



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



Investigating Word-formation in English and its Effect on Essay Writing

**(A Case of Study of 4th Year Students, College of Languages,
Sudan University of Science and Technology)**

تقصي بناء الكلمة في اللغة الإنجليزية وأثره علي

كتابة المقال

**(دراسة حالة طلاب السنة الرابعة كلية اللغات جامعة السودان
للعلوم والتكنولوجيا)**

**A Thesis Submitted in Fulfillment of the Requirements for Ph.D.
in English Language (Applied linguistics)**

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Dedication

To my parents whose
words and blessing have
let me to where today.

Acknowledgement

At first my thanks to Allah, who gave me the power and patience to start and complete this study. In this study, there are many people to thank, the action which gives me pleasure. First and foremost, I would like to thank my supervisor Dr. Abdalla Yassin Abdalla for his willingness to give valuable guidance, comments and continuous encouragement.

Abstract

This study aims at investigating the effects of English word formation on university students essay writing. The study is set to find out ways that students raise their awareness in using word formation at essay writing. The target group in the study is the fourth year students at language College in Sudan University of Science and Technology. The sample consists of (100) both male and female students for the academic year 2017–2018. This study also aims to identify the using of word formation strategies. A questionnaire for university teachers and test for the students are made for data collection. To achieve the aims of this study and find the answers to the questions of the study, the researcher uses descriptive and analytical method. After analyzing data, the study has come up with a number of findings, some of the most important findings are : the study revealed that the students have no background information about the situation in which some word-formation are used. There is little use of word formation strategies because the students are not aware of, and lack practices in addition to facing difficulties in identifying a meaningful context. Therefore, this phenomenon needs teaching and training the students on word-formation learning strategies to improve their overall language skills. Finally, the researcher recommends that English language attention should be drawn to train students on kinds of word-formation learning strategies, regardless of learners' level.

المستخلص (Arabic Version)

تهدف هذه الدراسة إلى تقصي بناء الكلمة في اللغة الإنجليزية وتأثيره علي كتابة المقال للطلاب الجامعيين . وتسعى هذه الدراسة إلى إيجاد طرق من شأنها أن تساعد الطلاب على رفع إداركهم باستخدام استراتيجيات بناء الكلمة . يتمثل مجتمع الدراسة في طلاب السنة الرابعة بكليات اللغات بجامعة السودان للعلوم والتكنولوجيا للعام الدراسي ٢٠١٧ - ٢٠١٨ م .

كما تهدف أيضاً إلى معرفة أنواع استخدام هذه استراتيجيات بناء الكلمة مستعيناً على ذلك باستبيان للمعلمين الجامعيين واختبار للطلاب ، ولتحقيق أهداف هذه الدراسة والإجابة على أسئلتها استخدم الباحث المنهج الوصفي التحليلي ، وبعد جمع البيانات ومعالجتها إحصائياً وتحليلها ، توصلت الدراسة إلى مجموعة من النتائج أهمها : عدم امتلاك الطلاب معلومات أساسية بكيفية بناء الكلمة .

وهناك قدر يسير لاستخدام استراتيجيات بناء الكلمة وذلك لعدم إدراك الطلاب لها فضلاً عن التدريبات ، الطلاب يواجهون صعوبات في التعرف على أصول وجذور الكلمات ووضعها في صياغ ذي معنى كامل . لذلك هذه الظاهرة تحتاج إلى تدريس وتدريب الطلاب على استراتيجيات بناء الكلمة ، لرفع مهاراتهم اللغوية . وأخيراً يوصى الباحث بتوجيه المعلمين على تدريب الطلاب باستخدام جميع استراتيجيات بناء الكلمة غرضاً النظر عن مستوى الدارس .

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Chapter One

Introduction

Chapter One

Introduction

1-0 Overview :

This chapter provides description of the theoretical framework of the study. It particularly presents the context of the study, statement of the problem, the research objectives, and the research significance. The chapter also presents research questions, the research hypotheses, the research methodology, and limits of the study.

1-1 Background :

English has become the major language for international communication in various fields including technology, commerce, industry, politics as well as education. So, writing competence is an essential factor to consider in the field of education. . Most business professionals, such as marketing, finance and research and development managers, need excellent writing skills to properly convey ideas and concepts. It is an essential job skill. It is the primary basis upon which one's work, learning and intellect will be judged in college, in the work place and in the community.

According to Allen and Corder (1974 : 177) "writing is an intricate and complex task". Undoubtedly, this complexity makes writing more complicated in foreign language learning.

Consequently, lots of research paper have intended to identify the common errors EFL learners make in writing. Of course better understanding of the errors and the origin of such errors will help teachers know students difficulties in the adoption of appropriate teaching strategies to help learn better.

To write, students should master their grammar, spelling and punctuation. Correct grammar, punctuation and spelling are keys in written communication since it is based on both content and presentation and the errors are likely to lead in forming negative impression. Writing essay, is very important, because students need to write essays in courses across the humanities. Essays writing is assigned by instructors as a method of a measuring critical thinking skills, understanding of course material and writing skills.

Another factor to consider, is the vocabulary, which known as the knowledge of word meaning and the ability to access that knowledge efficiently are recognized an important factor in writing fluency. In addition, vocabulary helps students with language production. To communicate effectively, students need to know a large number of words meaning.

According to Hubbard (1983 :1), “vocabulary can be defined as a powerful carrier of meaning.” Additionally, Diamond & Gutlohn (2006:7) suggest that “vocabulary is the knowledge of words and their meaning”. This means that

establishing a strong vocabulary base first, the use of language cannot be achieved. In addition, students should be able to recognize words and use their meanings as well. Thus, when students are effectively able to use a word in different contexts, speak, pronounce the word well, they will have the knowledge and meaning of the word well. Additionally, Henriksen (1996:7) states that "vocabulary knowledge is often defined as the ability to give a target language paraphrase". In short, vocabulary knowledge requires not only words meaning knowledge but it requires the usages of the words in appropriate context and in a natural way and also include the relationship between new words acquired and the ones already acquired.

It can obviously be noticed that, vocabulary is a changing, growing reality, it is a challenging. As Ur (2012:3) stated, unlike grammar "Lexical items are an open set, constantly being added to."

In addition to that, most English vocabulary arises by making new lexemes out of old ones either by adding an affix to previously existing forms, altering their word class, or combining them to produce compounds. These processes of construction are of interest to grammarians as well as lexicologists. but the importance of word-formation to the development of the lexicon is second to none.

Another factor to consider, is word, which is very important in writing. It is an important of any type of writing,

specially essay writing. Selecting precise words will help increase the impact one creates on audience. The best writing creates a vivid picture in the reader's mind . Selected words appeal to the sense.

Word origin is very important, Knowing the etymology of a word provides enhances perspective about its most effective use,it enriches ability to essay writing, and expands precision control over meaning which most likely based on words someone knows.

This means, there is a doubt that learning a new word in English assumes understanding what the word actually means. Once you understand the meaning of a word it is helping to attach it to the correct spelling of this word.Knowing a part of speech of the new word is also helpful when the target word has the same spelling and pronunciation in more than one part of speech. Most words in English language belong to word families, group of words with a shared base but different prefixes and suffixes.

The importance of word in English language, is not merely On the acquisition of it, but on how it is formed. Every year a lot of words appear. They are created and used by the community which farther develops into a part of a language. Therefore word formation is a worthy area of

investigation and study. Learning word formation is of a great importance.

Knowing the mechanisms of word formation is an important area worthy of effort and investigation. Word-formation is the process by which new words are created or invented. Every language is in constant need for new words. This is mainly because of the development in the technological field. New products are coming on the market and all of them need names by which to be called. Therefore, new inventions and changes, a language needs to borrow, derive or otherwise coin new words simply because new things need names. The formation of words does not just appear like that out of blue, but rather they are several methods that are used to create new words. So, considering a language as a tool of communication, has undergone with the elapsing of time. It is the most vital tool of interaction. With time, language needs to change in order to meet with the requirements of the people. Therefore language is dynamic, it changes constantly.

According to linguist Bogdan Szymanek (2005:8) "English word-formation is doing quite well and keeps many people busy". This obviously includes ordinary language users, journalists or media men, writers and copywriters, and all other individuals who like to test, from time to time, the limits of morphological creativity and finally the linguists,

who must try to make sense of the new creation of new words.

The present study, is aiming at identifying, analyzing, word formation in English and their effects on essay writing at university.

Furthermore, the study will try to identify the most problematic area of word-formation which is a set of process for the creation of new words on the basis of existing ones. The study will also try to analyze the English and Arabic morphological systems in order to identify the similarities and differences between them, since a single misspelled word can alter the meaning of the sentence as Shane, T and Darrel, M (1999 :103) claim that "Orthography or spelling knowledge is the engine that drives efficient reading as well as efficient writing"

This study aims to identify analysis in semantics to clarify the difficulties that affect university students' essay writing .

The researcher prepares a test for the students to measure their standards and then diagnose their answers. A questionnaire for the university teachers is also conducted. The results basically address the fundamental problems that students face.

1-2Statement of the problem :

Many factors have effects on university students' essay writing. These factors are: vocabulary learning, such as: form of word, word category (affixation), spelling, word choice and, paraphrase. Besides, forming words, such as: inflection, derivation and word classes. Added to that, sense relation, such as synonyms, hyponyms and antonyms.

Learners also have problems in controlling the relation between form and meaning. In addition to, cultural differences in term of native transfer of idea from Arabic into English Language.

This study therefore, attempts to identify, analyze, English languageword-formation which is the analyses of the components of a word and their effects on university students' essay writing.

Also, the researcher examines the syllabus designed for the 4th year students at faculty of languages, as it highlights whether there are enough and adequate activities for vocabulary, semantics and word-formation learning strategies. Moreover, students at 4th year may not receive training in vocabulary, semantics and word-formation which could enable them to write essays easily.

The study also includes whether teachers at university teach word-formation learning strategies or not, whether the students have interest in learning these strategies by themselves, the effect of word-formation on the students'

essay writing and also their approach, attitudes towards learning word-formation.

1-3 Research Questions :

In this study the following questions are raised :

- 1- To what extent are the majority of the university students able to deal with word-formation ?
- 2- To what extent do the teaching methods match and meet the needs and interests of learners ?
- 3- To what extent do learning materials focus on morphology ?

1-4 Research Hypotheses :

In answering the above questions, the following hypotheses are forwarded :

- 1- The majority of the students at university are unable to deal with word-formation.
- 2- The teaching methods adopted do not match and meet the needs and interests of learners.
- 3- The adopted learning materials neglect morphology.

1-5 Significance of the Study :

The research is significant to the students, because it is going to help them overcome their difficulties. Moreover, the test is going to diagnose the students' strength and weakness.

Furthermore, the study will be significant to the English teaching staff as well as syllabus designers and materials writers.

The study will also be useful to syllabus and curriculum designers, because word-formation may be incorporated into the syllabus or curriculum for the students who will be future specialist of English at universities. However, the researcher hopes to contribute and help the policy makers formulate a

more practical and realistic policy capable of addressing linguistic problem or insights.

