students' vocabulary. The sample of the study includes fifty students of second year and fifty students of first year. The study aims at figuring out some problematic areas affecting students when they use affixes as well as finding out how to overcome these difficulties. The researcher has adopted the descriptive analytical approach to accomplish this research. The results of the study reveal that the morphological problems of the students which include spelling and, the difference between simple words and complex words are due to lack of proper practice and students' ignorance of derivational and inflectional morphemes. The students have weak background about the situation in which some derivational and inflectional morphemes are used. It is also revealed that the method of teaching derivational and inflectional morphemes needs competent teachers who know more about the use of affixes and the differences of inflectional and derivational morphemes. The study recommends that the techniques of teaching English affixes need to be stressed by the teachers at tertiary level. At the same time students should be taught explicitly that derivational morphemes change the meaning or part of speech while inflectional morphemes change the tense or the aspect. In addition, the researcher suggests that the students should be given more practices so as to master usage of affixation.

Key words: Affixes – Inflection – Derivation – Vocabulary Overview.

المستخلص

تهدف هذه الدراسة إلى تقصي استخدام السوابق واللواحق بوصفها مشكلة تواجه الطلاب بالجامعات بأقسام اللغة الانجليزية. تركز الدراسة الحالية على الإضافات (البدائيات واللواحق) وأهميتها في زيادة مفردات اللغة الانجليزية لدى الطلاب . تشمل عينة الدراسة خمسين طالباً بالسنة الأولى وخمسين طالباً من السنة الثانية. تهدف الدراسة إلى معرفة بعض المشاكل التي تؤثر على الطلاب عند استخدام السوابق واللواحق وكذلك معرفة كيفية التغلب على تلك الصعوبات. وقد تبني الباحث المنهج الوصفي التحليلي لتحقيق أهداف البحث.

كشفت نتائج الدراسة إن المشاكل المورفولوجية للطلاب تتمثل في الإملاء ،والفرق بين الكلمات البسيطة والكلمات المعقدة ويرجع ذلك إلى عدم وجود الممارسة الفعالة جهل الطلاب باستخدام السوابق واللواحق . عموماً فقد وجد الباحث أن الطلاب لديهم خلفية ضعيفة عن الوضع الذي تستخدم به بعض المقاطع الاشتقاقية والتصريفية . كما كشفت الدراسة إن طريقة تدريس المقاطع تحتاج إلى معلمين ذوي دراية ويعرفون المزيد عن استخدام الإضافات . أوصت الدراسة بأن تقنيات تدريس السوابق واللواحق تحتاج إلى أن ينظر إليها من قبل المعلمين في المستوى العالي ، في الوقت نفسه يجب أن يدرس الطلاب بصورة جلية أن (المقاطع الاشتقاقية) تغير المعنى وتغير أجزاء الكلام ، بينما (المقاطع التصريفية) لا تغير المعنى ولكن تغير زمن الأفعال ومظهرها ، لذلك اقترح الباحث أن الطلاب يجب أن يعطوا المزيد من الممارسات الفعالة لإتقان استخدام الإضافات.

INTRODUCTION

The component parts of words are called morphemes. Morphemes are the smallest

bearing unit in a language. Thus, the word unfreezable consists of three morphemes because it can be

reduced to three identifiable units of meaning – the negative prefix *un-*, the base freeze and the adjective forming suffix – *able*.

The researcher's focus is on the area of affixes (prefixes and suffixes) in English language teaching. This kind of process is very important to students especially for those who want to increase their vocabulary, and they can determine meaning more easily if they already know the meaning of an affix such as (*anti-*) (against) in the word antisocial. Millions of Language learners all over the world are striving to improve their English language proficiency. As essential components of this proficiency is improving one's ability to communicate via writing, since it is crucial for effective communication. One important factor to be considered with writing competency is spelling, as a single misspelled word can change the word and alter the whole meaning of the sentence. In general, good spelling is regarded as a sign of a good education where as poor spelling is considered negative.

Wilkins(1977)states:

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"

If you spent most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions.

Affixation

Affixation is the collective term for the types of formatives that can be used only when added to another morpheme (the root or stem), i.e. affixes are a type of 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 root or stem are called suffixes, e.g. "-ness" in "happiness". Accordingly, the morphological process whereby, grammatical or lexical information is added to a stem is known as

affixation (prefixation and suffixation). (Crystal, 1985: 12).

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

An affix is a bound morpheme that is attached to roots, stems or bases. For example, "un-" must always be attached before the central meaningful element of the word, i.e. the root, stem or base, whereas "-ity" must follow the root, stem or base. The bound morpheme "un-" is called a prefix, whereas "-ity" is a suffix.

(Plag, 2003: 10, 72).

Affixation means the addition of an affix, i.e. a letter or a group of letters at the beginning or at the end of a word to change its meaning or class, e.g. "a-" in "amoral", "-esque" in "picturesque". The use of affixes is still highly active in contemporary English, constantly producing new words. By affixation we generally mean additions to a word-form either initially or finally. Such additions are referred to as prefixes and suffixes.

Prefixation

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

A prefix is a term used in morphology referring to an affix which is added initially to a root or stem. The process of prefixation is common in English, for forming new lexical items, e.g. "para-", "mini-", "un-". (Crystal, 1985: 304).

Prefixes are by and large derivational in English, e.g. "re-" in "rethink", "dis-" in "dislike", "non-" in "non-existent", etc. They are added to a word-form initially.

Suffixation

Suffixation is the process of adding a suffix. A suffix is an affix which comes after the form to which it is joined. e.g. “-ness” in “sadness”. (Matthews, 1997: 362). A suffix is a term used in morphology referring to an affix which is added finally to a root or stem. The process of suffixation is common in English, both for the derivation formation of new lexical items, e.g. “-ize”, “-tion” and for expressing grammatical relationships (inflectional endings). e.g. “-s”, “-ed”, “ing”. (Crystal, 1985: 371).

Suffixes can be both derivational and inflectional in English, e.g. “-ly” in “manly” (derivational), “-ly” + “-ness” in “manliness” (derivational), “-ed” in “walked” (inflectional). They are added to a word-form finally.

The researcher noticed that affixes despite their importance, are neglected in classrooms, as a result of neglecting vocabulary and word formation processes. Students who understand how words are formed by combining prefixes, suffixes and roots tend to have larger vocabularies and better reading comprehension. Understanding the meaning of prefixes and suffixes enhances the comprehension of the text being read. The main aim of the present study is to focus on affixes. It is hoped that it will prove a kind of guidance to the Sudanese tertiary teachers and students in the area of affixes. The feedback of the study is expected to be highly appreciated by those who are concerned with the teaching and learning of EFL at the Sudanese tertiary level. The findings of the study will provide useful information to researchers for investigating the process of teaching and learning affixes in EFL classrooms as it identifies the areas of problems in affixes.

