



Sudan University of Science & Technology
College of Graduate Studies
College of Languages



**Investigating Difficulties Encountered by Sudanese
University Students in Using English Affixation**

(تقصى الصعوبات التي يواجهها طلاب الجامعات السودانيين في استخدام الاضافة الانجليزية)

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Degree of M.A in English (Linguistics)**

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dedication

This work is dedicated to my beloved mother, brothers, sisters, friends,
classmates, to soul of my father and my brother

Dafa Allah Omer Basheer.

ACKNOWLEDGMENTS

The greatest praise is due to Allah the Almighty for the enormous graces he bestowed upon me to achieve this research. I am greatly indebted to my supervisor Dr Sami Balla Sanhori for his guidance, advice and patience. I am so privileged and honored to all my teachers in English language Department department Dr.NeglaTaha Bashrie, Dr Tag Elsir Hassan Bashoum, Dr AbdallahYaseen, Dr Alfatih Bulah, Dr Areeg Osman, Dr Abbas Mokhtar. sincere thanks are also due to all my colleagues in Batch 9 who contributed to the accomplishment of this thesis.

ABSTRACT

This study aimed at investigating the difficulties of using affixation among EFL students. To identify the most problematic area in using affixes in English language encountered by undergraduate students in using prefixes or suffixes. Also to will help students to distinguish between word stem and affixes which help them in communication and writing skills and to enable them knowing and recognizing the rules of affixes addition. The researcher adopted a descriptive analytical method to describe the current issue and analyze the collected data. A test was used as a tool for data collection, the sample of the study consisted of 40 students drawn from Almarshig University of Science and Technology, Department of IT. The data were analyzed by using the statistical package of social studies program SPSS which provided percentage results for the test. The study came up with the following important results: first year students encountered difficulties in using affixes. First year students encountered difficulties in recognizing roots of words, first year student's encountered difficulties in adding appropriate prefixes according to some addition rules of affixes. At the end of the study the researcher presented some important recommendations and suggestions for further readings.

المستخلص

(Arabic Version)

هدفت هذه الدراسة لتقصي المشكلات التي تواجه طلاب اللغة الانجليزية لغة اجنبية في استخدام الاضافات باللغة الانجليزية. لتحديد القسم الاكثر صعوبه في استخدام الاضافات الذي يواجه طلاب الجامعات (البادئه او اللاحقه) , لمساعدة الطلاب في التمييز بين جزر الكلمة والاضافه ما قد يساعدهم في مهارات المخاطبه والكتابه, وايضا مساعدة الطلاب بمعرفة قواعد الاضافه. استخدم الباحث المنهج الوصفي التحليلي كما استخدم الأختبار كأداة لجمع البيانات لشرح المشكلة الحاليه و شملت العينة 40 دارساً مقيداً في السنة الاولى, جامعة المشرق للعلوم و التكنولوجيا , قسم تقنية المعلومات؛ استخدم برنامج الحزم الإحصائية للعلوم الانسانية حيث كانت النتائج في شكل نسبة مئوية. و توصل الباحث الي النتائج التالية وهي: أن طلاب السنة الاولى يواجهون مشاكل في استخدام الاضافات , ايضا طلاب السنة الاولى ليس بمقدورهم تميز جزر الكلمة في اللغة الانجليزية, و إضافتاً لذلك طلاب الفرقة الاولى ليس لديهم القدرة علي اختيار الاضافة المناسبه طبقاً لبعض قواعد الاضافه في اللغة الانجليزية, ختاماً قدم الباحث بعض التوصيات والاقتراحات لدراسات لاحقه.

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CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Overview

This introductory chapter is an overview of the research. It includes the background of the study, the statement of the study problem, objectives of study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of the study.

1.1 Background of the study

English language has become the world's lingua franca, it is the main language for international communication in different field including: commerce, industry, politics and education. This is the main reason why millions of language learner's all over the world are starving to improve their English language proficiency.

Word formation is not an easy process to be achieved by the language learners, but it needs an intensive and extensive work. Without mastering the suffixes and prefixes no correct language can be assumed.

The main purpose is mastering English affixes in order to be used perfectly in word formation process to give the intended meaning. Good spelling knowledge is extremely important for effective word recognition which can greatly enhance hinder reading, as for writing poor spelling can make writing a labored activity with regular

interruption to the thought processed by excessive attention to spelling. Louisa, M (2000).

Poor spelling also limits the writer's choice of words, which negatively impact creativity and leads to short and sometimes incoherent pieces of writing. Addition, poor spellers often have low motivation to write Sitton (1995).

It has been observed that the most of the mistakes which are committed by Sudanese students of English language likely to be as a result of misunderstanding of affixes addition. This study mainly focuses on affixes and investigating the difficulty that encounter EFL university students in using affixation.

1.2 Statement of the problem:

Undergraduate students of English language do not aware of the rules that govern the addition of affixes and also do not distinguish between word stem and affixes. Students should increase their knowledge in affixes usage in order to avoid types of word formation mistakes Therefore, this study attempt to shed lights on problems encountered students in affixes usage.

1.3 Objective of the study:

1-to identify the most problematic area in using affixes in English language encounter undergraduate students Prefixes or suffixes.

2- To help students to distinguish between word stem and affixes which help them in communication and writing skills.

3- To enable students to know and recognize the rules of affixes addition.

1.4 questions of the study:

- 1- Which is the most problematic area in using affixes in English language for undergraduate students? Prefixes or suffixes?
- 2- To what extent are EFL undergraduate students able to distinguish between word stem and affixes?
- 3- To what extents are EFL undergraduate students aware of the rules that govern affixes usage?

1.5 Hypotheses of the study:

- 1- The most problematic area in using affixes in English language for undergraduate students prefixes or suffixes.
- 2- EFL undergraduate students able to distinguish between word stem and affixes.
- 3- EFL undergraduate students aware of the rules that govern affixes usage.