1-6 Research objectives :

- 1- The researcher will try to find out the difficulties of dealing with word-formation in English.
- 2- The researcher will also try find out the fundamental role of the teaching methods in meeting the needs and interests of learners.
- 3- The researcher will try to find out the fundamental role of the learning material in focusing on morphology .

1-7 Limits of the study :

This research is confined to 4th year English language students at Sudan university of science and technology, college of languages. The present study mainly target : the 4th year students at Sudan university of science and technology as sample among all Sudanese universities.

1-8 Research methodology :

The methodology adopted is a descriptive and analytical method. A test will be conducted to the fourth year students (150) at Sudan University of Science and Technology, Colleague of language, department of English as well as a questionnaire for English teachers (36 teachers).

It is worth mentioning that, the investigation also intends to meet several requirements such as reliability and validity, as argued by Bachman and Cohen (1998) who states that “any measuring test must meet requirements like reliability and validity”.

Chapter Two
Literature Review and Previous Studies

Chapter two

Literature Review

2-1 over view :

This chapter deals with a survey and a review of the related literature regarding the teaching of vocabulary and the importance of the processes of word-formation in acquiring EFL and their effect on easy writing for 4th year university students of Sudan university for science and technology. It provides a theoretical framework of the previous studies of the relevant literature. It gives a background information and reviews of the relevant research studies. The chapter throws light on the definition of the concept of vocabulary, word-formation, prefixation , suffixation, coinage back formation, clipping and other related concepts. Moreover, it shades the light on other concepts such as morphology as well as semantics. It also explains the prominent problems that the EFL learners might face in essay writing.

2-2 Definition of word-formation:

As suggested by Bauer (1983;8) that there is no satisfactory definition of word exists. The term 'lexeme' and 'word-form' will be introduced. This will allow to define other constituents of word-formation. The term 'word' will be used vaguely between word-formation and lexemes. After words, definition of word-formation will be provided and followed by the notion of productivity and lexicalization. Before morning to the definitions, a few technical remarks should be made.

"word..... the word may refer to a spoken word or to a written word, or sometimes to the abstract concept behind either. Spoken words are made up of units of sound called phonemes, and written words of symbols called graphemes such as the letters of English alphabet'

2-3 The word and its associative field :

According to this approach, every word is involved in a network of associations are based on similarity of meaning, others are purely formal (i.e. based on forms), while others involved both form and meaning. In De Saussure's graphic formula, a given term is like the centre of constellation, the point where an infinite number of co-ordinated term converge.

De Saussure(1983) tried to represent these associations in the form of a diagram (by giving one word more central position) but have also used English words to suit the discussion here. In this diagram, four lines of association radiate from the noun lecturing by formal and semantic similarity based on the common stem lecture; (2) connects it with teacher and tutor by semantic similarity; (3) associates it with gardener and labourer because they all have the suffix – er forming agent nouns from verbs; (4) associates it with the adjective clever and the inflected adverb quicker by accidental similarity in their endings. The use of an arrow and that of etc, at the end of each line of a associations suggests that the line has no limit and that an infinite number of words can be added to those suggested in the diagram.

٢-4 word families :

The treatment of word in terms of ‘word families’ is a common approach in the lexicology of French (e.g./ Lehmann and Martin Berthet 1997 : 109). This section, however, follows a recent treatment of English in such terms (Bauer and Nation 1993). Words are grouped into ‘families’ on the basis of their morphology, both their inflections and derivations. A family consists of a base form, its possible inflectional forms, and the word derived from it by prefixation and suffixation. e.g.

(a) State (verb)

states, stated, stating (inflections)

stateable, statement, misstate, restate, understate
(derivation)

(b) skill (noun)

skill, skill’s (inflections)

skillful, skillfully, skillfulness, skillless, skilled
(derivation)

Bauer and Nation (1993) develop the notion of word families by proposing a set of levels into which families are divided. The levels are established on a number of criteria relating to the frequency, productivity, regularity, and in terms of their importance. The first concerns frequency, specifically the number of words in which an affix occurs; -er, for example, occurs more frequently than -ist to form ‘agent’ nouns from verbs (speaker, violinist). The second criterion to be used to form new words; -ly is still highly productive in deriving adverb from adjectives (stubbornly, speculatively). The third relates to the predictability of the meaning of the affix; -ness is only used to form nouns from adjectives, with the meaning ‘quality of (craziness, tiredness)’ whereas -ist has a number of spelling and pronunciation (of

the base and affix and regularity of the function of an affix in terms of the word class of the base to which it attaches.

Using these criteria, Bauer and Nation (1993) established seven levels of family relationship. At the first level, each word form is regarded as a different word; so there is no family. The second level groups words that have a common base but variant in inflectional suffixes (plural and possessive for nouns; present and past tenses and present and past participle for verbs; comparative and superlative for adjective), e.g.

Noun : road, roads, road's, roads'

Verb : fly, flies, flew, flying, flown

Adjective : great, greater, greatest.

At the third level are added words formed by the addition of the most frequent and regular derivational affixes, which are established on the basis of an analysis of computer corpus, viz – able, - er, -ish, - less, - ly, - ness, - th, - y, non - , un- .

At level four are added with 'frequent, orthographically regular affixes, - al , - ation, - ess, - ful, - ism, - ist, ize, - ment – ous, in - . At level five come forms derived with some fifty 'regular but infrequent affixes', e.g. – ary, - let, anti - , sub . The sixth level has forms derived by 'frequent but irregular affixes': -able, - ee,-ic, - ify, - ion, - ist, - ition, - ive, - th, - y, pre-, re-,. Lastly, at level seven are included words formed using classical (latin and Greek) roots and affixes, e.g. bibliography, astronaut and the common prefixes ab-, ad-, com-, de-, dis-, ex-, sub-. As an illustration, we borrow Bauer and Nation's examples of the verb develop, which conveniently has examples at all of the levels two to six :

Level 2 : develop, develops, developed, developing

Level 3 : developable, undevelopable, developer (s), undeveloped

Level 4 : development, developmental, developmentally

Level 5 : development wise, semi developed, antidevelopment

Level 6 : develop, predevelopment

The practical benefits of an analysis of vocabulary in terms of word families, specially one such as Bauer and Nation's (1993) with its carefully differentiated levels, can be found in language teaching and in lexicography. For language teachers there is a system of word building available both to pass on their learners and to guide them in the selection of reading materials. For lexicographer, such an analysis provides a more secure basis for the treatment of affixes and derived words in dictionaries.

2-5 word class :

The notion of word class may also be used to account for the structure of the vocabulary as a whole. Following an approach that can be traced back to Latin and Greek, traditional grammar of English distinguish eight part of speech : noun, pronoun, adjective, verb, preposition, conjunction and interjection. More modern grammarians have elaborated these parts of speech for further classes. For example, Quirk et al (1985 :67) distinguish the following :

- a) closed classes : preposition, pronoun, determiner, conjunction, auxiliary verb.
- b) open classes : noun, adjective, verb, adverb.
- c) lesser categories : numeral, interjection.

d) a small number of words of unique function : the particle not and the infinitive marker to the closed classes contain the ‘grammatical’ or ‘ functional’ words, which generally serve the grammatical construction of sentences. They are small classer, with a restricted and largely unchanging membership. The open classes, by contrast, are large, and they are constantly being added to. The members of the open classes are the ‘content’ words, carrying the main meaning of a sentence, they are the words likely to be retained in a telegram or headline.

It is assumed that without exception all English words belong to one or more word classes. However, it is not generally possible to tell which word class a word belongs to simply by looking at it though inflections may provide a clue (e.g. a word ending in –ing is likely to be a verb, and one ending –est an adjective).

But to be sure, studying a word’s behavior is badly needed. All words that function in the same way are deemed to belong to the same word class. For example, consider the following sentence :

on

The book was in the cupboard

under

The words on, in and under have the same function and expression some kind of location relationship between the book and the cupboard. Since they behave the same word class is therefore useful because it allows make general end economical statements about the way the words of a language behave. However, this notion is more useful in syntax than in lexicology.

Traditional lexicology has been concerned mostly with open classes, but more recent descriptions such as Jackson (1988) and Lipka (1990), attempt to discuss all classes of words. A close examination of the major word classes shows that they have central and peripheral members and that they overlap.

The boundaries between classes are therefore fuzzy. Moreover, a word may belong to more than one word class, e.g. round is an adjective in 'a round stone'. A preposition in 'round the corner', an adverb in 'they all gather round', a noun in 'you can buy next round' and a verb in 'when we round the neat bend'.

2-6 lexeme, word formation , derivation and inflection :

It is important to distinguish between lexemes and word form. According to Bauer (1983;11) lexemes are "all the possible shapes that a word can have". On the other hand, word-form is the particular shape of a given word. As it usually occurs at specific occasion, word form are much more concrete and realize lexemes as Bauer suggested (1983;11) This can be illustrated by the lexeme FLY. This lexeme subsume all the words like flies, flying, or flew and these words are word-form of the lexemes FLY. According to Huddleston and Pullum (2002;27) these forms are also termed inflectional and therefore inflection is the process of creating new word-forms. Contrary to derivation, which is the process of creating new lexemes as Lyons claimed (1997;522). Free forms are those that occur alone, such as all the examples.

2-7 Vocabulary:

Vocabulary is central to essay writing because without sufficient vocabulary L₂ cannot understand express their own ideas. Wilkins (1972;111-112) wrote "... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This point reflects that experience with different languages, even without grammar, with some useful words and expression, L₂ can often manage to communicate. Lewis (1993;89) claims that "Lexis is the core or heart of language". Particularly Learners develop greater fluency an expression in English, it is significant for them to acquire more productive vocabulary knowledge to develop their own personal vocabulary learning strategies. As Schmitt noted (2010;4) "Learners carry around dictionaries and not grammar books". Vocabulary helps hearers students understand and communicate with others in English.

While that term bound forms refers to entities that cannot occur in isolation. Typical examples of bound form are affixes. They could be defined as bound forms attached to lexemes that do not realize unanalyzable lexemes as Bauer claims (1983;11). They are usually divided into prefixes such as dis- or re- and suffixes (-dom, -ness). Prefixes are attached before lexemes, while suffixes occur behind them.

2-8 Root, stem and base :

According to Stockwell and Minkova (2001;69) contrary to affixes. Roots are most usually free forms and "at centre of word-derivational process". All lexemes include roots, as they are the forms that remain after removal of all inflectional as well as derivation affixes as Bauer claimed

(1983;20) stem, on the other hand, is concerned only with inflection and so it is form of the word without.

The concept of word can be defined in various way, but three significant aspect learners need to be aware of and focus on are form, meaning, and use. According to Nation (2001), the form of word involves its pronunciation (spoken form), spelling (written form),and any word parts that make up this particular item (such as a prefix, not, and suffix). An examples for word parts can be seen with the word uncommunicative, where the prefix un – means negative or opposite, communicate is the root word, and – ive is a suffix denoting that someone or something is able to do something.