Word-Formation and Spelling (Written Form)

Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the readers’ judgement. All too often bad spelling is perceived as a lack of education or care.

The way in which words are formed tells us about how they are spelled (their written forms). It tells us the rules for dropping letters, doubling consonants, adding letters or changing letters when adding a particular prefix or suffix, as in the following:

- (1) The spelling of a word may undergo changes, according to the spelling rules of English, when a suffix is added to a base and consequently the final part of the word assumes medial position in the derived or inflected word. For example
- Changing: y-i: friendly-friendliness,
happy-happiness.
Doubling: d-dd: red-reddish
-e loss: cause-causation
Simplification: full-fully (=full+-ly).

(Quirk, 1985: 1536)

(2) The Negative Prefixes “in-, im-, ir-, il-“: There are also derived assimilations characterized by the negative prefixes in-, im-, ir-, il-. The change that occurs after the addition of any one of these prefixes is based on the spelling rules of English regarding each one. For example, il-: before /l/: legal-illegal,
logical-illogical.

ir-: before /r/: regular-irregular,
relevant-irrelevant

im-: before /m/, /p/ or /b/:
moral-immoral, possible-impossible,
balance-imbalance

(3) The Comparative and Superlative suffixes “-er” and “-est”:

These two forms are added on the basis of the inflection rules of English adjectives for comparison regarding the endings of regular adjectives. The adjectives which normally add the suffixes “-er” and “-est” to their endings are:

(I) Regular Adjectives of One Syllable, i.e. Monosyllabic Adjectives:
big-bigger-biggest, brave-braver-bravest,
free-freer-freest, young-younger-youngest, old-older-oldest.

(ii) Regular Adjectives of Two Syllables, i.e. Disyllabic Adjectives, Ending in :

(a)-y: merry-merrier-merriest, noisy-noisier-noisiest, healthy-healthier-healthiest, friendly-friendlier-friendliest.

(b)-ow: narrow-narrower-narrowest, hollow-hollower-hollowest, shallow-shallower-shallowest

(c)-le: gentle-gentler-gentlest, feeble-feeble-feeblest, noble-nobler-noblest, subtle-subtler-subtlest.

(d)-er, -ure: clever-cleverer-cleverest, mature-maturer-maturest, obscure-obscurer-obscurest.

(Quirk, 1973: 145-46) (Mackin, 1966: 60).

(4) The Comparative and Superlative Adverb Suffixes“-er” and “-est”:

Adverbs that are identical in form with adjectives take inflections, following the same rules as for adjectives. The adverbs which normally add the suffixes “-er” and “-est” to their endings are the regular adverbs of one syllable, i.e. monosyllabic adverbs, for example,

Hard-harder-hardest, quick-quicker-quickest,
slow-slower-slowest, long-longer-longest,
fast-faster-fastest.

(Quirk, 1973: 147).

-INFLECTION: It is the change in the form of a word, which can express different grammatical relationships, i.e., the addition of -s to a noun to form plural (book books) or -ed to a verb to form the past tense (book-booked) etc. The chief inflectional affixes of English are the plural marker -s, -es, -en; the genitive -'s (as in John's); the

verbal endings -s, -es, -ing, -ed, (t), (d), (en); adjectival -er, -est. and change of vowel as in 'goose - geese' and zero as in 'sheep'. The function of inflection is to indicate relationship between words in a sentence, e.g., 'the cow eats grass' / 'cows eat grass'. Inflectional affixes appear to be stable in function and meaning.

-DERIVATION: It is a process by which new words are formed through the mechanics of affixation to a root-form already in existence. It is one of the commonest methods of word formation, for example, the root 'nation' is exploited to produce 'national', 'nationalist', 'nationalization', etc. Whereas derivation results in the formation of new lexemes by affixation, Compounding, another process of word formation, is concerned with the formation of new lexemes from two or more stems. It is a process by which two words are joined with no part of either word being lost, e.g., 'highway', 'blackbird', 'riverbed', etc. Compounding yields not only one word but one conception, not just the sum of two concepts expressed by the two fused elements.

Both inflectional and derivational processes depend on affixation. By affixation we generally mean additions to a word-form either initially or finally. Such additions are referred to as *Prefixes* and *Suffixes*.

Word-forms are classified as Simple, Complex and Compound for purposes of analysis.

SIMPLE: The occurrence of a particular form independently constitutes a simple word. A simple word-form may be:

- (i) just a minimal base, e.g., 'cat = Base + (Superfix)
- (ii) a base + an inflectional suffix, e.g., 'cats=Base+ Inflectional suffix('s' plural)+(Superfix)

COMPLEX: A word-form which contains a base and a derivational suffix and/or an inflectional suffix, e.g.

'Player = Base + Der. suffix (Der. Suffix)

'Players = Base + Der. Suffix (Der. Suffix)

Suffix ('-s' plural). + (Superfix)

COMPOUND: This is a word-form produced out of the linking of two or more elements expressing a single idea. A simple analysis yields the following types:

- (a) two elements, both simple e.g.,
foot ball
- (b) three elements, all simple e.g.,
son in law
- (c) two elements, one complex e.g.,
tax collector
- (d) two elements, both complex e.g.,
evaluator operator
- (e) two elements, one or both
compound e.g., football player

Related Previous Studies

In this section the light will be shed particularly on the studies related to problems of affixes. Many studies exist in this domain handling the topic from different approaches. Thus this section will be organized according to the importance of each approach for the purpose of this study.

The first study is (Saleem, T. 2008).

The effect of using affixes on enhancing vocabulary building.

The study of the first year college students at Riyadh University, PhD thesis of Sudan University of Science and Technology.

The study aims to concentrate on suffixes as a source of building vocabulary. Saleem obtained data from students' answers to the test which is analyzed. The important findings of Saleem's study are as follows:

- 1-Errors in the third person singular suffix (-s) exhibit high frequency.
- 2-Multiple word suffixes cause a great problem to the students.
- 3-Understanding affixes is an important part of learning grammar, moreover increase vocabulary.

The second study is (Awatif, T. 1999).

Examining learners' Errors.

MA. Thesis Omdurman Islamic University (Sust). The aims of the study are to identify, classify and describe errors at the levels of morphology, syntax and lexis. The study traces and detects the causes and sources of errors under study. The subjects were Sudanese majority in English at the third level, Faculty of Arts, University of Omdurman .