1.6 Significance of the study:

Significance of this study arises from the fact that Students of English language are not aware of using affixes properly. affixes is one of the problems of learning English as a foreign language for Sudanese learners. So the researcher tries to provide the Students of English language with some rules that govern affixes usage. Unless students master this rules accurately some kinds of word formation mistakes might be committed. This study will be beneficial to both learners and teachers of English and overall syllabus designers in the field of English affixes.

1.7 The methodology of the study:

The researcher will adopt the descriptive analytical method for the test in this study, samples of this research will be chosen randomly to collect data. The researcher will adopt the applied statistical method in order to find out the results.

1.8 Limits of the study:

- place delimitation:

This study will be undertaken in Almashreq University, in Khartoum Sudan.

- Time delimitation:

This study is delimited to 2018-2019.

- Topic delimitation:

This study is delimited to investigating difficulties encountered by EFL Sudanese university students in using affixation.

CHAPTER TWO

LITERATURE REVIEW AND

PERVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW

2.0 introductions:

This research concerned with the problems of using affixation, is to provide students with general ideas about English affixation, which is necessary to clarify and review hypotheses relevant to the study.

Halliday (2003, p.73) argues that, "all languages require new terms, or new combinations of word to express new ideas". That is why, in these respective morphological processes, otherwise known as word formation are the major processes whereby word are formed in language, moreover, the process that have probably added the largest number of words fall into two expansive categories, inflection and derivation.

It is important to learn about vocabulary when the people learn a foreign language. people find the difficulties in understanding the meaning of the language itself . according to sary (2011:8) says that the people who are studying a foreign language are just understanding the part of sentence without understand the relation between these part ,including vocabulary. Therefore, the people do not get much information. However if the people have enough vocabulary, it will make them easier to learn a new language and to understand the meaning of the language itself.

According to lieber (2009:2) morphology is the study of word formation, including the ways new words are joined in the languages of the world, and the way forms of words are varied depending on how they are used in sentences.

According to Rachmadie (1990:31) says that affixes that change the part of speech of the roots or bases are derivational affixes.

2.1 Definition of morphology:

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

Mathew relate morphology, in a while to the field of grammatical categories specially the open ended word class in his definition combining in inflectional and derivational morphology altogether. Mathew believes that morphology lies under the umbrella of grammar.

According to Antonio fabregas and Sergio scalise (1988:1) define morphology as: "the part of linguistics that studies the grammatical properties of words and how words such as the pair in (I) are related to each other".

Morphological awareness refers to the learner's knowledge of morphemes and morphemic structure allowing them to reflect and manipulate morphological structure of words Carlisle, (1995), & stone (2003).

2.2 subdivision of morphology:

2.2.0 Inflection:

Morphological process that gives the form of a word in a given syntactic environment, without altering its grammatical category or its core meaning is inflectional.

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

2.2.1 Derivational morphology:

Derivational is concerned with formation of new word in language and it is much concerned with words of different grammatical category from the stem (root).

Thus the addition of the derivational morpheme '-ment' changes the verb to noun 'development' or morpheme '-al' changes the noun education to adjective 'educational'.

When derivational morpheme is add to abase it adds meaning. The derived word may also be different grammatical class than the original.

2.3 Affixation:

Affixes are words elements attached to the stems, may either proceed as prefixes (do-undo way-subway) or follow as suffixes (do-doer, way-wayward).

Suffixes are bound more closely than prefixes to the stem or roots elements of the words. Consider for instance, the way variety of agent suffixes in the nouns actor, musician, artisan, engineer, financier, magistrate, merchant, scientist, secretary, songster, student, and worker. Suffixes may come to be attached to stems as if quiet fortuitously, but once attached, they are more likely to be permanent. At the same time one suffix can perform many functions. The suffix "-er", denotes the doer of the action in words worker, driver and hunter are different than harvester, dweller and Londoner in term of function. Simon potter (2003, [http://www. Britannica.com](http://www.Britannica.com)).

Another definition of affixes is that, an affixes is a grammatical element which cannot form a word by itself. Affixes are bound morphemes in that they are meaningful units (morphemes) which cannot exist independently of another morpheme to which they must be attached. Trask, (1998, p. 160).

Most (but not all) of the world languages contain grammatical affixes used for various purposes.

2.4 The function of affixes:

Affixes are said to be having many meaning, the following prefixes mean "not" or the opposite (a-, dis-, il-, im-, ir-, non-, un-). However, the spelling of these prefixes often does not change to much the first letter of the base word. This sometimes results in a double letter, so we want to say the opposite of legal we say "illegal" instead of "inlegal" (which would be awkward to get your tongue around). (<http://www.uefap.com>).

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

Negative statements are the opposite of affirmative statements in English way to make negatives statement is by adding negative prefixes to nouns, Adjectives and verbs. Prefixes usually do not change the class of the base word, but suffixes usually do change the class of the word.

The rules of adding affixation are different from one language to another for example in Arabic language the word اكل (akal) we could say مأكول or the opposite of it لا يأكل (la yaakal) in English we say eat , edible (could be eaten) or inedible (couldn't be eaten) . in English prefixes we attach letters to the roots of the word to change the meaning while in Arabic prefixes we may attach one latter like (ع) or may attach a whole word like (لا) to change the meaning

2.5 prefixes:

English affixation according to Quirk et. Al, (1985) stated that English prefixes can be divided into two types on the basis of the effect prefixation has on class of words that receives the prefix. A prefix is placed at the beginning of a word to change its meaning for example, the prefix re- means either a gain or back as in return, rewrite.

Negative statements are the opposite of the affirmative statements in English on way to negative statement is by adding negative prefixes to nouns, adjectives and verbs.