Nation (2001) stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about specific word or expression.

English vocabulary is complex with three main aspect related to form, meaning, and use as well as layers of meaning connected to the roots of individual words (Nation & Meara 2010) all the derivational affixes, which are analy sable. Therefore in unbeatable, beat is the root, while the stem is unbeatable, as the word does not contain any derivational affixes. Whilst Bauer (1983;20) claims that, a base is “any form to which affixes of any kind may be added”. This means that all stems and roots are bases, but this is not so the other way around. In the example of unbeatable, beatable may be a base for predication by un-, but neither root nor stem. Bases are normally free, but also bound bases can also be found (Huddleston and Pullum, 2002, p.1622). Words

that can be broken down into smaller meaning units are called complex “Plag, 2003, p.12”. These units are named morphemes (Bauer, 1983,p.11). Morphemes can be defined as “the indivisible semantic units” (Matthew, 1974,p.20). In contrast, words, which are not analyzable this was are simple, or simplex (Bauer, 1983, p.30). For example happiness or unbeatable are complex words.

Vocabulary is not just about word, it involves lexical phrases and knowledge of English vocabulary and how to go about learning it while beat or happy are simplex.

Lipka (1992;70) defined word-formation as “the combination of lexical morphemes with each other” and also stated that it could be in fact labelled ‘lexeme – formation’. That is because it forms complex words, i.e. complex lexemes. Therefore, word formation can be defined as the process of producing complex forms (Bauer, 1983 p.31). It is important to remark, what should be understood under the heading of word-formation Lipka (1992;72) noted that word-formation includes not only derivation but also ‘the combination of free lexical morphemes’ This combination will be in short referred to as the process of compounding. As a result word formation can be initially divided into derivation and compounding. However, some categories are not covered by either of these headings (Bauer, 1983, p.30). Inflection does not fit the definition at all and therefore is usually separated from word-formation (Lipka, 1992, p.70). But as admitted Bauer (1983), there are something no clear dividing lines between inflection and derivation (p.35).

2-9 Productivity and lexicalization :

Productivity will be one of the main concerns in the analytical part of this thesis. A process is productivity, when it is still able to create new words, or more precisely, new complex forms (plag, 2002, p.55) Plagdelt with productivity at the example of affix, but any process may be productive (Bauer, 1983, p.18). As opposed to creativity, productivity is predictable and rule- governed (Lipka, 1992, p.92). When a process is not used for coining new complex lexemes, it is regarded as non-productive.

Lexicalization may be seen as a converse of productivity (Huddleston and Pulum, 2002, p.629). According to Lipka (1992), there is no universal definition of lexicalization. Lexemes are generally said to be lexicalized when they are or used to be farther morphologically analysable, but they cannot “be formed with their present meaning by the current rules of word-formation”. (Huddleston and Pulum 2002, p.1629). Alternatively, it can be said that a complex lexeme gradually becomes a single lexeme (Lipka, 1992, p.95). Lexicalization is to be distinguished from institution alization, which mentioned by Quirk et al (1985). And can be described as integration of lexeme with specific meaning and form into already established lexicon as an acceptable lexeme (Lipka, 1992, p.95-96).

a few examples could be given, it must be a acknowledged that folk etymology is not very productive process in Modern English.

2-10 Semantics:

Semantics is generally defined as the study of meaning. Its aim is therefore to explain and describe meaning in natural languages. The term 'meaning' is used here in the ordinary, non-technical sense, without reference to any particular theoretical framework. Most linguists agree that meaning pervades.

The whole of language. However, they are not always unanimous on the terms to be used in the discussion of semantics, the adopted terminology presented and the theoretical distinction made by Jackson (1988 : 244-7) in his brief treatment of semantics.

To highlight the pervasive nature of meaning Jackson states that if we are to talk about semantics at all, then several kinds of semantics should be identified : pragmatic semantics, which studies the meaning of utterances in context; sentence semantics, which deals with the meaning of words and the meaning relation that are internal to the vocabulary of a language. Semantics is usually approached from one of two perspectives : philosophical or linguistic. Philosophical semantics is concerned with the logical properties of language, the nature of formal theories, and the language of logic. Linguistic semantics involves all aspects of meaning in natural languages, from the meaning of complex utterances in specific context to that of individual sounds in syllables.

Consequently, since semantics covers all aspects of human language, it must be considered not only as a division of lexicology, but also as a part of phonology, syntax, discourse analysis, text linguistics, and pragmatics, But, it is

enough to assume that lexical semantics is relevant to lexicology.

'Acceptability' and 'meaningfulness' are distinct but related to concepts. They are important in the discussion of lexicology as utterances may be meaningless but acceptable, while others may be meaningful but unacceptable consider the following :

That woman is a man.

That doll is a bomb.

That may be considered meaningless in the sense that a human being cannot be both 'a woman' and 'a man' at the same time. Similarly, it may be argued that an object cannot be simultaneously 'a walking – stick' and 'a gun'. But, with a bit of imagination, one can think of contexts where such utterances, and others like them, can be considered acceptable. For example, in a play, a character may be a man biologically and be crying carrying a doll or a walking – stick which in fact could be deadly weapons such as a bomb or a gun. To paraphrase Leech (1969 :13), the 'effective message' in all such utterances is 'what appears as an "x" is in fact a "y"'.

There are types of meaningless utterance that may be acceptable for various reasons "topographical error", 'sarcasm', 'different figures of speech', etc. Other may be considered, deviations from the norm of the language under study. Still others may have different origins or justifications. For examples, if a person who has a bad cold and completely blocked nasal cavity says 'it's dice beating you', after he/she has just been introduced to someone, this utterance may be considered meaningless, strictly speaking. However, the

'effective message' it conveys in this context would be something like 'it is nice meeting you but I have a bad cold'.

The important point here is that there several factors that contribute to the meaningless and the acceptability of utterances. As opposed to utterances that are meaningless but acceptable, others are meaningful but unacceptable.

The latter category includes assertion that are false because of the knowledge of real world, rather than for purely semantic reasons. Consider the following :

Crocodiles can fly.

The basket ate the vegetables.

John's behavior pleased the bananas.

Different criteria can be used to account for such utterances. For example, they may be explained by logical argument to highlight the contradictions, inconsistencies or incompatibilities in the message. From syntactic point of view, such utterances are treated as errors in predication, meaning that the subject or object noun phrase are syntactically unsuitable to the corresponding verb phrases. Hence, the subjects crocodiles and the basket are syntactically unsuitable to the verb phrases can fly and respectively. Such examples point to the fact that all of syntax semantics and lexicology contribute to a comprehensive study of language.

2-10-1 Semantic Criteria :

Semantic Criteria is often emphasized (Matthews 1974, p.95). This leads to Jespersen's (1974) supposition that "if the meaning of the whole cannot be logically deduced from the meaning of the constituents the expression is a compound" , as cited by Stekauer (2000,p.101). Also Jackson and

Amvela(2007) stated that compounds tend to a acquired very specialized meaning and therefore their constituents may lose their original meanings. This works very well for lexicalized compound such as black board (as it may have also a different colour) or dustbin (it is not entirely restricted to dust), as exemplified in Jackson and Amvela (2007, p.94). However, this is not true for all compounds as there are also expressions whose meaning of their elements, which induce compounds like dance – hall or green – eyed (stekauer 2000, p.101). Another drawback of this criteria is shown by Matthews (1974) on the example of idioms, where an expression such as he made his mind up has a little meaning in only greatly limited a mound of cases, while there are "good reasons" (Matthews, 1974, p. 96) for not treating idiomatic expressions as compounds.

2-11Types of compounds :

In this section, only compounds consisting of two elements will be included. The so – called "Phrasal compounds" will not be mentioned here. Compounds can be divided into main groups by taking lots of different approaches which appear to vary among linguists. Various criteria are therefore applied. This chapter will provide an on overview of the most common ones and although they may have much in common an even overlap each other in some respects, they will be discussed separately.

Primary and synthetic of verbal element. If a compound includes from a verb, he name them synthetic(verbal) compounds (stakauer, 2000, p.102). Examples include earthquake – struck or good – looking. Other wise (i.e. no verbal element is present) they are

referred to as primary (non – verbal) compounds (Stekauer, 2000, p.102). e.g blackbird or birthday – Selkirk (1982, p.24 – 250 also pointed out that while range of possible relations between non – verbal compound is broad, this is not the case with verbal compounds. This earthquake – struck mean "struck by earthquake). Therefore predictable, or regular (Stekauer, 2000, p.102). Synthetic compounding is claimed to be very productive in English whereas primary compounding tends to be similar productive only when concerned with combinations of nouns and adjective (Lieber and Stekauer, 2009, p.375).

2-11-1 Syntactic and lexical compound :

As already indicated in the title of this section, this division is done according to syntactic principles. This is proposed as the starting point by Stockwell and Minkova (2001, p.10) like in 2-14-1, this sorting of compounds in once again a very general one. By syntactic compounds, forms which are formed with respect to regular rules of grammar are meant. Stockwell and Minkova (2001, 10) added that those compounds are formed similarly to sentences and are usually not listed in dictionaries. Therefore, birthday (the day of birth), or day (light which occurs during the day) are examples of syntactic compound. In contrast, meaning of lexical compounds can not be predicted from the regular rules of grammar, e.g. ice cream and water – proof. This means that their meaning has to be looked up in dictionary (Stockwell and Minkova, 2001, p.10). Lexical compounds can be also termed non-syntactic compounds (Jackson and

Amvela, 2007, p.97). Stekauer (2000;104) added that constituents in lexical compounds are "ordered differently from corresponding syntactic phrase" as opposed to syntactic compounds.

2-11-2 Endocentric, exocentric, subordinate compounds :

This classification is based on semantic principles and was done by Bauer (1983), or Jackson and Amvela (2007). As this approach will be followed in the practical part, this classification will be of the biggest importance in this thesis. Terminology varies here, but this thesis will mostly stick to the Bauer's (1983) terminology including slight subdivision made by Jackson and Amvela (2007). Most of the English compounds tend to have "modifier – head structure" (Plag, 2002. P.173) which means that the left – hand element modifies the right-hand one. As pointed out by Sckema and Neeleman (2004, p.81), this ensures that there is a semantic relation between its constituents.

Compounds with the previously described structure will be termed endocentric. They can be in short described "to have a head, and that head is on the right" (Selkirk, 1982, p.19). Bauer (1983, p.30) added to that the left-hand element does not mark neither gender, nor number in this classification. In his words (p.30), "the compound is hyponym of its grammatical head", as in armchair, or boyfriend, where armchair is a type of chair and boyfriend is also a boy who also a friend. As the latter compound can be often described vice-versa, difference between these examples can be seen. Compound such as armchair or call friend will be thus named subordinate (Jackson and Amvela, 2007, p.97) as

they contain are head root and modifier. On the other hand, compounds having too had roots (e.g. girlfriend, maid servant) will be termed coordinate compound (Jackson and Amvela, 2007, p.97). Bauer (1983, p.30) referred to this type of compounds as appositional compounds and said that elements are hyponyms of each other.