The findings arrived at in this study were as follows:

- 1-Syntax and morphology are the major areas of difficulty for the learners
- 2-Most of the morphological errors involved inflection and derivation.
- 3-Most of the errors are due to the short coming in the previous language.

The third study is (Ahmed, M .2013).

The Problem of using affixes.

M A. Thesis of Al Neelain University. The study concentrates on the importance of being aware of how to use English affixes and its impact in improving the learners spelling as well as increasing vocabulary.

The research comes out with the following results:

- 1-Errors are related to how and what have been taught, that is clear, teaching techniques and processes have not been adequate in their education in the past.
- 2-Another factor that playing a role in committing errors, that students are not motivated.
- 3-Students do not know the correct rules that govern the selection of the correct affix and the changes that happen to words in the beginning and the end.
- 4-Morphological rules cause confusion to most EFL learners.

The forth study is (Abdel-Magid ,E. 2009).

Mal Production of Inflectional Morphemes.

A study of Third Year English Language students. M A Thesis of Al Neelain University. The aim is to explain the reasons or causes behind the occurrence of the errors of inflectional morphemes. This can be achieved via describing problems , analyzing them and find good remedial solutions. The importance of this study lies behind the crucial rules of words and different types of morpheme in the composition of language.

The result showed that:

1- students were confused to distinguish between the rule of inflectional and derivational morpheme.

The above literature shows the different ideas of different researchers about the reason behind the problems of affixes which encountered students. The Researcher agrees with Abdel-Magid who mentioned out that “The crucial rule of words and difference of morpheme in the composition of language, the students were confused to distinguish between the rules of inflectional and derivational morpheme, because they lack of practice”. Also the researcher does agree with Awatif 1999 when she said that “syntax and morphology are the major areas of difficulty for the learners and most of the morphological

errors involved inflection and derivation”.

However, the current study is an attempt to shed more light on the problems of using affixes encountered by Sudanese Universities students in the root words when inflectional or derivational affixes are added.

Research Questions:

The study tries to answer the following questions:

1. What difficulties of spelling do EFL learners encounter in the area of affixes?

2-Do EFL learners fail to recognize the difference between simple words and complex words?

Methodology

The researcher uses a descriptive analytical approach for collecting data.

Population of the Study

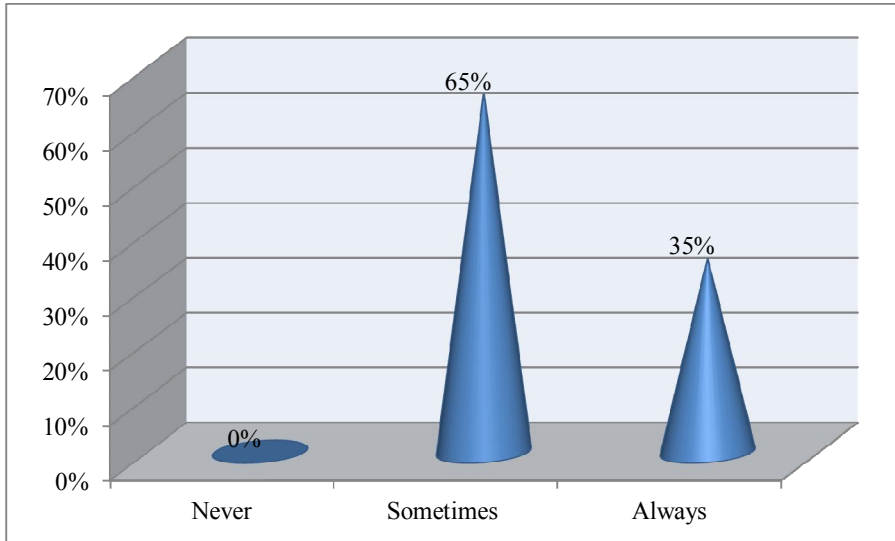
Population is simply all the members of the group that you interested in. The population of the study consisted of the Sudanese students of English at Tertiary Level, Department of English, Faculty of Education, University of Bakht-er-Ruda, Deweim Town, White Nile State. The researcher has collected the data throughout the Teachers' Questionnaire.

Section 1: Spelling Errors

Table (1)Sudanese learners do not recognize that the spelling of a word undergoes changes such as dropping letters doubling consonants or changing letters e.g. plenty + ful = plentiful.

Valid	Frequency	Percent (%)
Never	0	0
Sometimes	13	65.0
Always	7	35.0
Total	20	100.0

Fig (1)Sudanese learners do not recognize that the spelling of a word undergoes changes such as dropping letters doubling consonants or changing letters e.g. plenty + ful = plentiful.

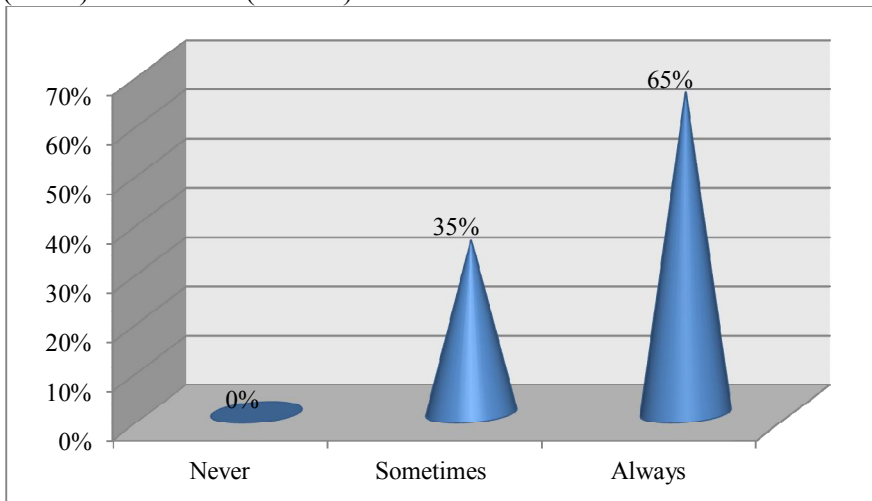


The result in table (1) and figure (1) displays frequencies and percentages of the sample study, and shows that sometimes and always are high exemplified in (65%) and (35%), respectively, so the highest percentage (65%) is going to positive direction of the statement and all answers of the

study sample are sometimes agreeable. Therefore this hypothesis is successfully achieved
Table (2) Spelling errors occur due to inappropriate use of derivations, for example the base (erode) and derived (erosion).

Valid	Frequency	Percent (%)
Never	0	0
Sometimes	7	35.0
Always	13	65.0
Total	20	100.0

Fig (2) Spelling errors occur due to inappropriate use of derivations, for example the base (erode) and derived (erosion).