Prefixes do not change the class of the base word, but suffixes usually do change the class of the word.(<http://www.uefap>).

Here is a table of the most common prefixes.

Prefix	Meaning	Examples
ex-	Former	ex-president, ex-wife
hyper-	Extreme	hyperinflation, hypermarket
In-	The convers of	incomplete, incoherence
In-	Inside	inpatient, input
En-	Put into	enclose, envelop
Inter-	Between	interaction, inter-change, interference
Anti-	Against	ant Climax, antidote, anticlockwise
Auto-	Self	autobiography, automobile
bi-	Two	Bilingualism, biculturalism
co-	Joint	co-founder, co-owner, co- descendant
Counter-	counter-	counter-example, counter- attack
Dis-	The converse of	discomfort, disrespect
Semi-	Half	Semicircle,
Re-	again or back	Revisit, reappear
Over-	too much	Overwork, overdoes
Mis-	badly or wrongly	mislead, misinform
Sub-	Under, below	Sub-contrast, subdivide

Out-	More or better than other	Outperform, outbid
Pre-	Before	Pre-expose, pre-test
Inter-	Between	Interact, interface
Post-	After	Post-independent
Macro-	Large	Macronutrient
Micro-	Small	Microscope
Tele-	Distant	Telecommunication
Ultra-	Beyond	Ultrasound, ultraviolet
Under-	Below, too little	Undergraduate, under-development
Tri-	Three	Tricycle, trilingualism
Sur-	Over and above	Surname surrounding
Trans-	Cross, over	Transform, transcribe
Poly-	Many	Polychrome(have many colors)
Pseudo-	False	Pseudonym(false name)

The prefix in- becomes im before a root beginning with 'm' or 'p' e.g. immature, impatient, impartial, improbable. Similarly in- becomes ir- before a word beginning with 'r' ,and il- before a word beginning with 'l', e.g. irreplaceable, irreversible, illegal, illegible, illiterate.

The prefix in- (and its variations) does not always have a negative meaning – often it gives the idea of inside or into, e.g. internal, import, insert, income.

The prefix un- and dis- can also form the opposites of verbs, e.g. tie/ untie, appear/ disappear. Michal McCarthy. (English vocabulary in use).

Here are some negation prefixes; and numerical prefixes added by Mohammed Taha,(2012.P 15) No:2012/20100)

Negation prefixes

Prefix	Meaning	Example
Dis-	Opposite of	Miss -> dismiss
Il-	Not	Legal -> illegal
In-	Not	Significant-> insignificant
Mis	Badly	Conduct -> misconduct
Un	Not	Human ->unhuman

Numerical prefixes

Prefix	Meaning	Example
mono-	One	Basic -> monobasic
octo-	Eight	Style -> octostyle
bi-	Two	Lingual -> bilingual
tri-	Three	Colour -> tricolor
Hex-	Six	Gram -> hexagram
Penta-	Fife	Pentagon (a figer or bilding having five angles and sids
Quad-	Four	Quadrant (one quarter of a circle)

2.6 Suffixation:

Suffixation is the process of adding a suffix. A suffix is an affix which is added after the form to which it is joined e.g. "ness" in "sadness" Mathews, (1997: 362). It is a term used in morphology referring to an affix which is added finally to a root or stem.

The process of suffixation is common in English, both for the derivational formation of new lexical items, e.g. "ize", "tion" and for expressing grammatical relationships (inflectional endings). e.g. "s", "ed" "ing" Crystal, (19; 371). Suffixes can be both derivational and inflectional in English. E.g. "ily" in "manly" (derivational) "ly" + "ness" in "manliness" (inflectional), "ed" in "walked" (inflectional). They are added to word-form finally.

Noun suffixes:

Suffix	Meaning	Example
-dom	State of being	Kingdom, martyrdom
-sion, tion	State of	Action, vision
-hood	State of being	Manhood, childhood
-ness	State of being	Dimness, dryness
-ice	Act of being	Cowardice
-ation	Act of being	Education, co-operation
-ment	The action of or result of	Development, attachment
-ship	State of being	Friendship,
-ancy	State of being	Currency
-ess	Femal	Lioness, princess
-er	One how	Baker, teacher
-ing	An action or process	Talking, writing
Ist	One how	Artist, chemist
-ology	Study, science	Biology, geology
-s	Plural, more than one	Books, trees

Verb suffix:

Suffix	Meaning	Example
-ate	To make	Perpetuate
-en	To make	Soften
-fy	To make	Dignify
-ize, ise	To make	Sterilize
-ed	Past tense	Called, learned

Adjective suffix:

Suffix	Meaning	Example
-ful	Ful of	Hateful
-ish	Resembling	Foolish
-ous	Ful of	Zealous
-less	Without	Fatherless
-ate	To make	Affectionate
-ic	Resembling	Angelic
-ulent	Ful of	Fraudulent
-able	Capable of	Peaceable
-ed	Having	Spirited
-ly	In some manner	Womanly
-like	Resembling	Childlike
-est	Used to show superiority	Fastest, hottest

Adverb suffixes:

Suffix	Meaning	Example
-ly	To make more	Randomly
-ward	In the direction of	Afterward

2.7 Derivation of words from one grammatical class to another:

By NnekaUmer-Okeke, (10.04.2017).

2.7.0 Conversing of Verb to None

To derive nouns from verbs, the noun forming suffixes are added to the verb and new words are formed. Some examples are:

1.(ment):

amend -> amendment

Acknowledge -> acknowledgement

2.(-ion/tion):

Collect -> collection

Adopt -> adoption

Verbs that end in- ate drop e and replace with-ion

Illustrate -> illustration

Mediate -> mediation

3.(ation):

The suffix-ation is added to some verbs ending in –ise. The final e is dropped before the addition of –ation.