Special subtype of coordinate compounds is also often distinguished and named dvanda, or copulative compounds (Huddston and Pullum, 2002, p.1648). Dvanda compounds can not be used individually as opposed to non-dvanda coordinate compounds. They can be alternatively described as constructions with no clear head present (Bauer, 1983). Therefore, mainly proper nouns are pullum, 2002). This type of compounds can be exemplified by Alsace – Lorraine or Rank – Hovis (Bauer, 1983, p.31) and is exceedingly rare. Probably the only commonly used dvanva compound is party – hose (Bauer, 1983).

However, not all compounds fit into this category. Some of them appear to "have no head at all" (Selkirk, 1982, 19). For example , Skinhead is not pocket at all. These compounds are known as exocentric where the semantic head is not expressed (Bauer, 1983, 30). They are also sometimes named bahuvrihi compounds (Bauer, 1983, p.30), It is to be noted that this terminology is far from constant and can differ considerably across the scholars. Therefore, it was possible for Plag (2002, p.188) to state that dvandva compounds are in fact quite common in English, because he defines them slightly differently.

2-11-3Neo – classical compounds :

Previous chapters were concerned only with compounds which correspond to the definition formulated in 2-1-1- This means that all of their constituents are free forms. However, special types of compounds, where at least one of its elements is a bound form, can be often found in English. This is due to the fact that English lends to borrow from Greek or Latin extensively to coin new words (Adams 1973, p.129). These words contain combining forms (Stekauer, 2000, 103), such as socio -, micro-, tele-, phile-, phobe – and many other. Resulting words are generally known as neo – classical compounds and can be defined as "forms in which lexemes of Greek or Latin origin are combined to form new combination" (plag, 2002, p.199). They mostly appear in scientific or technological fields, but words such as microphone or television are highly common also in everyday speech. Therefore, proper clarification of how to classify neo – classical compound is important. Quirk et al (1985, p.1545) decided to treat them under the heading of affixation but also added that arbitrariness is involved. The comes from to some bases precisely like neo – classical forms can be added to some precisely like affixes (Bauer, 1983, p.213). For examples, musical is a clear example of affixation, therefore musicology has to be affixation as well.

Nonetheless as Bauer (1983; 213) mentioned, this can lead to "the embarrassing conclusion" that forms such as electrophile and galvanoscope, including only prefixes and suffixes while having no roots, can exist. Further are, these combining forms can perfectly combine with each other as shown above. This is not the case with "regular" affixes

(Bauer, 1983) and this implies that forms like *electroness* or *electroization* do not exist. Also, they can be combined even with affixes "which is a feature of word-formation bases" (Stekauer, 2000, p.103). As Stekauer (2000) added, the combining forms can have their independently found counterparts serving as independent words, like *photo*, *mini* or *kilo*. Based on these facts, neo-classical items will be treated as combining forms and therefore as compounds in this thesis, mainly in its analytical part. Bauer (1983) also observed that these compounds are very productive and also function as bases in derivational processes.

Furthermore, subtypes among these classification (Bauer, 1983) indicating that generally accepted classification is not known yet. Compounds can be classified by e.g. the form class of compound's constituents, semantic classes, syntactic function, linking compound to "sentential or clausal paraphrases" (Quirk et al, 1985, p.1570) and so on. Some authors like Jackson and Amvela (2007), or Adams (1973) use combinations on the above mentioned criteria. However, this thesis will stick to classification proposed by Bauer (1983) which is based on the form classes. The classification will be complemented by Jackson's and Amvela's (2007) classification relying on syntactic function as described in 2.1.4.3.

Affixation is the process of adding affixes in order to form new words. Therefore, inflectional affixes as described by Jackson and Amvela (2007) will not be into account, because they serve for creating new forms of the same word. Affixation defined above is usually termed derivational affixation, or simply derivation (Bauer, 1983) which was

defined in 1-1. As Bauer (1983) continued, the lack of clear dividing line between compounds and derivation is often felt, as described on suffixes like – hood where it is unclear whether hood functions as lexeme, or as a bound form in words like childhood.

Affixation is typically divided into prefixation. As pointed out by Stekauer (2000), infixes are almost non-existent in English although some examples, such as *abso-goddam – lutely* may be found. Affixes can be also further divided into class – changing and class – maintaining. Instances of the latter is e.g. prefixation by *re –* from *consider* to *reconsider* while example of the first type is suffixation by *– ment* from *pay* to *payment*. Bauer (1983) observed that in English, “Prefixation is typically class – changing” (p.31).

Matthews (1974) further stated that processes of suffixation are more common in English, as they serve for most lexical derivation. As added by Jackson and Amvela (2007), affix – *ly* which creates from a given stem, is the most productive English derivational affix.

2-11-4 Conversion :

Conversion, often also called zero derivation, “involves changing a word’s syntactic category without any commitment change of form” (Huddleston and Pullum, 2002, p.1640). Therefore it is possible to change the noun *trouble* into a verb while not touching its form. Because of this, Adams (1973) treated conversion as ‘a derivation by zero suffix’. Some linguists do not regard conversion as a word-formation process, because they feel it is rather using word in its less typical word class (Stekauer, 2000). Conversion also creates lots of problems when classifying compounds which

will be concern of practical part of this thesis. This is mainly due to the fact that there are almost no rules of conversion (Bauer, 1983). Bauer (1983) also pointed out that all the word classes and even affixes can serve as bases for conversion. Furthermore, some instances of phrasal compounds may be also regarded as a result of conversion of the whole phrase, such as under – the weather which functions as an adjective (Bauer, 1983). As remarked by Stockwell and Minkova (2001), conversion is still extremely productive and its forms are even often given separate entries in dictionaries .

2-11-5Clipping :

The following word-formation processes are sometimes regarded as ‘minor’ word-formation process (Huddleston and Pullum 2002). Clipping is a process when a lexeme is shortened without change of its meaning and word class (Stekauer, 2000, p.111). The lexeme may be either simplex or complex (Bauer, 1983). As remarked by Stockwell and Minkova (2001), not only single words, but also phrases may be shortened in this way. For example, ad or advert are clipped from advertisement, while zoo from zoological garden. Because of this, clipping may be seen an unpredictable formation (Bauer, 1983) as there is no general rule which base of the word will be shortened and how many syllables will be retained. Usually, the first part of the word is retained as demonstrated on the example above, but also the middle can private like in jams clipping from pajamas. Clipping may also serve as a base for further word-formation processes typically for conversion (Stekauer, 2000) . They can be also used in compound, such as org-man from organization man (Bauer, 1983).

2-11-6 Blending :

Definition of blending is already predictable from the term itself, as it refers to process of merging two words into a single one (Stekauer, 2000). Furthermore, the resulting formation “remains wholly analysable” (Quirk et al, 1985, p.1583), as enough of both words is usually retained. Example of blending include brunch, which we created from breakfast and lunch, or smog, where smoke and fog were blended. However, examples with another structure, such as Nixonomic where the first word remains untouched, can be found and therefore blending should be also regarded as an unpredictable formation (Stekauer, 2000). As Plag (2000) remarked, some of the blends resemble coordinate compound discussed in 2-1-4-3 and also Stekauer (2000) regarded them as a subtype of compounds, as they can be seen “compounding itself (p.111) or as a “formal reduction of compound” (p.111). Bauer (1985) added that while blending is rather not a clearly defined category, as it overlaps with compounding, clipping or another processes, it is definitely productive in Modern English.

2-11-7 Back-formation :

As the term suggests, back-formation occurs when the process of forming new word from a base seem to be reversed (Adams, 1973). It usually refers to clipping of recognizable affix, such as how to burgle was formed from burglar, or chemy from cerise (Stockwell and Minkova, 2011). As Bauer (1983) remarked, most of the words resulting from back-formation are verbs. However, as pointed out by Stockwell and Minkova (2001), the majority of words formed are not transparent, such as edit or dive which both are not source for

expected derivation, editor and diver respectively. On the other hand, advisor was also noted by affixation from advise (Quirk et al, 1983). As also noted by Quirk et al, (1983), back-formation is still highly productive nowadays.

2-12 Essays Writing :

In writing essays, you are seeking to course you will not be expected to write in the same detail and depth as in your term essays. It is no good simply laying out all you know about a particular text/author for the examiner's admiration. Take time at the beginning of the exam to choose the questions you wish to answer, making sure that you follow any rubric with care (e.g. one question from Section A, one from Section B, and a third from either); if you violate a rubric, your paper will be penalized (normally this means that the answer in which the rubric is broken has its mark halved).

According to Allen and Corder (1974) “writing is an intricate and complex task”. Undoubtedly, this complexity makes writing more complicated in foreign language learning. Consequently, lots of teachers have intended to identify the common errors EFL learners make in writing. Of course better understanding of the errors and the origin of such errors will help teachers know students difficulties in the adoption of appropriate teaching strategies to help learn better.

2-13 The importance of Vocabulary :

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that “... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”

(pp. 111-112). This point reflects experience with different language; even without grammar, with some useful words and expressions, can often manage to communicate. Lewis (1993) went further to argue, “lexis is the core or heart of language” (p. 89). Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary leaning strategies.

Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, “learners carry around dictionaries and not grammar books” (p.4). Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words.” I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

2-14Aspects of Vocabulary Knowledge :

The concept of a word can be defined in various way, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation (2001). The form of a word involves its pronunciation (spoken form), spelling (written form). And any word parts that make up this particular item (such as a prefix, root, and suffix). An example for word parts can be seen with the word uncommunicative, where the prefix un-means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or

something that is not able to communicate, hence uncommunicative.

Nation (2001) stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. For each word or phrase dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge, as summarized in Table 1.

When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use. After you have looked through Table 1, please do the Reflective Break, which is to consider your students' particular strengths and weaknesses with English in terms of these three aspects of vocabulary knowledge.

In this article, I summarize important research on the importance of vocabulary and explaining many techniques used by English teachers when teaching English, as well as my own personal view of these issues.

2-15 Teaching vocabulary :

Recent research indicates that teaching vocabulary may be because many teachers are not confident about the best practice in vocabulary teaching and times do not know where

to begin to form an instructional emphasis on word learning and Blachowicz, 2008). Teaching words is crucial aspect in learning a language as languages are based on words (Tornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his/her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

2-16The Description of Vocabulary :

Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman& Dwyer, 2009, p.385). Horn by (1995) defines vocabulary as “the total number of words a language; vocabulary is a list of words their meaning”. While Ur (1998) states : “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word : for example, post office and mother- in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary as” the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998) vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in [www.readingrockets. Org/article](http://www.readingrockets.org/article) state that vocabulary is the knowledge of words and word meaning”.