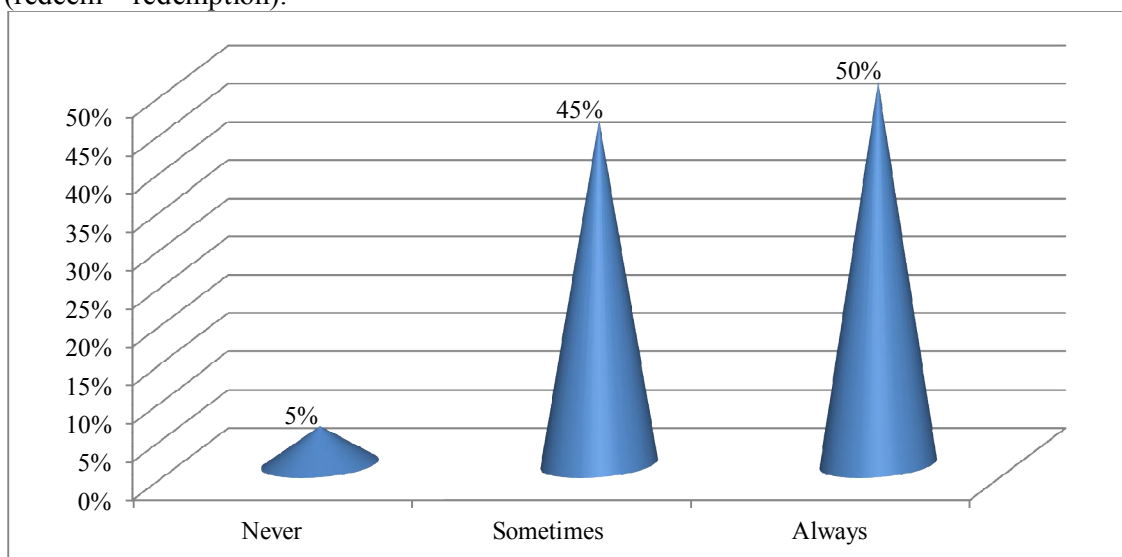


The result in table (2) and figure (2) above emphasizes the respondents of the "sample study", and shows the percentage in always and sometimes are exemplified in (65%) and (35%), respectively are high, so the highest *Table (3)* when morphemes combine to form words, spelling changes confuse students e.g. (redeem – redemption).

percentage (65%) is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved

Valid	Frequency	Percent (%)
Never	1	5.0
Sometimes	9	45.0
Always	10	50.0
Total	20	100.0

Fig (3) when morphemes combine to form words, spelling changes confuse students e.g. (redeem – redemption).

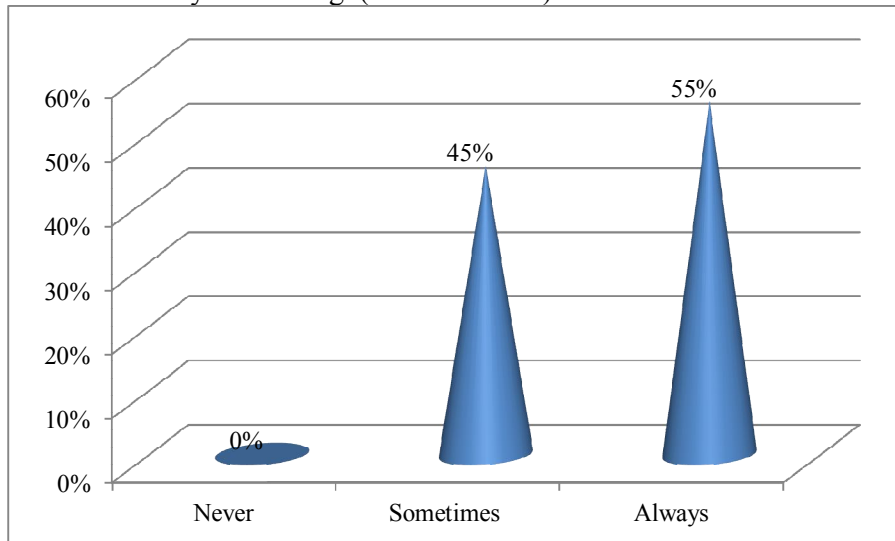


The result in table (3) and figure (3) above explains that respondents are the sample of study, and shows that high percentage in always and sometimes are exemplified in (50%) and (45%), *Table (4)* Students do not recognize that there are pairs of nouns and de-nominal adjectives that are formally distinct e.g. (mind – mental).

respectively, so the highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Valid	Frequency	Percent (%)
Never	0	0
Sometimes	9	45.0
Always	11	55.0
Total	20	100.0

Fig (4) Students do not recognize that there are pairs of nouns and de-nominal adjectives that are formally distinct e.g. (mind – mental).



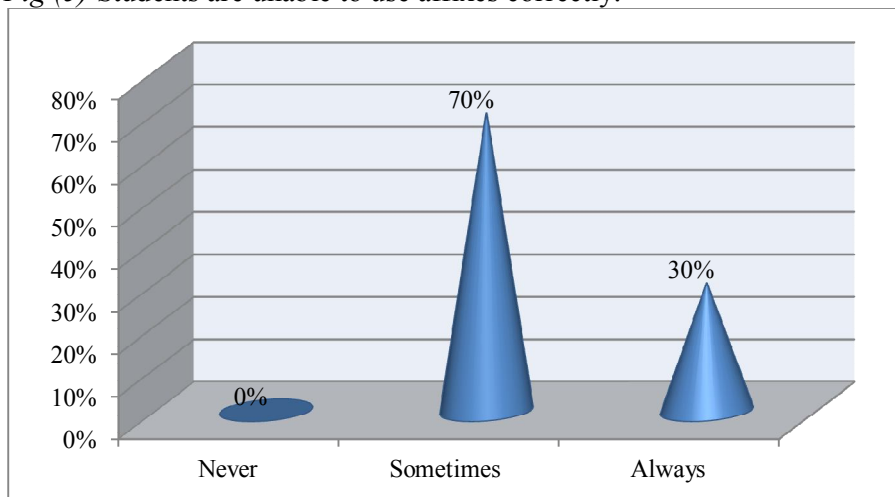
Results in table (4) and figure (4) above explain that respondents were sample study, and point that high percentage in always and sometimes are exemplified in (55%) and (45%), respectively, so

the highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Table (5) Students are unable to use affixes correctly.

Valid	Frequency	Percent (%)
Never	1	5.0
Sometimes	12	60.0
Always	7	35.0
Total	20	100.0

Fig (5) Students are unable to use affixes correctly.