Authorize -> authorization

Civilize -> civilization

Still on –ation, if the verb ends in ke, the ke is replaced by e before the suffix

Convoke -> convocation

Evoke -> evocation

Verbs that end in –ain or –aim will drop the I to take –ation

Explain -> explanation

Exclaim -> exclamation

4. (ication):

Some verbs ending in –ify drop the y and replace it with – ication

Beautify -> beautification

Clarify -> clarification

5. (-ition):

-ition verbs ending in –ish. The sh is dropped and replaced by –ition

Abolish -> abolition

Demolish -> demolition

6. (-ution):

Verbs ending in –olve have the ve replaced by –ution

Absolve -> absolution

Revolve -> revolution

7. Double s suffix (-ssion)

This occurs with verbs ending in -ee or -ede

Accede -> accession

Proceed -> procession

8. (-ant, -ent):

Celebrate -> celebrant

Preside -> president

9. (-ism, -ysis):

These suffixes are usually applied to adjectives and nouns sometimes; they are applied to some verbs in their conversion to nouns:

Criticize -> criticism

The suffix -ysis is usually found in scientific vocabulary:

Analyze -> analysis

Electrolyze -> electrolysis

10. (-age):

-age is generally attached to nouns but in some cases, it is attached to verbs to form nouns:

Use -> usage

Waste -> wastage

Note: note that the e ending in the verb is dropped.

11. (-ry, -ery):

A few verbs are converted to nouns by the suffix -ry. The two suffixes are usually attached to nouns.

Bake -> bakery

Hatch -> hatchery

12. (ee):

It can change verb to noun suffix.

Employ -> employee

2.7.1 Conversion of verbs to adjectives:

The following suffixes are added to verbs to form adjectives:

Able, -ible, -ive, -ory, -al, -ant, -ent, -some.

1. (able):

Some verbs ending in consonants take able without any alteration but if the basic end in -ate, this end is dropped and replaced with able.

Accept -> acceptable

Educate -> educable

If the basic verb ends in ce the e after the retained but if ends in y after a consonant, the y is replaced by i. examples are:

Enforce -> enforceable

Rely -> reliable

If the basic verb ends in e after a consonant or after s, the e is usually dropped:

Move -> moveable

Debate -> debatable

Finally, if the basic verb ends in y after a vowel, the y is retained:

Pay -> payable

Convey -> conveyable

2. (ible):

The number of verbs taking -ible as suffix is limited .it is often more attached to nouns. When added to verbs that end in e, the e is dropped, but when the verb ends in t or d, the last letter is dropped replaced with -sible or -ssible. Examples are:

Force -> forcible

Comprehend -> comprehensible

Permit -> permissible ->double ss

3. (-ory):

This suffix can be added to only few verbs to form adjectives:

Explain -> explanatory

Exclaim -> exclamatory

4. (-some):

Some adjectives ending in some derived from verbs are:

Quarrel -> quarrelsome

2.7.2 Conversion of adjectives to noun:

Adjectives are converted to nouns by use of the following suffixes: -ness, -ity.

1. (-ness):

Happy -> happiness

Busy -> business

Note: y in these words is replaced by i

2. (ity): the suffix -ity is added to some words without any alteration. in some cases, the e that ends the base adjective is dropped:

Diverse -> diversity

Pure -> purity

2.7.3 Conversion of nouns to adjectives:

here are some examples for converting nouns to adjectives: -ly, -ish, -ous, -ic, -ical.

1. (-ly):

Day -> daily

Friend -> friendly

2. (-ish):

Fever -> feverish

Boy -> boyish

3. (-ous):

Disaster -> disastrous

Lust -> lustrous

Poison -> poisonous

4. (-ic):

Economy -> economic

Drama -> dramatic

5. (-ical):

When applied to special studies the suffix –ic is pluralized, adjectives formed from such nouns drop the s and extend the suffix to –ical.

Economics -> economical

Politics -> political

2.7.4 Conversion of noun to verb:

Some nouns can be converted to verbs by the addition of the following suffixes: (-en, -if, ize).

Length -> lengthen

Beauty-> beautify

Carbon -> carbonize

2.7.5 Conversion of adjective to verb:

A common suffix for this purpose is –en or the prefix –en as in:

Large -> enlarge

Rich -> enrich

Deep -> deepen

Tight –tighten

2.8 Related previous studies:

This section presents the studies which are conducted in this area there will be four previous studies.

First study was conducted by Ahmed,(M 20130) the problem of using affixes –MA- Thesis of AL Neelain University. The study concentrate on the important of been aware of how to use English affixes and its impact on improving the learner spelling as well as increasing vocabulary, the study comes out with the following results.

- Errors are related to how and what have been taught, that is clear teaching techniques and process have not been adequate in their education in the past.
- Another factor that playing rule in committing errors, that student are not motivated.
- Students do not know the correct affix and the changes that happened to word in the beginning and end.
- Morphological rules cause confusion the most "EFL" learners.

Ahmed's study and this study are parallel, in the sense that learners lag far behind the appropriate background awareness of the meaning of prefixes and functions of suffixes in theory.

The difference between both these studies rests on the fact that Ahmed's study bayed special importance to spelling rules, while the present study high lights problems of using affixes in general.

Eman' (A M. 2014) investigating Affixation awareness among English learning Sudanese university. Study of third year.English language.

MA- thesis of Sudan University of science and technology. The study aims to help students have a complete a reasonable good knowledge of affixes and to assist the students differentiate between prefixes and suffixes and recognize part of speech through affixes.

Eman obtained data from student's answers to the test which is analysis the important findings of Eman's study as follows:

- Students have a general back ground about affixation.
- Students do not always differentiate between suffixes and prefixes.
- Student has very week background knowledge about how to recognize the part of speech through affixes.