2-17Words and Morphemes :

In traditional grammar, words are the basic units of analysis. Grammarians classify words according to their parts of speech and identify and list the forms that words can show up in. Although the matter is really very complex, for the sake of simplicity we will begin with the assumption that we are all generally able to distinguish words from other linguistic units. It will be sufficient for our initial purposes if we assume that words are the main units used for entries in dictionaries.

In a later section, we will briefly describe some of their distinctive characteristics.

Words are potentially complex units, composed of even more basic units, called morphemes. A morpheme is the smallest part of word that has grammatical function or meaning (NB not the smallest unit of meaning); we will designate them in braces-{ }. For example, sawed, sawn, sawing, and saws can all be analyzed into the morphemes {saw} + {-ed}, {-n}, {-ing}, and {-s}, respectively. None of these last four can be further divided into meaningful units and each occurs in many other words, such as looked, known, coughing, bakes.

{Saw} can occur on its own as word; it does not have to be attached to another morpheme. It is a free morpheme. However, none of the other morphemes listed just above is free. Each must be affixed (attached) to some other unit; each can only occur as a part of a word. Morphemes that must be attached as word parts are said to be bound.

Affixes are classified according to whether they are attached before or after the form to which they are added. Prefixes are attached before and suffixes after. The bound morphemes listed earlier are all suffixes; the {re-} of resaw is prefix. Further examples of prefixes and suffixes are presented in Appendix A at the end of this chapter.

2-18 Compounding :

The italicized words (11) are created by combining saw with some other word, rather than with a bound morpheme.

- (11) a. A sawmill is a noisy place.
b. Every saw, and a bucksaw.

c. Sawdust is always a problem in a woodworker's workshop.

d. Sawing horses are useful and easily made.

Such words are called compounds. They contain two or more words (or more accurately, two or more free morphemes, and astronaut with two pound and the others (s) its modifier(s). In bucksaw, saw is the head, which is modified by buck. The order is significant : compare pack rat with rat pack. Generally, the modifier comes before the head.

In ordinary English spelling, compounds are sometimes spelled as singly words, as in sawmill, sawdust; sometime they are spelled as two words, as in chain saw, oil well. (Dictionaries may differ in their spellings.) Nonetheless, we are justified in classifying all such cases as compound words regardless of their conventional spelling for a variety of reasons.

First, the stress pattern of the compound word is usually different from the stress pattern in the phrase composed of the same word in the same order. Compare :

(12) Compound	Phrase
'white House	funny 'farm
'funny farm	black 'bird
'blackbird	black 'bird
'flatcar	flat 'car

In the compounds the main stress is on the first word; in the phrases the main stress is on the last word. While this pattern does not apply to all compounds, it is so generally true that it provides a very useful test.

Second, the meaning of the compound may differ to a greater or lesser degree from that of the corresponding phrase. A blackbird is a species of bird, regardless of its color; a

black bird is a bird which is black, regardless of its species. A trotting-horse is a kind of horse, regardless of its current activity; a trotting horse must be a horse that is currently trotting. So because the meanings of compounds are not always predictable from the meanings of their constituents, dictionaries often provide individual entries for them. They do not do this for phrases, unless the meaning of the phrase is idiomatic and therefore not derivable from the meaning of its parts and how they are put together, e.g., raining cats and dogs. Generally the meaning of a phrase is predictable from the meaning of its constituents, and so phrases need not be a language is infinite, it is in principle impossible to list them all).

Third, in many compounds, the order of the constituent words is different from that in the corresponding phrase :

(13) Compound	Phrase
sawmill	mill for sawing
saw horse	horse for sawing
sawdust	dust from sawing

Fourth, compound nouns allow no modification to the first element. This contrasts with noun phrases, which do allow modification to the modifier : compare * a really-blackbird and a really black bird.

There are a number of ways of approaching the study and classification of compound words, the most accessible of which is to classify them according to the part of speech of the compound and then sub-classify them according to the parts of speech of its constituents. Table 2 is based on discussion in Bauer (1983).

2-19 Other sources of words :

Besides derivation and compounding, languages make use of coining, abbreviating, blending, and borrowing to create new words.

Coining is the creation of new words without reference to the existing morphological resources of the language, that is, solely out of the sounds of the language. Coining is very rare, but googol [note the spelling] is an attested example, meaning 10^{100} . This word was invented in 1940 by the nine-year-old nephew of a mathematician (see Compact Edition of the Oxford English Dictionary Vol. III Supplement to the OED Vols. I-IV : 1987 p. 317).

Abbreviation involves the shortening of existing words to create other words, usually informal versions of the originals. There are several ways to abbreviate. We may simply lop off one or more syllables, as in proffer professor, doc for doctor. Usually that syllable left over provides enough information to allow us to identify the word it's abbreviation of, though occasionally this is not the case : United Airlines's low cost carrier is called Ted. (Gofigure!) Alternatively, we may use the first letter of each word in a phrase to create a new expression, an acronym, as UN, US, or SUV. In these instances the acronym is pronounced as a sequence of letter names. In other instances, such as UNICEF from United Nations International Children's Emergency fund, the acronym can be pronounced as an ordinary English word. Advertisers make prolific use of acronyms and often try to make them pronounceable as ordinary words.

Blending involves taking two or more words, removing parts of each, and joining the residues together to create a new word whose form and meaning are taken from the source words. Smog derives from smoke and fog and means a combination of these two substances (and probably lots of others); motel derives from motor and hotel and refers to hotels that are convenient in various ways to motorists; Prevacid derives from prevent acid; eracism derives from erase and racism and means erase racism or, if read against the grain, electronic racism (cf. email, ecommerce, E-trade); webinar derives from (worldwide) web and seminar. In November 2007, an interviewee on an NPR news item created the blend snolo to refer to playing bike polo in the snow.

Borrowing involves copying a word that originally belonged in one language into another language. For instance, many terms from Mexican cuisine, like taco and burrito, have become current in American English and are spreading to other English dialects. Borrowing requires that the borrowing language and the source language come in contact with each other. Speakers of the borrowing language must learn at least some minimum of the source language for the borrowing to take place. Over its 1500 year history English has borrowed from hundreds of languages, though the main ones are Latin (homicide), Greek (chorus), French (mutton). Italian (aria), Spanish (ranch), German (semester), and the Scandinavian languages (law). From Native American languages, American English has borrowed place names (Chicago), river names (Mississippi), animal names (opossum), and plant names (hickory).

The borrowed word never remains a perfect copy of its original. It is made to fit the phonological, morphological, and syntactic patterns of its new language. For example, the Spanish pronunciation of burritos is very different from the English pronunciation. At the very least, the two languages use different /r/s and /t/s, and the plural marker {-s} is voiced in English but voiceless in Spanish.

See our chapter on the History of the English language in Book II for more on borrowing.

2-20 Classifying words by their morphological :

Properties :

Once the morphemes of a language have been identified, their allomorphs determined, and their distributions specified, we can use our analysis to assign the words of a language to parts of speech. For many words, inflections provide the main basis of this assignment. Refer to Table 1 for the list of English inflections.

Nouns can be identified as those words that can be inflected for plural.

Verb are words that can be inflected for 3rd person singular present tense, past tense, past participle, and progressive. These forms are often referred to as the principal parts of the verb.

Short adjectives and adverbs are words that can be inflected for comparative and superlative.

Derivational regularities can also be used to classify words. We can, for example, classify as adverbs words derived from adjectives by the addition of the suffix {-ly}, e.g., quickly.

Classifying words on the basis of their internal morphological structure works only up to a point. There are lots of words that are not internally complex and so cannot be classified without recourse to other types of criteria. For example, the preposition *to* has not internal morphological structure and so cannot be assigned to a grammatical class on that basis. Likewise, adverbs such as *hard* or *fast* lack the characteristic {-ly} ending. It becomes necessary to use other criteria to classify these and many other words. We consider in detail the principles which have been proposed for assigning words to parts detail the principles which have been proposed for assigning words to parts of speech.

Word-formation is considered to be the deepest, most secret part of language (Bauer, 1983, p.206). Therefore it proves particularly interesting to study the English word-formation processes.

2-21 Error Analysis

For decades, Error Analysis (EA) has received a great deal of interest from a number of scholars in the field of second language acquisition. The following are the definitions of Error Analysis (EA) given by some of the scholars.

Dulay, Burt and Krashen (1982) state that the analysis of errors is the method to analyze errors made by EFL and RSL learners when they learn a language. Not only can it help reveal the strategies used by learners to learn a language, it also assists teachers as well as other concerning people to know what difficulties learners encounter in order to improve their teaching.

James (1998) proposes that errors analysis (EA) is the analysis of learners; errors by comparing what the learners

have learned with what they lack. It also deals with giving the explanation of the errors in order to accurately reduce them.

Another definition of Error Analysis (EA) given by Crystal (1999) is the study of language learners' language forms which deviate from those of the target language.

According to Corder (1974 cited in Mungungu, 2010), error analysis (EA) has two objectives. One is theoretical objective which concerns what and how learners learn a language. The other is the practical one which concerns how to help learners learn a language by making use of the knowledge they have already had. Corder (1974 cited in Mungungu, 2010), hence, asserts that error analysis (EA) is useful. He also proposes the five-stage process of error analysis (EA) which consists of (1) the collection of errors, (2) the identification of errors, (3) the description of errors, (4) the explanation of errors, and (5) the evaluation of errors (Corder, 1974 cited in Wu & Garza, 2014).

Another scholar, Hinnon (2014) also confirms that error Analysis (EA) is beneficial after her long period of study of literature related to error Analysis (EA). She mentions that error Analysis (ES) can let teachers prepare accurate and precise teachings which are suitable for their students.

In short, error Analysis (EA) is the study of language forms deviating from the standard of the target language which occurs during learners; language learning. The analysis of errors helps reveal the types and sources of errors which can lead to an accurate way and less time consumption to reduce errors made by learners.

2-22 Classification of Errors

Errors found in ESL and EFL learners' pieces of writing are analyzed and categorized into various categories. Errors are categorized according to their features by Dulay, Burt and Krashen (1982) into six different categories : omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and misordering.

In the late 1990s, James (1998) proposes five categories of errors which include grammatical errors (adjectives adverbs, articles, nouns, possession, pronouns, prepositions and verb), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).

In another study by Hengwichitkul (2006), errors were analyzed at the sentential level. All of the errors were classified as subject-verb agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments.

Likewise, Runkati (2013) categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word order, tenses, capital letters and punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns and numbers.

As the present study focused on errors in English sentences, the analysis of errors found at the sentential level and the word level was adopted. The one regarding sentential level errors included fragments, subject-verb agreement, word order, tenses, capitalization and punctuation. The other concerning errors at the word level were articles, prepositions, word also referred to as sub-categories of the sentential level errors and the word level errors.

2-23 Sources of Errors

A number of scholars propose about the sources of errors made by language learners as follows :

Richards (1974), for instance, states that two major sources of errors are interlingual errors and intralingual errors. The first one refers to errors caused when learners wrongly use the rules of their first language when they produce sentences of the target language. The second errors are caused during learners' language learning process. The errors include overgeneralization, false analogy, etc.