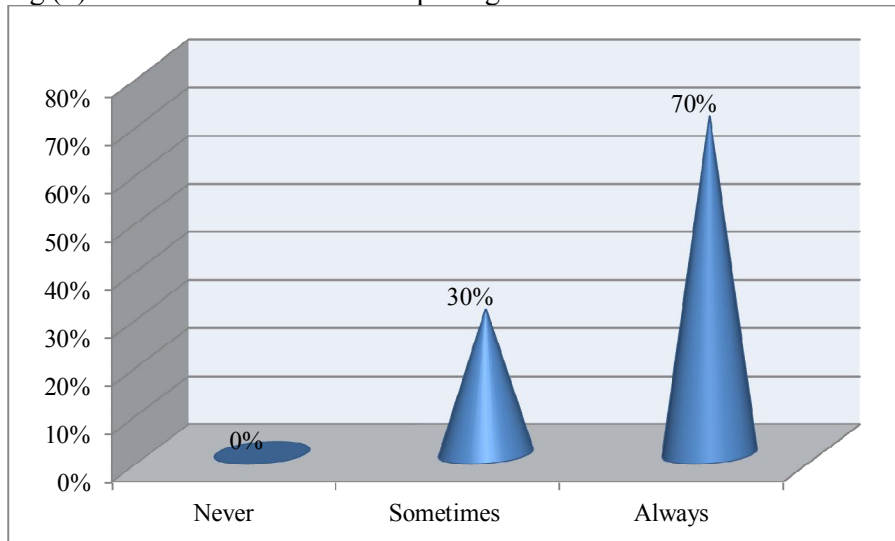
Results in table (5) and figure (5) above demonstrate that respondents were sample study, and show that high percentage in sometimes and always are exemplified in (70%) and (30%), respectively, so the highest percentage

is going to positive direction of the statement and all answers of the study sample are sometimes agreeable. Therefore this hypothesis is successfully achieved .

Table (6) Loan words contribute to spelling errors.

Statement	Frequency	Percent (%)
Never	0	0
Sometimes	6	30.0
Always	14	70.0
Total	20	100.0

Fig (6) Loan words contribute to spelling errors.

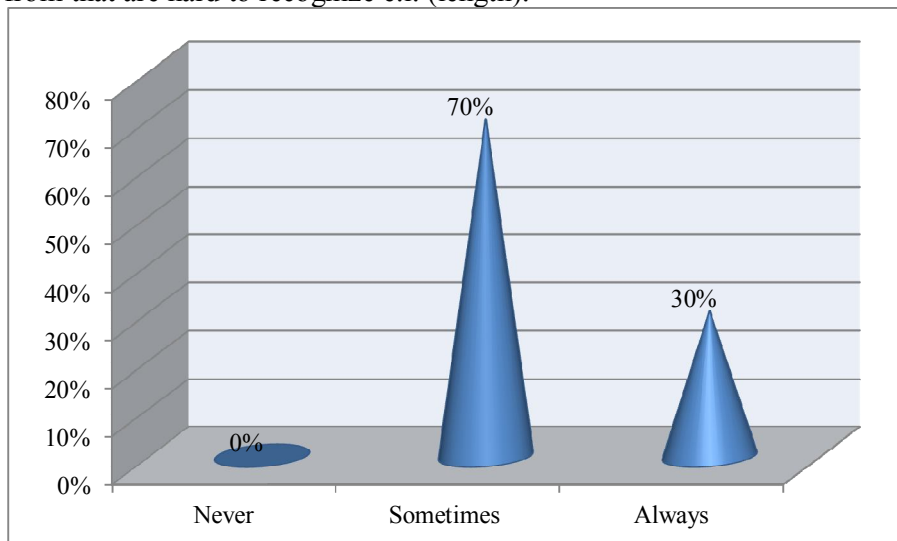


Results in table (6) and figure (6) above demonstrate that respondents were sample study, and show that high percentage in always and sometimes are exemplified in (70%) and (30%), respectively, so the highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved. *Table (7)* Sometimes prefixes and suffixes get fused so completely with the rest of the word- from that is hard to recognize e.i. (length).

respectively, so the highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Statement	Frequency	Percent (%)
Never	0	0
Sometimes	14	70.0
Always	6	30.0
Total	20	100.0

Fig (7) Sometimes prefixes and suffixes get fused so completely with the rest of the word- from that are hard to recognize e.i. (length).



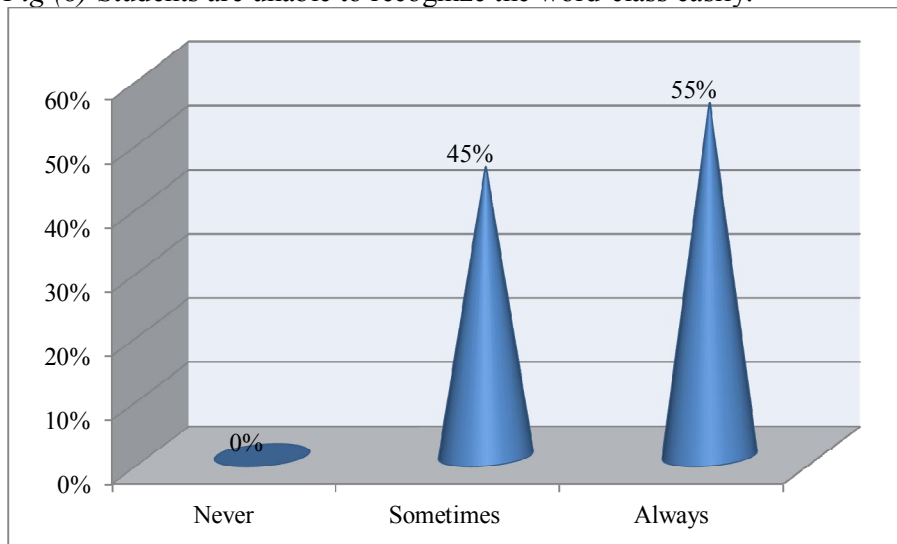
Results in table (7) and figure (7) above point that respondents are the sample of the study, and show that high percentage in sometimes and always are exemplified in (70%) and (30%), respectively, so the highest percentage

is going to positive direction of the statement and all answers of the study sample are sometimes agreeable. Therefore this hypothesis is successfully achieved.

Table (8) Students are unable to recognize the word-class easily.

Statement	Frequency	Percent (%)
Never	0	0
Sometimes	9	45.0
Always	11	55.0
Total	20	100.0

Fig (8) Students are unable to recognize the word-class easily.