Similarities between Eman's study and this study share some feature what is come on between these two study is that they both concluded that learners are clearly unaware of meaning and function of prefixes and suffixes.In addition to inability to inter changing the parts of speech into one another , the only noticeable difference between two studies is that while Eman's was conducted at the level of third year English while this study was carried out amongst (university students).

Mahadi Mohammed(2003) the impact of using affixes.MA Thesis, Khartoum University. The study primarily focuses on the significant of being aware of how to use affixes and their impact in improving learners words-formation process spelling and increasing their vocabulary as well. The researcher comes out with many findings.

- The ignorance of rules of using affixes is behind committing the errors in the area of words-formation process.

- The researcher extended that the errors committed by the students 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.
- Another factor that playing rule in communication error is that students are not motivated.
- Morphological rules causes confusion to most EFL learners.

Conclusion:From the previous study, the researcher concludes the problem of using affixes to deriving new words from the stem through affixation process is clear among students.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

Design and methodology of the research

3.0 Introduction:

This chapter provides a description of the tools used in collecting and analyzing data, this research adopts descriptive analytic methods.

3.1 population of the study

The populations of this study are Sudanese university first year students in Khartoum state .the researcher has collected the data throughout a test distributed to the sample of the population.

3.2 The sampling method:

The sample of this study collected by examining 40 students who study English as a foreign language at first year at Almashreq university faculty of IT, both males and females. Subjects selected randomly.

3.3tools of data collection

The test was essentially designed to assess students' knowledge of the affixation matters. The test is divided into three questions, the first question asks the students to put the affixes in their correct place and these affixes are equally divided into suffixes and prefixes. i.e ten for each division. In contrast, the second question of the test asks the students to write the roots of the words. Third question asks student to choose the appropriate prefixes according to some rules of affixes addition.

The task was done in a regular classroom at one university in Khartoum the students feel relax as if they are doing their usual tasks. The participants were given 40 minutes in order to do the test.

3.4 Procedure of the study

The data of this research are collected through a test. The test is divided into three parts, question one is subdivided into two parts prefix and suffix. Ten points for each part of them. Question two has ten points, question three has five points.

3.5 validity and reliability of the test

The first draft of the test has been given to the supervisor who made some modification by adding and excluding. The test converted and expressed the hypotheses of the research and measures them properly. Reliability refers to whether the instrument can produce the same or similar results if it is conducted again under the same conditions; the test was calculated by a computer program called SPSS.

3.6 Summary

This chapter presents the methodology of the research. It contains a description of the instruments employed for the data collection. The chapter also describes the sample and the population of the study, states the reliability and validity of the tools in the study and presents the techniques followed in discussing and analyzes the research data.

CHAPTER FOUR
DATA ANALYSIS, RESULTS
AND DISUSSION

CHAPTER FOUR

Data analysis, discussion and interpretation

4.0 introductions:

In this chapter, the researcher reviews what has been collected and analyzed concerning the data and its results.

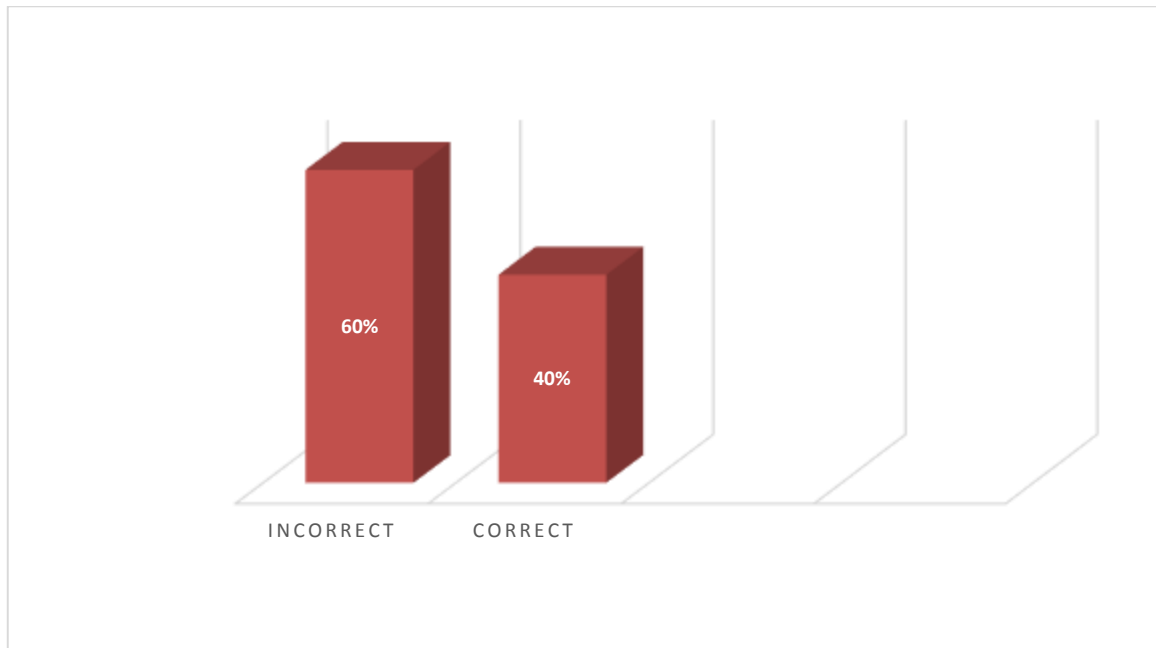
4.1 Analysis of the test

The responses to the written diagnostic test of the 40 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. To discuss the results, a statistical description for each question of the test of the study will be provided in terms of percentages in order to reach to a clear vision.