James (1998) proposes that there are four sources of errors which are interlingual errors, intralingual errors, communication strategy-based errors, and induced errors.

Based on her study, Penny (2001) concludes that there are two major sources of errors :interlingual transfer and intralingual transfer. Likewise, Heydari and Bagheri (2012) also state that interlingual interference and intralingual interference are the two sources of errors committed by EFL and ESL learners.

Kaweera (2013). For example, concludes that there are two main sources of errors :interlingual transfer and intralingual interference. The first one is a negative transfer of learners' first language. The other one involves errors caused by learners' incomplete knowledge of the target language. Later, Runnkati (2013) and Rattanadilok Na Phuket and Othman (2015) propose the two sources causing errors which are interlingual interference and interlingual interference.

After studying and analyzing the research about errors committed by EFL learners, another scholar, Hinnon (2014) differently proposes that there are three sources of errors : Negative transfer of the mother tongue, limited knowledge of the target language, and the difference between words and sentence structures of the mother tongue and those of the target language.

In summary, two major sources leading to errors made by EFL and ESL learners are interlingual interference and intralingual interference.

Another factor to consider, is the vocabulary, which known as the knowledge of word meaning and the ability to access that knowledge efficiently are recognize as an important factor in writing fluency. In addition, vocabulary helps students with language production. To communicate effectively, students need to know a large number of words meaning.

According to Hubbard (1983), vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond & Gutlohn (2006) suggest that “vocabulary is the

knowledge of words and their meaning". This means that establishing a strong vocabulary base first, the use of language cannot be achieved. In addition, students should be able to recognize words and use their meanings as well. Thus, when students are effectively able to use a word in different contexts, speak, pronounce the word well, they will have the knowledge and meaning of the word well. Additionally, Henriksen (1996) states that "vocabulary knowledge is often defined as the ability to give a target language paraphrase". In short, vocabulary knowledge requires not only words meaning knowledge but it requires the usages of the words in appropriate context and in a natural way and also include the relationship between new words acquired and the ones already acquired.

To better understand the EFL in errors in writing English essays, it is helpful to examine the literature in the following areas : the causes and sources of errors, error analysis and patterns of errors.

2-24 Review of Previous and Related studies :

(Awalif 1999) "Examining Learners Errors Ph.D Omdurman Islamic University" study of two groups of English foreign language learners (EFL). The aim of study is to identify, classify and describe errors at the level of morphology, syntax and lexis. The study traces of errors under study. The subjects were Sudanese majority in English at third level, faculty of Arts, university of Omdurman. The findings arrived at in this study were as follows :

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

(Abdel MagidMagid 2009) “ MI production of inflectional morphemes. A study of Third year English students . Unpublished Ph.D thesis of Alneeleen University. The study aims to explain reason or causes behind the occurrence of the errors of inflectional morpheme. This can be achieved via describing problems. Analyzing them and find good remedial solutions. The importance of this study lies behind the crucial rule of words and different types of morphemes in the composition of language. The result showed that students were confused to distinguished between the rule of inflectional and derivational morpheme, because they did not have enough practice some of these deficiencies are due to variation in the standards of the students and their understand capabilities.

(Ahmed 2013). The problem of using affixes.PhD thesis of Alneelainuniversity. The study concentrate on the importance of being a ware of how to use English affix and its impact in improving the learners spelling as well as increasing vocabulary, the study comes and with the following results :

- Errors are related to how and what have been taught, that is clear, teaching techniques and process has not been adequate in their education in the past.
- Another factor that playing role in committing errors, that the students are not motivated.
- 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 end.
- Morphological rules causes confusion to most EFL learners.

2-26 Summary of the chapter :

The above literature shows the different researchers about the analyzing word formation and their effects in writing. The researchers agree with Abdel Magid 2002 who mentioned not that “ The crucial rule of words and differences of morpheme in the composition of language, the students were confused to dishingnish between the rules inflectional and derivational morpheme, because they lack practice.

Awatif 1999 said the “ synax and morphology are the mojour area of the difficulty for the learners and most of the morphological errors moved inflection and derivation.

The present study is text-based and investigates word formation and their effects on essay writing.

Chapter Three
Methodology

Chapter Three

Methodology of the study

3-0 Introduction :

This chapter will discuss the following : methods of the study, population on the study, sample of the study, description of the sample and the instrument, reliability, validity and data analysis procedure.

3-1 Methods and Tools of the study :

The researcher uses the descriptive and analytical method, a questionnaire for teachers and test for the students as tools to investigate the following hypotheses :

- (1) The students of fourth year university are unable to deal with word-formation.
- (2) The teaching methods adopted do not match and meet the needs and interest of learners.
- (3) The adopted learning materials neglect morphology.

The researcher uses statistical package. Also, the researcher focuses on percentage frequencies.

3-2 Population and Sample of the Study :

The population of the study is the 4th year students at Sudan university of Science and Technology, the academic year 2018 – 2019 as well as teachers of English from various universities to respond to the questionnaire.

3-3 Tools of the Study :

The researcher will use two tools to collect the information of this study. One includes the questionnaire which will be given to (45) English teachers whom will be selected randomly. The other tool is a test which will be given to the 4th years students at Sudan University of Science and Technology, Department of English language at the college of languages, the academic year 2007-2018.

Teachers' questionnaire :

The second tool is a questionnaire which is distributed to the teacher from either sexes. This questionnaire includes a covering page which introduces the topic of the research and identifies the researcher. It uses like 5-point scale (strong agree, Agree, Neutral, Disagree, and Strongly Disagree). The statements are about word-formation.

The questionnaire is designed as a tool for collecting information about the problems encountered learners at the 4th year Department of English, College of languages at Sudan university of Science and Technology, the academic year 2018-2019. The questionnaire includes 15 statements given English teachers from different universities. It is judged by experienced professors and doctors from Sudan University of Science and Technology. The responses for the questionnaire will be given to an expert in statistics and the results will be shown in the table of analysis.

3-3-1 Subjects :

3-3-2 learners :

The subject of this study will be (55) learners of Sudan University, Department of English language, College of language. Their age are between (30 – 35) they have the same educational background. Arabic language is the mother tongue of most these learners. These learners include male and female.

3-3-3 Instrument of data collection :

3-3-4 Word-formation test :

The materials of this research are originally written as an answer to word-formation test designed by the researcher, to test subjects ability to express their ideas in five different sessions learners will be provided with a topic of write an essay about it and they will be given an hour to finish the topic.

3-3-5 Procedures :

4th year students at Sudan university of Science and Technology, Department of English, College of language in Khartoum, the academic year (2017-2018) will be asked to write an essay on the topic "The impact of the revolution of technology on Sudanese social life". They will also be provided by some words in different part of speech. They will be allowed one hour to finish the task. The topic will be marked by the researcher and three different teachers.

3-4 Validity and Reliability :

3.4.1 Validity of the Test :

The test will be administrated to an expert judge who will relate their relevance .

3-4-2 Reliability of the Test :

To estimate reliability, the researcher will instruct the learners to answer the test. They are not allowed to ask each other.

3-4-3 Reliability & Validity of the teachers' Questionnaire

To guarantee the content validity and reliability of the teachers' questionnaire the researcher has adopted the following procedures :

- (1) The questionnaire was reviewed by five judges who are Ph.D holder specialized in evaluation and curriculum designers.
- (2) Questionnaire was modified according to the judge and suggestions.
- (3) After typing the teachers' questionnaire in its final version, it was distributed to (15) participant from the study people to ensure it faces validity.
- (4) Then this pilot questionnaire was collected.

(5) The majority of the participants commented that the questionnaire is clear.

The validity of the questionnaire that the tools measures the exact aim which it is designed for. The researcher calculated the validity using the following.

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split. half). This method stands on the principle of dividing the answer location coefficient between two parts, finally, the (reliability coefficient) was calculated according to cronbaach.

3-4 Study piloting :

3-4-1 Introduction :

Nunan (1992-145) points out that all research instruments should have piloting phase. Bell (1993-48) also believes that “all data gathering instrument should be piloted to test how long it takes recipient to complete them to check that all questions and instructions are clear and enable you to remove any items which do not yield usable data”.

The essay writing test were piloted prior to the main study. The fourth year students of English language at Sudan University of Science, College of language will participate in the pilot study.

The study piloting conducted the following:

- (1) Give researcher a clear idea about the time needed for the test.
- (2) Determine whether the test questions and instructions were clearly written.
- (3) Identify any problems.
- (4) Identify any adjustment that may be needed.

Chapter Four
Data Analysis, Results
and Recommendations

Chapter Four

Data Analysis, Results and Recommendations

4-0 Over View :

This chapter provides data analysis and discussion obtained from the research tools which is a teachers' questionnaire and students' test.

4-1 Analysis of the Tools and Tables :

Table (4-1) :

Frequency and percentage for teacher's responses to statement:

Option offered	Strongly agree	Agree	Not sure	Dusagree	Strongly disagree
No.	18	25	13	28	16
percentage	18%	25%	13%	28%	16%

As shown in table (4-1) above shows that 28 of the total respondents strongly disagree that learning word formation positively affects learning English. This number constitutes the majority of the respondents with the highest percentage of 28%. This percentage is supported by another 16 respondents. This view, however, is approved by the number 18 respondents strongly agree that word formation positively affects English learning. A number of 13 respondents show uncertainty.

To sum up domain (1), it can be said that, in the light of the teacher's responses, most of the errors made by the students as they were unable to deal with word formation. It

could be claimed on the basis of these results that the hypothesis that the first students are unable to deal with word formation is confirmed.

Domain (2) type of Errors made by the students. This domain is measured by the statements : 5 : 6 L 7 and 8 as shown below :

Table (4-2) Frequency and percentage for teachers' responses to statement 5 .

Option offered	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
No.	41	45	40	2	2
percentage	41%	45%	10%	2%	2%

It is obvious in table (4.2) above that 45 of the total respondents agree that the wrong use of word formation is one of the common errors made by the students in writing. This number represents the majority of the respondents as the highest percentage of 45% .

The same view is supported by another 41 respondents where the number of those who disagree with this view is only 2. This shows that student are not knowledgeable to deal with using word properly. Moreover it indicates misuse of word is one of the common error.

This also shows the significant difference between the students group. Moreover, it indicates that the student will be better if extra of written aspect are increased.

Statement 6 : misuse of word is one of the common error.

Table (4.3) Frequency and percentage for teacher's response to statement No. (6) .

Option offered	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
offered	36	55	4	4	1
percentage	36%	55%	4%	4%	1%

Table (4.3) above reveals that over 55 of the total respondents agree that misuse of word is one of the common errors. This number represents the majority of the respondents as the highest percentage of 55%. The view disproved by 4 respondents and 4 as uncertain. This also indicates that the students are unable to deal with word choice, forms of word as well as the roots of words. It also shows that the students failure to better their writing many because the doses of written aspects are not sufficient.

Statement 7 : wrong use of suffixation.