Results in table (8) and figure (8) above demonstrate that respondents are the sample of the study, and show that high percentage in always and sometimes are exemplified in (55%) and (45%), Table (9) illustrate the mean, standard deviation, Chi-Square, degree of freedom and p.value of answering about the Statements of section one

respectively, so the highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Statement	Mean	STD	ChS	DF	p.value
Sudanese learners do not recognize that the spelling of a word undergoes changes such as dropping letters doubling consonants or changing letters e.g. plenty + ful = plentiful.	2.35	0.49	1.8	1	0.00
Spelling errors occur due to inappropriate use of derivations, for example the base (erode) and derived (erosion).	2.65	0.49	1.80	1	0.00
when morphemes combine to form words, spelling changes confuse students e.g. (redeem – redemption).	2.45	0.60	7.30	2	0.00
Students do not recognize that there are pairs of nouns and de-nominal adjectives that are formally distinct e.g. (mind – mental).	2.55	0.51	3.10	1	0.00
Students are unable to use affixes correctly.	2.30	0.57	9.10	2	0.00
Loan words contribute to spelling errors.	2.70	0.47	3.20	1	0.00
Sometimes prefixes and suffixes get fused so completely with the rest of the word-from that are hard to recognize e.i. (length).	2.30	0.47	3.20	1	0.00
Students are unable to recognize the word-class easily.	2.55	0.51	2.40	1	0.00

The above table indicates the mean, standard deviation, Chi-Square, degree of freedom and p.value regarding the answers of respondents of the study sample about the above statements.

It has been noticed that all means are greater than mean stated in hypothesized mean which is about (2) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (0.47 to 0.60) The difference between the highest standard deviation and lowest one is less than one that means there's similarity and homogeneity of answers made by

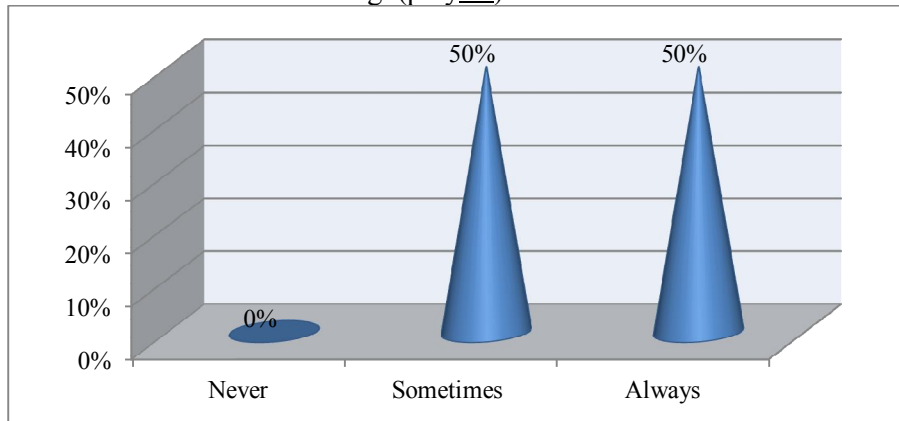
respondents which pointed that the p.value of all Statements is less than 0.05 this show that the answers are in the positive direction. This is in line with what has been stated in the hypothesis of *section one*

Section(2) : The problems of differentiating between simple words and complex words:

Table (10)The occurrence of a particular form independently constitutes a simple word e.g. (cat), but a complex word contains a base and a derivational suffix and/or an inflectional suffix e.g. (players).

Statement	Frequency	Percent (%)
Never	0	0
Sometimes	10	50.0
Always	10	50.0
Total	20	100.0

Fig (9)The occurrence of a particular form independently constitutes a simple word e.g. (cat), but a complex word contains a base and a derivational suffix and/or an inflectional suffix e.g. (players).



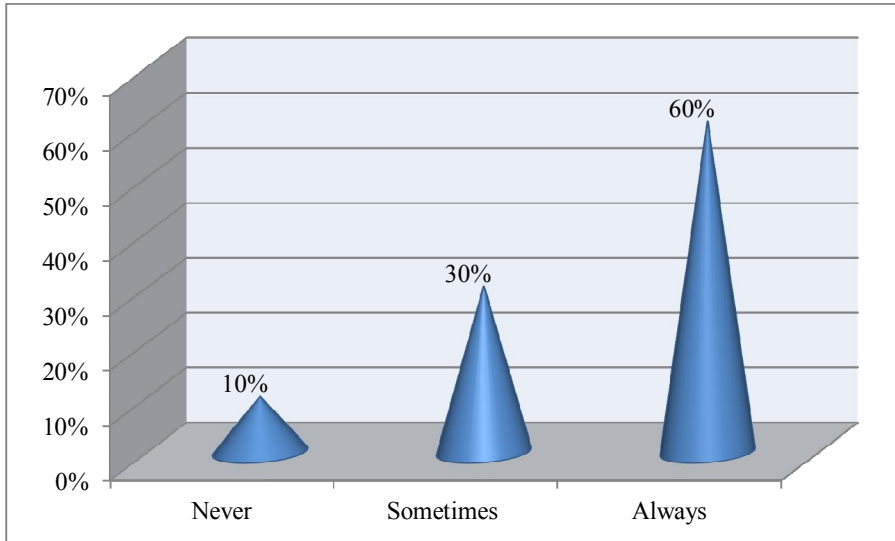
Results in table (10) and figure (9) above emphasize that respondents are the sample study, and point that high percentage in always and sometimes are exemplified “(50%) and (50%)”

respectively,so the highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved

Table (11)Students do not know the difference between the stem and affixes.

Statement	Frequency	Percent (%)
Never	2	10.0
Sometimes	6	30.0
Always	12	60.0
Total	20	100.0

Fig (10)Students do not know the difference between the stem and affixes.



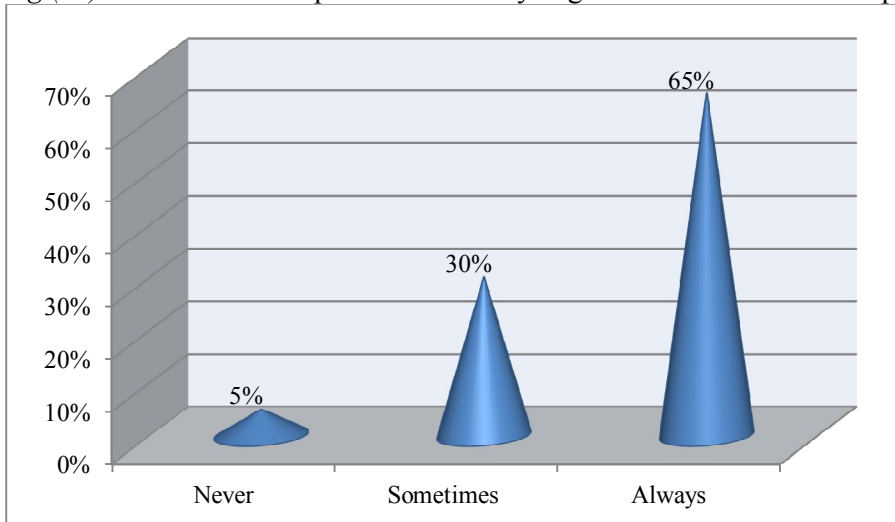
Results in table (11) and figure (10) above emphasize that respondents are the sample study, and point that high percentage in always and sometimes are exemplified “(60%) and (30%)”

respectively, so the highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Table (12) Students face the problems of analyzing the words into their morphemes.