Table (4.1) the frequent distribution of using prefixes:

The target prefixes	correct	%	Incorrect	%
in-	23	57.5 %	17	42.5%
Dis-	30	75%	10	25%
Ex-	13	32%	27	67.5%
Hyper-	30	75%	10	25%
Bi-	11	27%	29	72.5%
Poly-	13	32.5%	27	67.5%
Post-	7	17.5%	33	82.5%
Im-	18	45%	22	55%
Auto-	25	62%	15	37.5%
Ir-	31	77.5%	9	22.5%
hypothesis	16	40%	24	60%

Figure (4.1)



The table (4.1) demonstrates the marks that students obtained in the first question from the test that has been designed by the researcher.

The question is divided into ten points, each one examines different affix.

Students have to link those affixes to original words successfully.

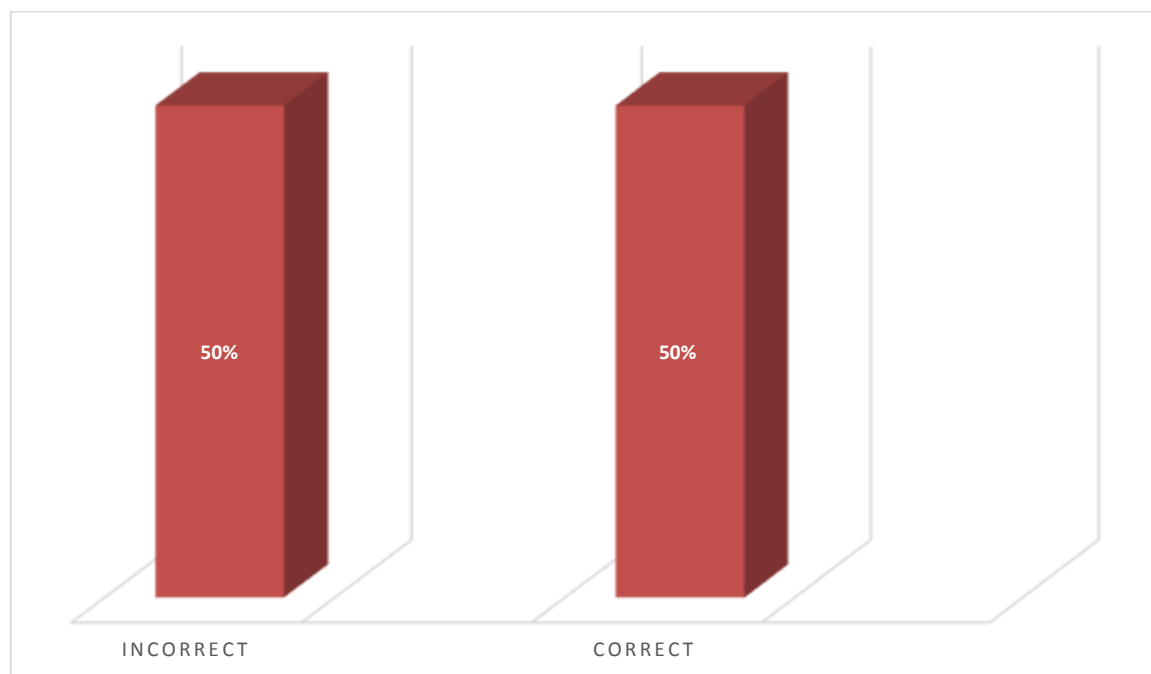
In point 1 students got 23(57.5%) correct answers and 17(42.5%) wrong answers. In point2 students got30 (75%) correct answers and 10(25%) wrong answers, point3students got 13 (32.5%) correct answers and 27(67.5%) wrong answers. Point 4 students got 30 (75%) correct answers and wrong answers 10(25%) ,point 5 students got 11 (27.5%) correct answers and 29(72.5%) wrong answerspoint 6students got 13(32.5%) correct answers and 27(67.5%) wrong answers. Point 7 students got7(17.5%) correct answers and 33(82.5%) wrong answers. Point 8 students got 18(45%) correct answers and 22(55%) wrong answers. Point 9 students got 25 (62.5%) correct answers and 15(37.5%) wrong answers. Point 10 students got31 (77.5%) correct answers and 9 (22.5%) wrong

answers, the descriptive statistic of the hypothesis is 16(40%) correct and 24 (60%) wrong.

Table (4.2) the frequent distribution of using suffixes:

The target suffixes	correct	%	incorrect	%
-hood	24	60%	16	40%
-est	18	45%	22	55%
-dome	34	85%	6	15%
-en	7	17.5%	33	82.5%
-ly	16	40%	24	60%
-able	5	12.5%	35	87.5%
-ess	23	57.5%	17	42.5%
-er	7	17.5%	33	82.5%
-ment	33	82.5%	7	17.5%
-ish	29	72.5%	11	27.5%
hypothesis	20	50%	20	50%

Figure (4.2)



The table (4.2) demonstrates the marks that students obtained in the second part of the first question from the test.