Table (4.4) Frequency and percentage for teachers' responses to statement 7 :

Option offered	Strongly agree	Agree	Not sure	Dusagree	Strongly disagree
No.	24	27	11	6	2
percentage	24%	57%	11%	6%	2%

Table (4.4) shows that there is no significant difference between the students of the two groups. This difference indicates that the students will be better if the doses of the written aspects are increased. This difference indicates that the students will be better if the does of the written aspect are increased.

According to the analysis above the students level generally was weak. So the first hypothesis is confirmed.

Table (4.5) The minimum and maximum score of word-formation

Category	Number of the student	Maximum	Minimum	Mean	Standard Deviation
prefixes	100	43.00	2.00	10.4	7.17
suffixes	100	26.00	3.00	9.18	4.14
acronyms	100	25.00	1.00	8.08	4.00
abbreviation	100	3.00	.00	0.23	0.57
Internal change	100	2.00	00	0.23	0.51
sum	100	71.00	10.00	28.28	11.46

According to table (4.5) there is variation in the mean of the five categories of word-formation. The analysis showed that, the students use of abbreviation and internal change was very weak. This means that the student face difficulties in controlling the relation between word and meaning. It simply indicates that the students will be better if the doses of written aspect are increased. Furthermore, it indicates that wrong use of word formation positively affects the students' way of writing.

This also shows that the lack of use of abbreviation and internal change which led to bad writing.

The students may not be well acquainted of these two categories.

Then table (4.5) indicates the frequencies the word-formation device.

Table (4.6)

Frequency of word-formation in the students essay writing.

Category	Frequency
Prefixes	1020
Suffixes	918
Acronyms	808
Abbreviations	33
Internal change	23
Sum	2823

According to table (4.6) the students use of prefixes is the most. On the contrary their use of abbreviations and internal change.

Table (4.7)

Percentage of word-formation

Category	Frequency
Prefixes	36.40%
Suffixes	32.76%
Acronyms	28.83%
Abbreviations	1.17%
Internal change	0.82%
Sum	2802

When we have a look at the table of the percentage, we can see that the prefixes highest and internal change is the lowest percentage.

Table (4.6) & (4.7), show that there is over use of some categories and lack of use of others which mean that the use of these categories by students was not right. The percentage of prefixes, is the highest one, while the there is a clear

neglect abbreviations and internal change which lead to bad text.

Moreover, the textual analysis of this chapter will reveal more clarification with support samples of the student written essays.

Furthermore, Witte and Faigly (1981) examined essays to explore the relation between writing quality and word-formation. They found that word-formation feature of prefixes, suffixes, internal change and acronyms were important elements in writing quality. In the present study although the percentage of acronyms (28.83%), it can be considered, there was wrong use of acronyms and abbreviations which led to poor writing, more illustration will be set on (4.2.1.3) of this chapter. There was wrong use of word-formation. This was the same problem for the subject of the present study.

The wrong use of word-formation will be discussed in details in (4.8), in the light of this discussion the hypothesis that .

The learning materials do not focus on morphology, is confirmed and accepted.

Table (4.8)

The third hypothesis :

The learning material do not match the needs of the students.

To test this hypothesis the researcher used correlation coefficient test to show that the use of word-formation of the written text of the students as table as stated started in table (4.7) and (4.8).

The influence of the use of word-formation on the needs of students in essay writing.

		Objective test
Word-formation	Person correlation	.181
	Sig (2-tailed)	.072
	N	100
Essay writing	Person correlation	.395(**)
	Sig (2-tailed)	.000
	N	100
Total of 60	Person correlation	.295(**)
	Sig (2-tailed)	.003
	N	100

** Correlation is significant and the 0.01 level (2-tailed).

Moreover, table (4.8) shows that the influence of the use of word-formation of their written essays.

The analysis of the results displayed by table (4.8) (4.9) revealed that influence of the students use of the their written essays was significant.

Accordingly, what had been stated by Corner (1984) in her study which examined use of words in ESL learning's writing as compared with the writing of native speakers. She concluded the right use of word affect writing positively in 20 written text of EFL students, college writing. The relation between use of word and writing was also tested by the use of multiple correlation statistics. Controlling for the number of T-units used in each writing. Weak correlation was found ($r = 0.18$) between the number of wrong used of word ties and the written score of the feat. In the present study, according to the analysis the correlation between word use and essay writing is significant. As result, the hypothesis, there is a

correlation between that students use of word and essay writing is confirmed.

The previous analysis in (4.1) was based on statistical method. These methods were ANOVA test, T. test and Duncan test to discuss the research hypotheses. The hypotheses were discussed in the light of the results obtained from statistical analysis of the written tests of the students. The discussion showed that the hypotheses of the study were confirmed and accepted.

Correlation between word-formation in the students essays writing

Table (4.9) :

Word-formation	Mean		
.716(**)	1	Person correlation	Sig.(2.tailed)
.000			
100	100	N	

** Correlation is significant at (0.01) level (2-tailed)

The analysis in table (4.9), reveals that the correlation is significant between the use of word-formation and essay writing is that is (0.01).

Analysis of the results :

The present study, there were three hypotheses which corresponded to the study questions. The researcher will analyze them one by one in order to solve the study problem and answer its questions.

The first hypothesis :

The university students are unable to deal with word formation.

To test this hypothesis the researcher used (ANOVA) test as table (4.1), (4.2), (4.3), (4.5), (4.6) to show mean score of the students in the first written test and the objective test.

Students' achievement in Suffixation Test (the pass score is 50%)

Table (4.10) :

Level	Student Number	Mean	Strand privation (std-d)	Test value	T-test (T)	Degree of freedom (DF)	Significance (sig)
suffixation	100	7.73	4.676	15	-15.25	99	000

Table (4.10) reveals that over 57 of the total respondents agree that suffixation errors is one of the common errors in word-formation. This number presents the majority of the respondents as the highest parentage of 57%. A number of 8 shows disagreement whereas 11 respondents recorded as uncertain.

Statement No (8) : wrong use of prefixation :

Table (4.11) frequency and percentage of the teachers' response to statement No (8) :

Table (4.11) :

Option offered	Strongly agree	Agree	Not sure	disagree	Strongly disagree
No	32	45	8	11	4
percentage	32%	45%	8%	11%	4%

From table (4.11) above it is clear that the view that wrong use of prefixation is one of the common errors made by the students is widely approved by a majority of the respondents numbered over 32 respondents. This view, however, is approved by a percentage of 15% of the respondents. A number of 11 participants are uncertain.

The results of domain (2) clearly show that the majority of the teacher agree that wrong use of prefixation is the main type of syntactical error made by students. There results confirm the first hypothesis of the study which states that university students are unable to deal with word-formation.

Table (4.12) :

class	Gender	Number	Percentage
A	Females	13	4.6%
	males	19	59.4%
B	Females	15	68.18%
	males	7	31.81%

The number of the students in Sudan university of science and technology actually tented the test. Here the researcher needed only one method of the subject. The total of those the entered the exam are 100 students.

Table (4.12) show a clear weakness at the suffixation level. The mean score is (7.73) out of 30%. (30%) here is the pass score which is significance test. To be acceptable the average should be 15% or more. Here when the pass score is 50 which is the half score, the students production of suffixation test is very poor.

Table (4.13) suffixation students' achievement in suffixation test (the pass score is 50)

Level	Student Number	Mean	Strand privation (std-d)	Test value	T-test (T)	Degree of freedom (DF)	Significance (sig)
suffixation	100	7.73	4.676	15	-15.25	99	000

Table 4.13) shows a clear weakness at suffixation level. The mean score is (7.73) out of 30% (30% here is the pass score) which is significance and below the average according to the one sample statistic test. To be acceptable the average should be 15% or more. Here when the pass score is 50 which is the half score, the students production of suffixation test is very poor.

Table (4.14) :

A students' achievement in essay writing test (the pass score is 50%).

Level	Student Number	Mean	Strand privation (std-d)	Test value	T-test (T)	Degree of freedom (DF)	Significance (sig)
Essay writing	100	5.95	3.660	15	-24.72.	99	00

Table (4.14) reveals the mean score at essay writing level which is (5.95) out of 30%. The mean here is below the average according to the one sample statistics test. This shows a serious weakness.

The analysis of the first test

Table (4.15) :

Level	Student Number	Mean	Strand privation (std-d)	Test value	(T)	(DF)	Sing
First test out of 60	100	13.69	7.815	30	-20.87	99	00

The mean score of the test is (13.69) out of 60. The mean also is below the average. This mean is significant, because it is below 30%. Accordingly this is an indication of the weakness of the students written essay. The students were not acquainted with word-formation. The students failure in this level can be explained more as in table (4.15) which tests the second test, the objective one.

The analysis of objective test

Table (4.16) :

Level	Student Number	Mean	Standard deviation	Test value	(T)	(DF)	Sing
Objective test out of 40	100	8.70	7.5.082	20	-22.24	99	00

The objective test was affixation. It measured the negative ability in knowing affixation. The output of the students was weak. The mean score was (8.70) out of 30 (20% here is pass score) which is very low. It also reveals a serious weakness. This indicates that if the students were taught affixation at earlier stages, their performances would be batter. Their failure in achieving organization of these words reflected their inefficiency in this field of knowledge which led bad results.

When the sum of the test are taken out of 100, the weakness becomes very clear. Table (4.16) indicates weakness.

The analysis of the two tests together

Table (4.17) :

Level	Student Number	Mean	Standard deviation	Test value	(T)	(DF)	Sing
The two tests out of 100	100	22.45	10.507	50	-26.22	99	000

The mean score of the test out of 100 is (22.45) that is also weakness which stated in table (4.13), (4.14), (4.15), (4.16), and (4.17) this affirms the weakness of the students.

The pass score is 30%

Table (4.18) :

Test Level	T	DF	Significance	Test value	T	DF	Significance
12	-8.95	99	000	9	-2.66	99	000
12	-16.52	99	000	9	-3.32	99	000
24	-31.52	99	000	18	-5.52	99	000
16	-14.36	99	000	12	-6.49	99	000
40	-10.70	99	000	30	-7.19	99	000

According to table (4.13), (4.14), (4.15), (4.16) and (4.17) there is a clear weakness in the achievement of the students in the written essay. The mean score in the three cases is below the average. Moreover, table (4.18) states the maximum and minimum scores of the students in affixations and essay writing tests.

Maximum and Minimum scores of Affixation and essay writing tests

Table (4.19) :

Level	Maximum score	Minimum score
Affixation	182	0
Essay writing	13.8	0
The first test of 60%	29.6	0
The positive test out of 40	24	0
The two test out of 100	49.2	0

The maximum score of the students in affixation is (18.2) out of 30, and the minimum score is (0). In the objective test maximum score is (24) out of 40 and the minimum score is (2). The students' level of achievement is below the average of major English students or 40% or 50%. The maximum score out of 100 is (49.2) and the minimum score is (2.2) and essay writing is (0) which showed a serious weakness. This weakness in affixation and essay writing led to the low achievement in the written work of Sudanese university students. This was supported by Yahay's study (2000), which he conducted on Sudanese students at the tertiary level. Included that students' writing was characterized by a poor grasp of properties of English written discourse, as relates to essay writing.