Statement	Frequency	Percent (%)
Never	1	5.0
Sometimes	6	30.0
Always	13	65.0
Total	20	100.0

Fig (21) Students face the problems of analyzing the words into their morphemes.



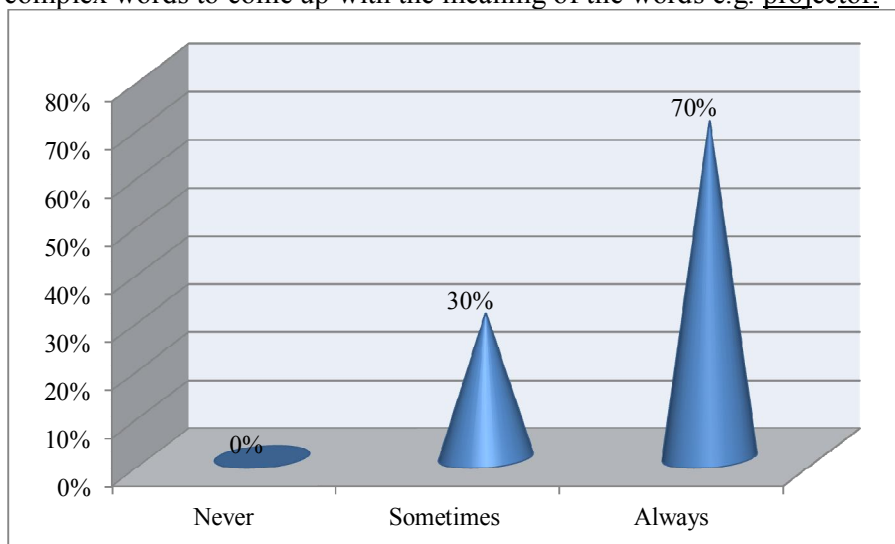
Results in table (12) and figure (11) above emphasize that respondents are the sample study, and point that high percentage in always and sometimes are exemplified in “(65%) and (30%)” respectively, so the

highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Table (13) The EFL learners find it difficult to analyze morphemes when they encounter complex words to come up with the meaning of the words e.g. projector.

Statement	Frequency	Percent (%)
Never	0	0
Sometimes	6	30.0
Always	14	70.0
Total	20	100.0

Fig (12) The EFL learners find it difficult to analyze morphemes when they encounter complex words to come up with the meaning of the words e.g. projector.



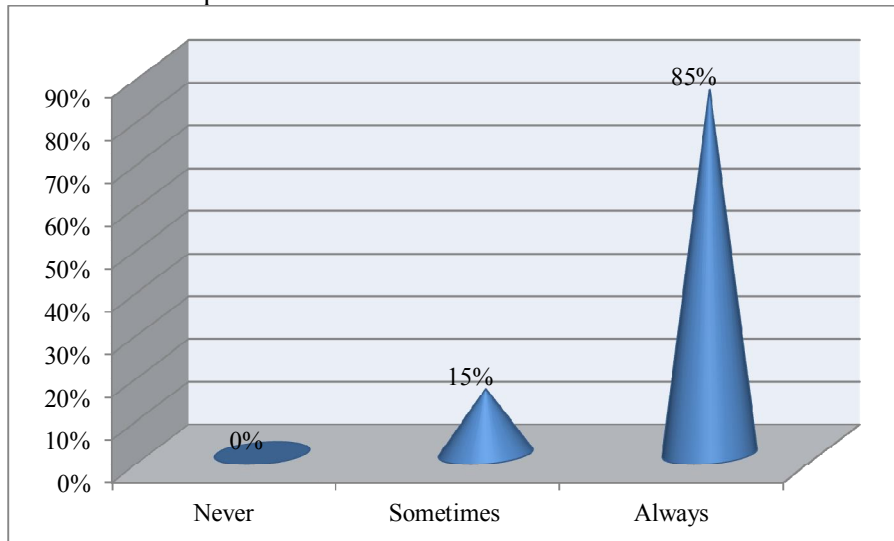
Results in table (13) and figure (12) above emphasize that respondents are the sample study, and point that high percentage in always and sometimes are exemplified “(70%) and (30%)”

respectively, so the highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Table (14) Students are unable to differentiate between inflectional morphemes and derivational morphemes.

Statement	Frequency	Percent (%)
Never	0	0
Sometimes	3	15.0
Always	17	85.0
Total	20	100.0

Fig (13) Students are unable to differentiate between inflectional morphemes and derivational morphemes.

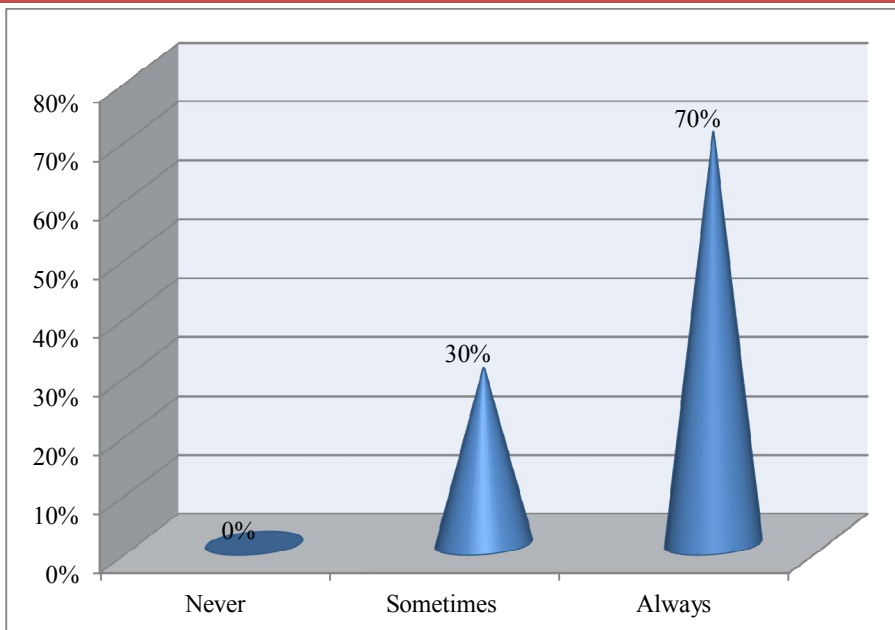


Results in table (14) and figure (13) above emphasize that respondents are the sample study, and indicate that high percentage in always and sometimes are exemplified “(85%) and (15%)” respectively, so the Table (15) Students do not have enough practice, so they have difficulty to differentiate between simple words and complex words.

highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Statement	Frequency	Percent (%)
Never	0	0
Sometimes	6	30.0
Always	14	70.0
Total	20	100.0

Fig (14) Students do not have enough practice, so they have difficulty to differentiate between simple words and complex words.



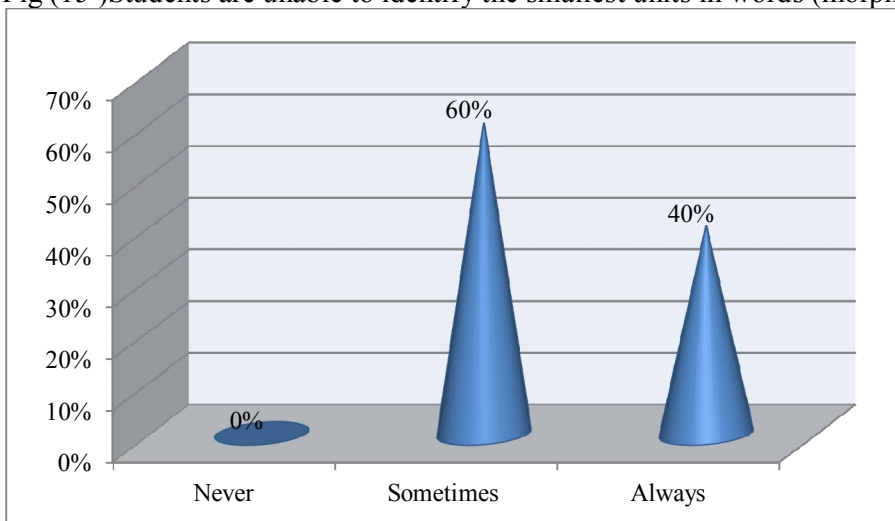
Results in table (15) and figure (14) above explain that respondents are the sample study, and point that high percentage in always and sometimes are exemplified in “(70%) and (30%)” respectively, so the

highest percentage is going to positive direction of the statement and all answers of the study sample are always agreeable. Therefore this hypothesis is successfully achieved.

Table (16) Students are unable to identify the smallest units in words (morphemes).

Statement	Frequency	Percent (%)
Never	0	0
Sometimes	12	60.0
Always	8	40.0
Total	20	100.0

Fig (15) Students are unable to identify the smallest units in words (morphemes).



Results in table (16) and figure (15) above explain that respondents are the sample study, and demonstrate that high percentage in sometimes and always are exemplified in “(60%) and (40%)” respectively so the Table (17) illustrate the mean, standard deviation, Chi-Square, degree of freedom and p.value of answering the Statements of section three.

highest percentage is going to positive direction of the statement and all answers of the study sample are sometimes agreeable. Therefore this hypothesis is successfully achieved.

Statement	Mean	STD	ChS	DF	p.value
The occurrence of a particular form independently constitutes a simple word e.g. (cat), but a complex word contains a base and a derivational suffix and/or an inflectional suffix e.g. (players).	2.50	0.51	9.90	1	0.00
Students do not know the difference between the stem and affixes.	2.50	0.69	7.60	1	0.00
Students face the problems of analyzing the words into their morphemes.	2.60	0.60	10.90	2	0.00
The EFL learners find it difficult to analyze morphemes when they encounter complex words to come up with the meaning of the words e.g. projector.	2.70	0.47	3.20	2	0.00
Students are unable to differentiate between inflectional morphemes and derivational morphemes.	2.84	0.37	3.20	1	0.00
Students do not have enough practice, so they have difficulty to differentiate between simple words and complex words.	2.70	0.47	8.89	1	0.00
Students are unable to identify the smallest units in words (morphemes).	2.40	0.50	3.20	1	0.00

The above table indicates the mean , standard deviation, Chi-Square ,degree of freedom and p.value regarding the answers of respondents of the study sample about the above Statements. It has been noticed that all means are greater than the mean stated in hypothesized mean which is about (2) that implies all means of these Statements are in positive direction and show that the standard deviation ranges from (0.37 to 0.69). The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of allstatements is less than 0.05 and this shows that the answers are in the positive direction. This is in line with what has been

stated in the hypothesis of section three.

Findings

According to the teaching program of the model course, the teachers' questionnaire and the test, the following problems about affixes were detected among the students. 1-Theparticipants under study commit spelling mistakes because of the arbitrary nature of English spelling system. For example, in English there is no one to one correspondence, e.i. letter to sound or sound to letter. It was also noticed that some of the spelling mistakes were committed by the students because of the carelessness, ignorance and the lesser degree of exposure to the English language and its spelling rules.

2-Students do not know that there are pairs of nouns and de-nominal adjectives that are formally distinct which represent problems for them. Example (mind –mental).

4-Students in the Experimental Group and the Control Group have problems in affixes. They are unable to differentiate between simple words and complex words that basically emerge from their limited and insufficient knowledge of morphemes. They have poor background and knowledge of derivational morphemes and inflectional morphemes.

5-Students commit mistakes in forming negative prefixes such as inlegal instead of illegal because of the over-generalization of the rule of forming negative prefixes.

6-Students' ignorance of derivational and inflectional morphemes is resulted in wrong choice of affixes when they write or speak, the problem is due to not being well-taught these affixes.

7-The morphological problems of the students are due to lack of proper practice. This practice may make students with no or less problems of using morphemes, the more students practice, the better knowledge they gain.

Conclusion:

The purpose of this study has been to survey the problems of using affixes that face the Sudanese tertiary students of the First and Second Year, Department of English, Faculty of Education, University of Bakht-er-Ruda. The hypotheses of the study have been proved to be valid. The objectives of this research have been achieved. The study has answered the research questions. On the basis of the analysis and interpretations of the data, the study reveals that the students have real problems in spelling, pronunciation, differentiating between simple words and

complex words and they also have the problem of over-generalization.

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