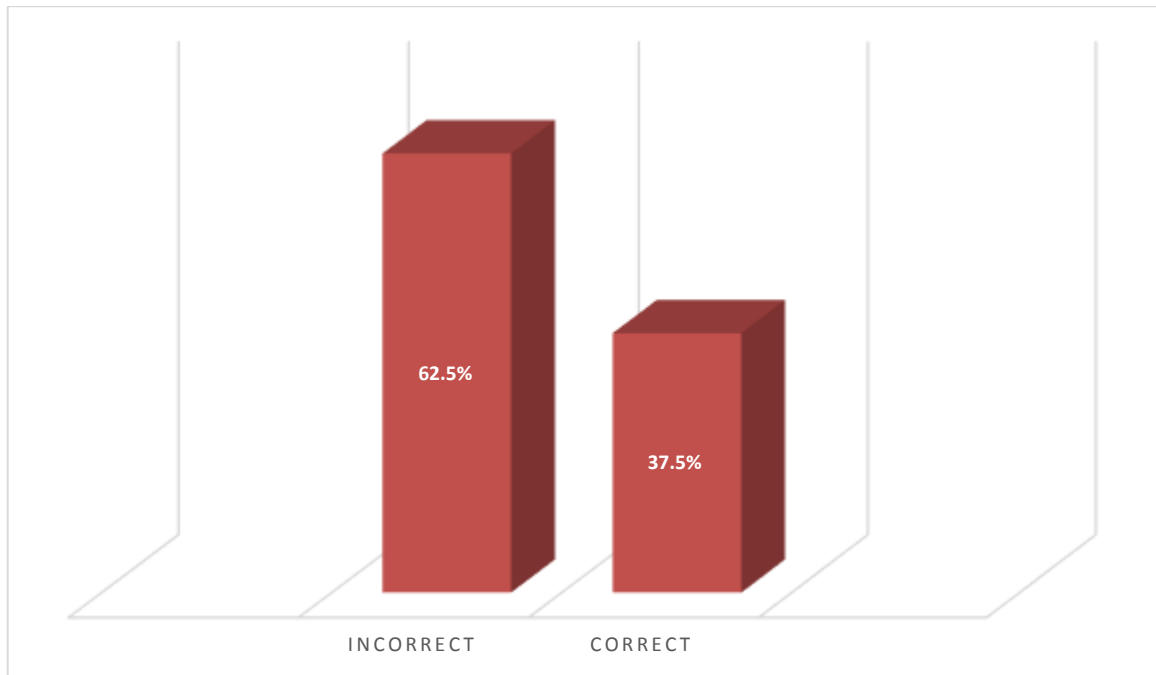
In point 1 students got 24(60%) correct answers and 16(40%) wrong answers

In point 2 students got 18 (45%) correct answers and 22(55%) wrong answers, point 3 students got 34 (85%) correct answers and 6(15%) wrong answers. Point 4 students got 7 (17.5%) correct answers and wrong answers 33(82%) ,point 5 students got 16 (40%) correct answers and 24(60%) wrong answers point 6 students got 5(12.5%) correct answers and 35(87.5%) wrong answers. Point 7 students got 23(57.5%) correct answers and 17(42.5%) wrong answers. Point 8 students got 7(17.5%) correct answers and 33(82.5%) wrong answers. Point 9 students got 33 (82.5%) correct answers and 7(17.5%) wrong answers. Point 10 students got 29 (72.5%) correct answers and 11 (27.5%) wrong answers, the descriptive statistic of the hypothesis is 20(50%) correct and 20 (50%) wrong.

Table (4.3) the frequent distribution of identify the roots:

The target	correct	%	incorrect	%
Care	30	75%	10	25%
Walk	16	40%	24	60%
Art	16	40%	24	60%
Move	14	35%	26	65%
Write	17	42.5%	23	57.5%
Comfort	27	67.5%	13	32.5%
View	18	45%	22	55%
War	26	65%	14	35%
Tree	13	32.5%	27	67.5%
Quick	15	37.5%	25	62.5%
hypothesis	15	37.5%	25	62.5%

Figure (4.3)



The table (4.3) demonstrates the marks that students obtained in the second question from the test.

In point 1 students got 30(75%) correct answers and 10(25%) wrong answers

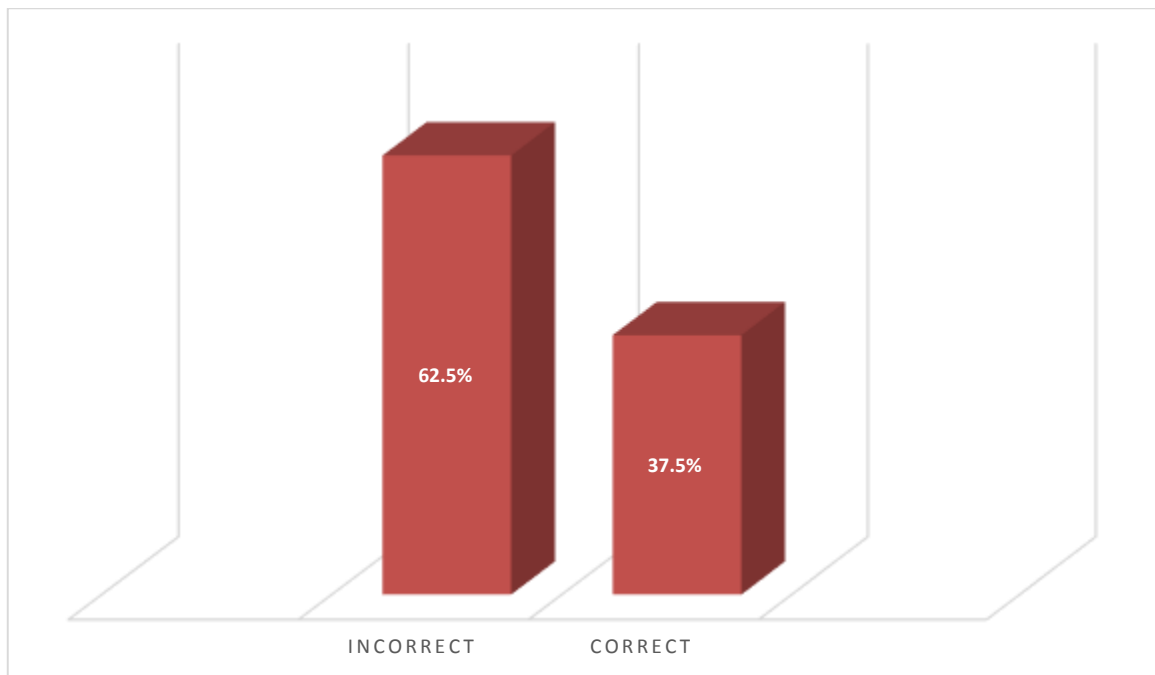
In point 2 students got 16 (40%) correct answers and 24(60%) wrong answers, point 3 students got 16 (40%) correct answers and 24(60%) wrong answers. Point 4 students got 14 (35%) correct answers and wrong answers 26(25%) ,point 5 students got 17 (42%) correct answers and 23(57%) wrong answers point 6 students got 27(67.5%) correct answers and 13(32.5%) wrong answers. Point 7 students got 18(45%) correct answers and 22(55%) wrong answers. Point 8 students got 26(65%) correct answers and 14(35%) wrong answers. Point 9 students got 13 (32.5%) correct answers and 27(67.5%) wrong answers. Point 10 students got 15 (37.5%) correct answers and 25 (62.5%) wrong answers, the