Comparison of the fourth year (group (A) and group (B)

Table (4.20) :

The written test	class	Number of students	Mean	Std deviation	(T)	(DF)	Sing
Acronyms	A	60	6.1933	4.1755	-4.286	98	-000
	B	40	10.0400	4.70727			
Abbreviation	A	60	5.3900	3.4467	-1.920	98	-058
Total out of 60%	A	60	11.5833	6.99126	-3.478	98	001
	B	40	16.8450	8			

Table (4.20) indicates that in the written test there were significant differences between the students of group (A) and (B). The achievement of the students of group (B) in the acronyms level is better than those in group (A). Nevertheless, there is a significant difference in the abbreviation level in the whole test out of 60%. The students of group (B) were better than those of group (A). This indicates that, the students of group (B) had more information about acronyms and Abbreviation than those of group (A). Furthermore, table (4.20) will present the students differences in the second test, the objective test.

**Comparison between the student of the fourth
year (group (A) and (B) in the second test**

Table (4.21) :

The objective test	class	Number of students	Mean	Std deviation	(T)	(DF)	Sing
	A	60	8.5333.	5.16004	-400	98	0690
	B	40	5.9500	5.01766	-2.612		
	A						
The total out of two test out of 100	A	60	20.2733	10.14605	-2.616	98	010
	B	40	25.7175	10.30850			

Correlation between word-formation and essay writing

Table (4.22) :

		Objective test
Word-formation	person correlation	0181
	Sig. (2- tailed	072
	N	100
Essay writing	Person correlation	0395 (**)
	Sig. (2- tailed)	033
	N	100

4-2 Verification of the Study Hypotheses :

This study tries to verify to what extent the hypotheses are verified or rejected. The answer for the question of the study comes from the questionnaire in table (4-1)(4-2)(4-3)(4-4)(4-5) Which shows that university students are unable to deal with word formation. The answer for the second question comes from table (4-6) (4-7) (4-8) Which shows that the adopted teaching methods do not match and meet the needs and interests of the students at university.. The answer for question three comes from table (4-9) (4-10) (4-11) (4-12) (4-13) (4-14) which shows that the adopted teaching materials focus on syntax and neglect morphology. So, the three hypotheses of the study are confirmed.

4-3 Summary of the chapter:

This chapter has presented the analysis of data and discussions gathered from the two measuring instruments : a questionnaire and a test. The findings show that university students have no background information about the situation in which some word formations are used. In other words, it is so difficult for fourth year students to identify the stem and root of words. Also the method of teaching word formation needs a knowledgeable teacher who knows more about the use of affixation, blending, acronyms, word choice in addition to word class as well as sense relation . In addition to that, Students also face problems in identifying the root of words; they do not know the origins of words. Besides, textbooks don't focus on morphology. Additionally fourth year

students at some Sudanese universities are not encouraged to deal with word formation process.

Chapter Five
Conclusion , Findings and
Recommendations

Chapter Five

Conclusion, Findings and Recommendations

5-1 Introduction:

This study has investigated contrastive English word formation and its effects on university students' essay writing. However, this chapter concludes the study and it contains the findings of the study, recommendations and suggestions of potential areas for further studies.

5-2 Findings :

Based on the data analysis and discussions. The following are the main findings obtained :

- 1- Word formation is complicated, so that it is not easy for English learners as a foreign language to use correctly.
- 2- The answers revealed that students have no background information about the situation in which some word formations are used. In other words, it is so difficult for fourth year students to identify the stem and root of words.
- 3- The method of teaching word formation needs a knowledgeable teacher who knows more about the use of affixation, blending, acronyms, word choice in addition to word class as well as sense relation .
- 4- Students also face problems in identifying the root of words; they do not know the origins of words.
- 5- Textbooks don't focus on morphology.
- 6- Situational interaction is an effective way to develop word formation competence.

- 7- The purpose of teaching word formation helps learner to write fluently rather than accurately.
- 8- Forth year students at some Sudanese universities area are not encouraged to deal with word formation process.
- 9- Presenting vocabulary in meaningful context helps students to a proper written communication.

5-3 Recommendations :

Based on the findings of the study, the following recommendations are suggested :

- 1- Teachers and learners should pay special attention to word formation process.
- 2- Using group discussion and pair work should be given special attention in teaching word formation.
- 3- The learning materials adopted, should be provided with textbooks that have sufficient practices of word formation.
- 4- English books at Sudanese university should give special attention to morphology.
- 5- English books and textbooks at university should include enough practice of word formation.
- 6- Students should be given more practices so as to master the usage of word formation to affect positively to the way they write an essay.
- 7- Students should work hard to identify whether a word is a verb, adjective, noun or adverb.
- 8- Teachers should be more trained so as to send a message in a correct way.

- 9- Teachers should design a chart of affixation, blending, acronyms, word class, word choices to help the students to remember the rules when they look at the chart.
- 10- Students should be given more practices of using word formation of the quality of essay writing.

5 – 4 Suggestions for further studies :

In the light of the findings of the study the following Suggestions are obtained :

- 1- Investigating the role of teaching word formation on ELF learners, written communications.
- 2- Investigating the role of the adopted teaching methods of meeting and matching the interests of the learners.
- 3- Investigating the role of the adopted learning materials that focus on son tax and neglect morphology.

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Glossary

Affix : an inflectional or derivational morpheme; to attach an inflectional or derivational morpheme to an expression.

Allomorph : variant phonological representation of a morpheme.

Base : part of word to which an affix may be attached; may but need not be a root morpheme.

Bound morpheme : a morpheme that must be attached to another morpheme.

Constituent : a unified part of a construction (e.g., of a word phrase, or sentence).

Conversion : derivational relationship between two words of different parts of speech but without any formal marking of the difference.

Coordinative compound : a compound word that denotes an entity or property to which is both bitter and sweet.

Derivation : process of changing a word from one part of speech to another, typically by making some change in form.

Endocentric compound : a compound word that denotes a subtype of whatever is denoted by the head. Armchair represents a type of chair; breath test a kind of test.

Exocentric compound : a compound word that denotes a subtype of a category that is not mentioned within the compound; e.g., pickpocket represents a kind of person, not a kind of pocket nor a kind of pick.

Free Morpheme : a morpheme that need not be attached to another morpheme, but can constitute a word on its own.

Head : the main constituent of a compound, which may be modified by the compound's other constituents.

Inflectional Morpheme : a bound morpheme that signals a grammatical function and meaning in specific sentence. e.g., plural {-s}, past tense {-ed}. comparative {-er}, superlative {-est}.

Morph : a minimal meaningful form, regardless of whether it is a morpheme or allomorph.

Morpheme : the smallest part of a word that has meaning or grammatical function.

Prefix : a bound morpheme attached before a root.

Realization : the representation of one or more abstract elements (e.g., morphemes) by concrete elements (e.g., sounds); e.g., women represents the morphemes {woman} + {Plural}.

Root : the basic constituent of a word, to which other morphemes are attached.

Suffix : a bound morpheme attached after a root.

Suppletion : irregular inflectional forms of a word resulting from the combination of historically different sources.

Appendix

Students test

Part (1)

Name :(optional)

Sex : (Male)..... (Female).....

Age :

Choose the right prefixes (beginnings) :

im – re – ir – dis – over – en – fore – in – un -

Number one is done as an example :

Mal v not

- 1- **Malnutrition** is lack of good food. (**nutrition**)
- 2- You are too.....to wait a minute (**patient**)
- 3- He is going toon Tuesday. (**turn**)
- 4- This source of information is (**reliable**)
- 5- Iwith you. You are totally wrong. (**agree**)
- 6- He musthis problems. (**come**)
- 7- When we read books, weour knowledge. (**rich**)
- 8- This boy can.....the future. (**see**)
- 9- I would like to.....the essay. (**write**)
- 10- Theysome rumors. (**heard**)
- 11- Your behavior is (**logical**)
- 12- Amna feltand upset. (**happy**)
- 13- The studentsthese words in the sentence. (**use**)
- 14- Your homework is (**accurate**)
- 15- This film iswith teenagers. (**popular**)
- 16- Theyeating fish everyday. (**like**)

Test (2)

Name (optional)

* Complete the following sentences using the suitable suffix :

**ing -ssion – ment – ing – ledge – ed – ive –
ant – ance - ion – tion – ence – ly - ful**

* No (1) is done as an example.

- 1- Business men make ~~advertisement~~ to announce their products
(**advertise**)
- 2- Mass media provide us with (**inform**)
- 3- Cotton is the main activity in Sudan (**produce**)
- 4- Ali is a driver (**care**)
- 5- these gushing are so to understand (**puzzle**)
- 6- Amna took an course in English . (**advance**)
- 7- All Sudanese have to wor..... for more progress (**active**)
- 8- people can do excellent pieces of arts (**imaging**)
- 9- can cause the speed of diseases .(**ignore**)
- 10-The teacher asked her to improve her (**behave**)
- 11-she has no in herself (**confide**)
- 12-where is you ? (**reside**)
- 13-There..... is incapable (**apply**)
- 14-Sorry I don't know the b of the world ? (**define**)
- 15-Scientists watch of birds (**migrate**)

Test (3)

Name (optional)

*** Put the letter from (C) in (B) to match (A) with (C) :**

No.	A	B	C
			Meaning
1	GPRES	a	a- General packet Radio service
2	FBI		b- let me know
3	CIA		c- I love you
4	DVD		d- You only live once
5	OK		e- National Aeronautics and space Abbreviation
6	Mr		f- Central intelligence agency
7	ROFL		g- North Atlantic treaty organization
8	LMK		h- Graphic interchange format
9	ILY		j- Never mind
10	YOLO		k- Digital video disk
11	NASA		l- Anti Meridiem
12	WHO		q- Post Meridiem
13	NOW		r- Mister
14	ATM		t- Form of Modulation
15	BF		y- Wireless fidelity
16	Dr.		u- Best friend
17	OMG		m- Doctor
18	NATO		i- Federal Bureau of Investigation
19	ASAP		o- Oh my God
20	GIF		q- Old Kinder hook (vote for ok)
21	NVM		x- As soon as possible
22	AM		z- World Health organization
23	PM		b- World Health organization
24	FM		n- National organization
25	Wi – fi		s- Automatic teller machine
26	SMS		w- Sort message service

Students test
Part (4)
Essay writing

Name :.....(optional)

Sex : (Male) **(Female)**.....

Age :.....

Write an essay on the topic "The impact of the revolution of technology on Sudanese social life". Concentrating on the positive and negative effects. You can use the following guide if you like:

Spread, social awareness, explore. new, ideas, social media, information, explore, new ideas, express themselves, get feedback, enhance, confidence, creativity, build. communication skills, charitable activities, source of anxiety, depression cyber bullying, threat, independence, thinking. reduce, productivity, threat, privacy

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