descriptive statistic of the hypothesis is 15(37.5%) correct and 25 (62.5%) wrong.

Table (4.4): The frequent distribution of identify the rules:

The target rules	correct	%	incorrect	%
impatient	22	55%	18	45%
illegal	23	57.5%	17	42.5%
irreplaceable	14	35%	26	65%
immature	19	47.5%	21	52.5%
illiterate	18	45%	22	55%
hypothesis	15	37.5%	25	62.5%

Figure (4.4)



The table (4.4) demonstrates the marks that students obtained in the third question from the test.

In point 1 students got 22(55%) correct answers and 18(45%) wrong answers, In point 2 students got 23 (57%) correct answers and 17(42%) wrong answers, point 3 students got 14 (35%) correct answers and 26(65%) wrong answers. Point 4 students got 19 (47.5%) correct answers and wrong answers 21(52%) ,point 5 students got 18 (45%) correct answers and 22(55%) wrong answers, the descriptive statistic of the hypothesis is 15(37.5%) correct and 25 (62.5%) .

4.2 Discussion of the Results

Table (4.1) has shown the summery of the result. For the part one of question one of the study .and it's clear that the number of students who have the wrong answers is greater than the number of correct answers with percent (60%) so for first hypothesis of the study has been accepted.

Table (4.2) has shown the summery of the result. For the part two of question one of the study .and it's clear that the number of students who have the wrong answers is equal to the number of correct answers with percent (50%) which is also indicate the problem in this part, so for second hypothesis of the study has been accepted.

Table (4.3) has shown the summery of the result. For the question two of the study .and it's clear that the number of students who have the wrong answers is greater than the number of correct answers with percent (62.5%) so for third hypothesis of the study has been accepted.

Table (4.4) has shown the summery of the result. For question three of the study .and it's clear that the number of students who have the wrong

answers is greater than the number of correct answers with percent (62.5%) so for fourth hypothesis of the study has been accepted.

4.3 Summary

The researcher designed test according to hypotheses. The test consists of three questions, the researcher comes up with the results that first year students find difficulties in choosing appropriate affixes, identify roots of words, dealing with some rules of affixes addition.

CHAPTER FIVE

**MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS, SUGGESTIONS
FOR FURTHER STUDIES**

CHAPTER FIVE

Main Findings, Recommendations and Suggestions For Further Studies

5.0 Introduction:

This is last chapter of the study. It provides conclusions and recommendations based on findings of the study and suggestion for further studies.

5.1 Findings

Here are major findings of the study that fulfill its objectives.

- 1- Students have clear problems in using affixes.
- 2- Mastering the rules of affixes addition helps a lot in enhancing and developing vocabulary of EFL students.
- 3- Students do not distinguish between root and affixes.

5.2conclusions

This study investigating the difficulties of using affixation among Sudanese Students.

There are three hypotheses concerning this study.

- The most problematic area in using affixes in English language prefixes or suffixes.
- The students able to identify the stem so as to know the addition(affixes).
- The student use English ignore the rules of English affixes addition in general.

In order to verity the above hypotheses, used one tool, a test for students. The sample consisted of forty students.

5.3 Recommendations

According to findings discussed above, there are some recommendations are incorporated in conclusion of the study.

- 1- Teachers should extend the knowledge of students in using affixes.
- 2- Students should give more practice to master affixes addition.
- 3- Teaching of affixes should focus in rules of addition to avoid incorrect addition.

5.4 Suggestions for further studies

- 1- The impact of the use of spelling rules on developing EFL students' knowledge about English affixes.
- 2- Students through practice must make a distinction between word root and affixes.
- 3- Investigating morphological strategies as problem facing EFL students.

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APPENDICS



Sudan University of Science & Technology

College of Graduate Studies

College of Languages



Subject: affixation test

Q (1): Add the most suitable affixes (prefix and suffixes) from the list opposite to form new word:

(A) Prefixes

(ir- im- dis- ex- in- bi- auto- hyper- poly- post-)

(1)correct

(6)chrome

(2)appear

(7)independent

(3)wife

(8)mediate

(4)inflation

(9)mobile

(5)lingualism

(10)regular

(B) suffixes

(-dome -en -est -ly -hood -able -ess -er -ment -ish)

1. Child.....

6. Peace.....

2. Fast.....

7. Prince.....

3. King.....

8. Write.....

4. Soft.....

9. Develop.....

5. Random.....

10. Fool.....

Q (2): Write the stem of each of the following words in the space provided:

1. Carelessness.....
2. Walked.....
3. Artist.....
4. Movement.....
5. Rewrite.....
6. Uncomfortable.....
7. Preview.....
8. Postwar.....
9. Trees.....
10. Quickly.....

Q (3) the prefix (in-) becomes (im- ir- il-) in some conditions .
give the opposite of these words:

- | | |
|---------------------|------------------|
| 1.patient. | 4.mature. |
| 2.legal. | 5.literate. |
| 3.replaceable. | |